

INSPECTION REPORT

WINSLEY C of E (VC) PRIMARY SCHOOL

Winsley, Bradford-on-Avon

LEA area: Wiltshire

Unique reference number: 126371

Headteacher: Mrs K Palmer

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 4th – 6th March 2002

Inspection number: 230445

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed

School address: Tynning Road
Winsley
Bradford-on-Avon
Wiltshire

Postcode: BA15 2JN

Telephone number: 01225 863365

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Janet Fitzjohn

Date of previous inspection: March 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|--------------|-------------------------------------|--|---|
| 21080 | Kay Cornish Registered inspector | Mathematics Science Music Equal Opportunities English as an additional language | Characteristics of the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? |
| 9644 | Mike Whitaker 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? |
| 21992 | Jean Newing Team inspector | English Art and design Design and technology History Areas of learning for children in the Foundation Stage Special educational needs | |
| 30438 | Roger Guest Team inspector | Information and communication technology Geography Physical education Religious education | How good are curricular and other opportunities offered to pupils? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Winsley C of E (VC) Primary School is smaller than average and has 133 pupils aged from four to eleven years. There are slightly more boys than girls. Pupils are organised into five classes with an average of 27. Only one pupil comes from a home where English is spoken as a second language. The percentage of pupils on the school's register for special educational needs is 18 per cent, which is below the national average. No pupils have a statement of special educational need. The number of pupils joining and leaving other than at the usual time is above average. Seven per cent of pupils receive free school meals, which is well below the national average of 18.3 per cent. Attendance levels are very good; authorised absence, at 2.9 per cent, is almost half the national average. Unauthorised absence is nil. There is a wide range of attainment on entry to the Foundation Stage¹. Assessments of children on entry show that most are above the expected levels for the local education authority. The majority are above the Early Learning Goals at the beginning of Year 1. The school is in an area of great scenic beauty with strong community links, particularly with St Nicholas Church, and the school's site is most attractive. Almost all children attend some form of pre-school before entry. Acts of collective worship were inspected by an inspector appointed by the diocesan council. His report appears under a separate cover.

HOW GOOD THE SCHOOL IS

Winsley C of E (VC) Primary School is most effective at providing a good and enriching education for its pupils. Pupils make good progress in their learning. Standards of attainment have improved and, by the age of eleven, most pupils achieve standards that are well above the national averages in English, mathematics and science. By the same age, standards in other subjects are mainly above the expected levels nationally. In information and communication technology (ICT) and art, pupils' attainment is close to nationally expected levels. Standards in religious education meet the requirements of the locally agreed syllabus. There have been many significant changes since the previous headteacher left through ill health in November 1999. The current headteacher took up her post in January 2001, and since January 2000, three new teachers have been appointed. The current headteacher is dedicated and purposeful and provides very good leadership together with her talented deputy. Many worthwhile initiatives have been implemented in the most recent two years. Teaching is predominantly good and a significant proportion of teaching is very good. Excellent enrichment activities ensure that the school offers very good educational inclusion. The school gives good value for money.

What the school does well

- Standards and achievements in English, mathematics and science are well above average levels nationally.
- Teaching is predominantly good with a significant proportion very good.
- The dedicated, purposeful headteacher and her talented deputy give very good leadership.
- The very good relationships, respect and personal development are ensured through the good support given by all hard working staff.
- The enrichment through extracurricular provision and the management of homework are excellent.
- The governing body, led by an excellent chair, is very good at strategic planning and fulfilling its responsibilities.
- The impact of parental and community links on the school is very good.

What could be improved

¹ The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

- The impact of all co-ordinators upon standards and achievements in their subjects, whilst recognising the good new developments which have taken place recently.
- The amount, storage and accessibility of resources, particularly for information and communication technology, history, geography, religious education and some aspects of science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the previous inspection in March 1996, and many significant changes. All the key issues from the previous inspection have been rectified. The National Literacy and Numeracy Strategies have been implemented very effectively. Significant transition, brought about by changes of staff, has settled. Standards in design and technology have improved. The unsatisfactory situation in the reception unit has been resolved with the appointment of a new teacher and an extension to the accommodation. Higher attaining pupils have been identified on a register and their provision has improved. Assessment, recording and reporting procedures have been improved. The school's improvement plan now identifies, implements and evaluates priorities more clearly. The roles of co-ordinators of subjects have been developed, although this is still ongoing. Long, medium and short term planning now ensures complete coverage of the National Curriculum programmes of study. Statutory requirements for teachers' performance management, and for all pupils to attend a daily act of worship, have now been met. A new behaviour policy is implemented. A new security system has been installed to ensure safety of pupils. A dedicated and purposeful headteacher, with clear vision for managing change, has been appointed since the early retirement of the previous headteacher.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores² in National Curriculum tests.

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|--|
| | all schools | | | similar schools | |
| | 1999 | 2000 | 2001 | 2001 | |
| English | A | B | A | C | well above average A above average B average C below average D well below average E |
| Mathematics | B | A | A | B | |
| Science | B | A | C | D | |

Similar schools refers to those with up to, and including, 8 per cent free school meals.

The above table shows that in 2001 pupils in Year 6 attained high standards in English and mathematics. Compared with similar schools of the top banding nationally, English attainment was close to average, mathematics was above and science was below. The school's lower grade in science was due to a smaller proportion than average reaching the higher National Curriculum Level 5, although 100 per cent of pupils scored the national average Level 4 in science. Based on average point scores, the school trends are upwards and exceeding the national averages at the end of Year 2 and at the end of Year 6. Currently, pupils in Year 6 have well above national average standards in English, mathematics and science. Standards in other subjects are mainly above the expected levels nationally. In ICT

² Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

and art and design, they are close to national expectations. By the end of Year 6, standards in religious education match those required in the locally agreed syllabus. In Year 2, pupils attain well above average standards in speaking, listening and reading. Standards are above average in writing, mathematics, science, design and technology, history and music. Pupils reach the expected levels in ICT, geography, art and design. They meet the requirements of the locally agreed syllabus in religious education. Assessment of children on entry to reception shows that most are above the expected level for the local education authority. They exceed the Early Learning Goals³ by the beginning of Year 1. Pupils make good progress from entry to the time they leave school in Year 6. Pupils with special educational needs make good progress towards their individual targets. Higher attaining pupils are well challenged in each year group and consistently reach higher levels. Overall, standards and achievement are well above average and have improved since the previous inspection.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils are keen and happy to come to school and show very good levels of interest in lessons. They settle quickly to tasks and their concentration is good. A high proportion of pupils are involved in the excellent range of extracurricular activities that the school provides. |
| Behaviour, in and out of classrooms | Behaviour is very good. Pupils are responsive to adults and polite and courteous. No evidence was observed or found, of any oppressive behaviour or bullying at the school. |
| Personal development and relationships | Pupils' personal development is very good due partly to the very good relationships and respect shown. Pupils are very keen to take on responsibility, to use their initiative, and to help others. |
| Attendance | Attendance levels are very good and pupils are punctual. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | 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.

Teaching has a strong impact on pupils' good learning. The quality of teaching during the inspection was good overall. A significant proportion of teaching was very good. Thirty-eight lessons were observed and no lesson was unsatisfactory. Eight lessons were very good. Twenty-three lessons were good and seven lessons were satisfactory. This is a positive picture and a strong improvement from the previous inspection. Good teaching in the Foundation Stage ensures that all children maintain their higher standards on entry, improve and reach levels above the Early Learning Goals by the end of reception. Teaching is good in most year groups with very good features. The teaching of the National Literacy and Numeracy Strategies is very good. The teaching of pupils with special educational needs is

³ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

good. There is some very good teaching of science and music. Marking is consistent and gives clear guidance for pupils to improve. Assessment procedures are thorough and usefully inform teachers' planning of lessons. The planning of homework and informing parents, so that they can be of greater support to their children, are excellent. Teachers have high expectations of pupils' targets so that the needs of all, including higher attaining pupils, are successfully met. There is very good management of pupils' behaviour and very effective methods deployed to make lessons interesting and hum with animated imagination. Teaching assistants have received good training and offer worthwhile support for pupils during lessons and on other occasions. The school has been most successful in overcoming the significant staff changes over the past three years.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The quality and range of learning opportunities are good and meet statutory requirements. All pupils are fully included in an enriching range of experiences. Provision for extracurricular activities is excellent. |
| Provision for pupils with special educational needs | Provision for pupils with special educational needs is good. Pupils have full and equal opportunities to all experiences on offer at the school. They make good progress because of the high quality of support available. |
| Provision for pupils with English as an additional language | A pupil from Bulgaria has adapted to schooling in England very successfully, largely due to the extra teaching support funded by the local education authority, and the warm welcome given by pupils and staff. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The successful promotion of very good moral and social development, and good spiritual development, ensures that all pupils are enriched significantly. Provision for cultural development is satisfactory with very good links with Canada and Dominica. The school's ethos is warm and welcoming. |
| How well the school cares for its pupils | Pupils receive good support and guidance as they mature, and they are confident to approach adults with any concerns. The positive and supportive environment ensures that pupils' learning is progressive. All staff work hard to maintain a safe, clean and happy environment. Procedures for assessing pupils' attainment and progress are very good. The analysis of assessment information to guide the whole school is good. |

Parents consider that the school is excellent. The school's partnership with parents is very good. Parents are accurately informed about their children and school. The school is a well ordered community.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher is dedicated and purposeful. She has very good support from her talented deputy. Both give very good educational leadership. The delegation of duties is clear and the performance management cycle for all staff is very good. Due to the short timescale most staff have been employed (under three years), some subject co-ordinators' roles are still underdeveloped. New, worthwhile initiatives are being managed very successfully. All staff work well as a supportive team. |
| How well the governors fulfil their responsibilities | The excellent chair of governors gives loyal support and has been a resolute influence throughout the school's significant changes, brought about by the previous headteacher's long-term illness. Governors are very good at fulfilling their statutory duties and have been successful in managing several key changes in a recent short timescale. All statutory requirements are met. |
| The school's evaluation of its performance | The school improvement plan identifies clearly priorities for development from a thorough evaluation of the school's strengths and needs. The school has already identified the need to develop all co-ordinators' roles further and to improve learning resources. |
| The strategic use of resources | The school uses its budget prudently and there is a good financial policy. There is very good use of strategic resources, including specific grants, so that extra support staff and 'booster' classes can be funded to help pupils. The attractive accommodation and site have been imaginatively improved and have maximum use. Although learning resources are mainly satisfactory, there are weaknesses in ICT, history, geography, science and religious education. Storage and accessibility of resources are problematic. Best value principles are applied regularly and the school gives good value for money. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • High academic standards. • The caring relationships. • Extracurricular opportunities. • Good links with other schools. • Weekly 'Sharing' assemblies. • Professional leadership. • Well planned homework and guidelines. • Imaginative alterations to buildings. | <ul style="list-style-type: none"> • One parent was concerned that younger children do not have enough time for play. • One parent would like pupils to learn modern languages. |

Inspectors agree with all that pleases parents and with opinions about current improvements and consider that children in the reception unit and Years 1 and 2 have sufficient daily play time. Structured play opportunities in reception ensure that learning is fun and children have sufficient time to choose independent activities. The school considers that the introduction of modern foreign languages would have to be done at the same time as other local primary schools, so that transition to secondary stage would be uniformly smooth.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to reception is above the expected level for the local education authority. By the time pupils begin their formal schooling in Year 1, most have maintained steady progress in learning and reach above expected standards in the Early Learning Goals. This is a very good improvement from the time of the previous inspection, when standards were unsatisfactory in reception.

2. At the time of the previous inspection, pupils' attainment was close to the average and expected levels nationally in Year 2 in most subjects, but were below in design and technology and above in music. In Year 6, the attainment of pupils was close to average and expected national levels in the majority of subjects, but was above in science, music and physical education. Pupils with special educational needs made satisfactory progress. Overall, there has been good improvement in standards since the time of the previous inspection, and very good improvement since January 2001. Currently, standards in core subjects are above national average levels in Year 2, and well above in Year 6.

3. In the 2001 National Curriculum assessment tests, pupils in Year 6 had average point scores which were well above the national averages in English and mathematics, and close to average in science. According to the free school meals banding, which places this school in the 'up to 8 per cent' band nationally, pupils' results in English were close to the average for similar schools, above in mathematics, but below in science. In 2001, special educational needs pupils had made good progress in English and mathematics and very good progress in science. Higher attaining pupils in Year 6 had above average standards in English at Level 5, and well above mathematical standards at Level 5. Although 100 per cent of pupils in Year 6 reached the national average in science in 2001, a smaller proportion than average reached Level 5, and this reduced the average point scores overall. Due to small numbers of pupils in each year group, comparisons of scores between each year are unreliable. However, trends over the three years from 1999 to 2001 show that at the end of Year 6, the performance of pupils in all core subjects exceeded the national averages for their age group. Boys outperformed girls, which goes against the national trend.

4. Year 2 pupils in the 2001 National Curriculum assessment tests, attained average point standards close to the national averages in reading, writing and mathematics. Compared with similar schools, results were lower than average. This is due to the fact that pupils had had a disrupted year and a half, prior to tests, because of changes in staffing and the long term illness of the substantive headteacher at the time. Results have since improved significantly, particularly those of higher attaining pupils. Teachers' assessments of science, compared with all schools, placed pupils very high against the national average. Higher attaining pupils were assessed as close to average. Before this inspection, the school had identified the need to improve investigative science in Years 1 and 2. The progress of pupils with special educational needs was satisfactory. Overall, in all core subjects, girls performed better than boys in Year 2. Trends over time in Years 1 and 2 show consistently above national average performances by pupils. The 2001 performance was not typical.

5. Current pupils in Year 6 have well above average standards in English, mathematics and science. A significantly high proportion, approximately 50 per cent of pupils, are on target to attain the higher National Curriculum Level 5. Standards in other subjects in Year 6 are mainly above the expected levels nationally. In ICT and art, they are close to national

expectations. By the end of Year 6, standards in religious education match those required in the locally agreed syllabus.

6. In Year 2, pupils attain well above average standards in speaking and listening and reading. Standards are above average in writing, mathematics, science, design and technology, history and music. Pupils reach the expected levels in ICT, art and geography. They meet the requirements of the locally agreed syllabus in religious education.

7. Both the National Strategies for Literacy and Numeracy have had good implementation at least, with very good implementation of numeracy. The good implementation of both strategies has had a very good influence on improving speaking and listening, reading and writing, and mathematics. The very good progress pupils show in these basic skills has ensured that standards for research, collating information and recording findings in other subjects, such as science, history and geography, are strongly supported.

8. Pupils with special educational needs make good progress and most achieve standards close to the national average. The progress is the result of the predominantly good teaching in the school. Higher attaining pupils are highly challenged in each year group and achieve well above average standards for all the core subjects. In addition, excellent enrichment activities through extracurricular opportunities, such as music, residential visits, and visitors to the school, have ensured the very good educational inclusion currently operating at the school. The successful picture is one of strongly improving standards with no subject deemed unsatisfactory.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school are very positive, which represents an improvement on the good attitudes observed at the time of the previous inspection. The youngest children in reception settle confidently to their early morning tasks on arrival whilst their parents chat with staff. These children are secure and show no concern at leaving parents or carers. In lessons, reception children concentrate well and stay on task, as was seen in an oral history lesson where children were quizzing members of the community about 'days gone by'. Older pupils respond very well to briskly paced, challenging lessons. They are keen and enthusiastic and always anxious to volunteer answers to questions. They approach practical tasks with gusto and show unrestrained pleasure in making discoveries, as was seen in a Years 3 and 4 art lesson, in which pupils were experimenting with marbling inks. Pupils demonstrate a pride in themselves, their school and their work, as is evidenced by the quality of their presentations. They take full advantage of the many opportunities offered to them; for example, arriving at ten minutes past eight in the morning to take part in a French or music club.

10. Behaviour is very good, an improvement upon the good standards noted in the previous report. In lessons, pupils comply with the school's behavioural requirements, to which they are introduced from their earliest days in reception. At lunch, pupils eat and chat sociably in a pleasant atmosphere, complying with the requirements of the mealtime supervisors (and trying to win points as the 'table of the week'). In assemblies, pupils are appropriately respectful. Play is lively but well intentioned. No instances of threatening or challenging behaviour were observed. The school is an inclusive community, free of sexist behaviour or racist attitudes. The handful of pupils from minority groups is fully involved in school life, both in class and at play. Pupils are cheerful, outgoing and friendly. School premises and property are treated with respect. There have been no exclusions over the past twelve months.

11. Personal development is very good. Pupils are involved in the day-to-day running of the school and most have classroom duties of some sort. Jobs are done promptly, efficiently and with minimal need for reminders. Pupils are conscious of their responsibilities towards others and readily take care of each other in the event of a minor playtime accidents. They,

especially older pupils in Years 4, 5, and 6, are able to debate moral issues such as the right to freedom of speech, and personal matters, such as the nature of respect, with sense and maturity. Pupils are able to work independently when required but there is less evidence of their use of initiative. Relationships are very good and a strength of the school. Adults in school are good role models for co-operative working relationships. Staff treat pupils with respect and value all contributions in lessons. Pupils themselves work well together in pairs or groups and there is much evidence of pupils relating well to each other across the age range. However, in the older classes, such as Years 4, 5 and 6, pupils tend, when left to their own devices, to form groups on gender lines. Pupils listen to each other's classroom contributions well, and evaluate each other's work fairly.

12. Attendance is very good. At 97 per cent it is well above the national average for primary schools. There has been no unauthorised absence. Pupils arrive punctually for school and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Teaching has a strong impact on pupils' good learning. The quality of teaching during the inspection was good. A significant proportion of teaching was very good. Thirty-eight lessons were observed and no lesson was unsatisfactory. Eight lessons were very good. Twenty-three lessons were good, and seven lessons were satisfactory. This is a positive picture and a strong improvement from the previous inspection.

14. Good teaching in the Foundation Stage for all aspects ensures that children maintain their higher than normal standards on entry and are above the expected levels of the Early Learning Goals by the end of reception. Strengths are in encouraging children to develop well socially, with a strong sense of their own identity. As this area was the weakest on entry to the Foundation Stage, good teaching has developed the personal, social and emotional aspect of children well. From a very early age, staff encourage children to talk about their needs, and an awareness to listen carefully, ask questions, and make choices. As a result, very good speaking and listening skills are developed very early.

15. Teaching throughout Years 1 to 6 is good, with very good features. As a result, pupils' learning is consistently good and, at times, very good. When teaching is very good, there are high expectations of pupils' performances and very good challenges are given to interest and maintain pupils' concentration. Teachers deploy very effective methods to ensure the maintenance of high standards and use a variety of approaches, such as pairing pupils for discussion, ensuring practical investigations in mathematics and science, and sharing whole class findings, so that all pupils learn equally from an analysis of data and conclusions.

16. Displays are colourful, interactive, and frequently initiate good responses through good lead questions. Throughout, the management of pupils' behaviour is very good, so that pupils have a high degree of self-discipline. Co-operation and respect are strongly evident. The way teachers plan and inform parents about pupils' homework is excellent. Planning of the lessons is good and teaching assistants are given very good guidance in their deployment. Teaching assistants offer worthwhile support during lessons and on other occasions. Very good assessment procedures are used constructively to plan further lessons and all teachers and assistants know their pupils well. Marking gives clear guidance for pupils to improve.

17. Teachers' knowledge of the National Strategies for Literacy and Numeracy is very good. There is good implementation of the literacy strategy. The implementation of the numeracy strategy is very good. There are good links made to other subjects, particularly in science, design and technology, history and geography. As a result, literacy and numeracy skills are further strengthened through these subjects. Throughout each year group, there is good teaching in speaking and listening, literacy, numeracy, science, design and technology,

history and music. In Years 3 to 6 there is predominantly very good teaching of mathematics, science and music, over time, and good teaching of geography and physical education. During lessons, opportunities through positive educational inclusion are very good, as well as during the extracurricular activities on offer.

18. A major strength of teaching is the way teachers match tasks to pupils' prior learning. Lessons meet the needs of all pupils, the most able, average and those with special educational needs. Teachers and all staff work very hard to provide a wide range of enrichment activities throughout the year so that all pupils are allowed to participate whenever possible. In addition, parents and volunteers generously help teachers in lessons and after school activities.

19. Since staff changes over four years, good teaching has been fully established and had a substantial impact on the raising of pupils' standards. Both new and established staff work well as a team, offering very good support to each other and to pupils, resulting in very good achievement in core subjects and in pupils' attitudes and behaviour.

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

20. The quality and range of opportunities for learning are good throughout Years 1 to 6. A broad and balanced curriculum, meeting statutory requirements, is provided. This is enhanced by an excellent array of extracurricular activities, supported by other opportunities to listen to visiting speakers and visits to other places. Curriculum provision has improved since the last inspection, although some subjects continue to be inadequately resourced to encourage very good provision across the board. The school is implementing the National Literacy and Numeracy Strategies in an effective manner.

21. Planning for curriculum provision has improved since the previous inspection. The school now has policies approved by the governing body, and schemes of work in place for all subjects, including religious education, where the Wiltshire Agreed Syllabus is now being followed. The school actively promotes personal, social and health education and now has a sex and drugs education policy. Design and technology, a weakness at the time of last inspection, has improved substantially. Cross-curricular use of ICT is a developing strength of curricular provision. ICT is well used to support curricular areas, especially numeracy, science and geography. Occasional breakdowns of equipment, especially printers, and the incompatibility of some software, are weaknesses to be addressed in order to increase the effectiveness of curriculum provision.

22. Special educational needs pupils are well supported by the school. The school is inclusive and offers good access to the curriculum regardless of gender, race or creed.

23. A strength of the school's curricular provision is the wealth of extracurricular opportunities offered to pupils. The school uses its own staff, parents and grandparents, members of the community and visiting experts (to whom some payment is made) to provide extracurricular activities to pupils. Activities include: two French clubs, German and Latin, soccer, judo, computer club (now temporarily suspended to allow the teacher to run writing classes), first aid, art and crafts, netball and country dancing. The clubs are attended by small groups of pupils who obtain great benefit from them. In addition, an array of musical opportunities is provided for pupils.

24. In addition to the very good community links mentioned in the previous paragraph, the school has close links with its secondary school, St. Lawrence's, in Bradford-on-Avon. The special educational needs co-ordinator visits the school to discuss transfer and there have been subject linked transfer discussions. There have been links established with other primary schools; for example a road safety activity involving local primary schools. The

school writes for the community magazine and has close ties with the church. The vicar visits the school weekly, takes assemblies, and is a great support to all. In addition, other religious leaders in the community visit weekly, which is of great benefit to the school. These links enhance curriculum provision and relationships are supported to aid pupils' learning.

25. The governing body actively promotes a good quality of curriculum provision. The curriculum committee is fully aware of policies produced and is becoming involved in monitoring their provision. Regular meetings and visits give governors a good strategic overview of curricular opportunities offered to pupils.

26. The school's overall provision for pupils' spiritual, moral, social and cultural development is very good and is a strength. There has been a significant improvement in this aspect since the previous inspection.

27. Procedures for developing pupils' spiritual awareness are good. These are particularly reflected in good quality acts of worship, religious education and music lessons. Opportunities to develop awareness in other subjects are not, as yet, fully developed. The school's new spiritual, moral, social and cultural policy, when confirmed by the governing body, will enhance planned provision in this area. The school provides very good quality acts of worship of a Christian nature. The influence of a supreme being is recognised. This was particularly evident when after an act of worship, concentrating on helping mums in an appropriate way, God's help was asked to ensure pupils would do this. Plans reveal that such opportunities are effective outside of the inspection period. Statutory requirements in this area are now being fully met. The ethos of the school, with its calm, caring atmosphere, occasions to reflect in acts of worship, some religious education lessons, and the 'time to think' display in the hall, certainly facilitate spiritual awareness in this school.

28. The school actively promotes principles which distinguish right from wrong. The ethos of the school includes high expectations of good behaviour, tolerance and respect for each other's views. Pupils in many lessons are actively encouraged to express opinions, which are valued by staff and pupils alike. Staff contribute to pupils' personal development. For example, in physical education pupils developed their own sequences of movements with great skill and were permitted to choose their own warm up activity for the class.

29. Pupils have very good moral values. These appear to be secure, as pupils will respond in mature and thinking ways without direction from staff. The school fosters moral development with consistent application of the need to show respect for each other's opinions and needs. The adoption of 'golden rules', decided by pupils, underpins this provision and is to be applauded. The golden rules involve each pupil caring, doing what they know to be right, listening, and thinking in order to make moral judgements.

30. This in itself leads to, and supports, very good provision for social development. Pupils understand the needs of a community and respect each other. Older pupils regularly help younger ones and pupils carry out many, minor, helpful tasks. The school successfully undertakes events and visits a local hospice and homes, for charitable awareness. The adults in the school provide good role models for pupils. The very few instances of inappropriate behaviour witnessed were dealt with in an appropriately calm and firm manner. The community ethos of the school with a sense of belonging and no raised voices or conflict, is very good and leads to a sound foundation for pupils' continued development at the secondary stage of their education.

31. The cultural opportunities provided for pupils, whilst satisfactory, are less well developed. Pupils have a sound knowledge of their own culture, but the school has not developed an active, planned pursuit to learning about the characteristics of other cultures. The school has planned visits from a Jewish family to share their cultural heritage, which is good. The e-mail links with a school in Canada are very good. Old library books have been sent to Morne Prosper school in Dominica and photographs of this school are in the school

hall. Pupils have studied Creation stories of other cultures and have an awareness of how people live in Mexico. This introduces different cultures, but evidence of systematic, planned regular experiences are rare. This is an area of relative weakness in otherwise very good provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. There are satisfactory arrangements for ensuring pupils' health, safety and welfare. The headteacher has recently appointed a new staff member to take charge of child protection and that person has yet to be trained. All staff, including support staff, however, are aware of the steps to be taken in cases of concern. A member of the governing body is responsible for overseeing the school's health and safety policy. The premises are inspected regularly. Contracts are in place for safety inspections of physical education and play apparatus, fire equipment and electrical items. Fire drills are held periodically. Pupils' medical needs are catered for competently and there are satisfactory arrangements for administering first aid. General standards of care are high; the school encourages healthy eating (and seeks to minimise litter) by limiting the consumption of crisps at break times. The school is aware of pupils with specific medical problems, such as the risk of anaphylactic shock and, in consequence, forbids peanuts from the premises. All staff have been trained in dealing with anaphylactic shock.

33. There are good procedures for monitoring and promoting good attendance. Registers are carefully checked and the school follows up any unexplained absence. Instances of unsatisfactory attendance are rare but, should they occur, the services of an education welfare officer are available. The headteacher reinforces the need for punctuality in newsletters. The most effective element in achieving high levels of attendance, however, is the school's atmosphere and ethos. Parents support the school strongly and pupils enjoy attending.

34. Procedures for monitoring and promoting good behaviour are good. Good behaviour is chiefly promoted through ethos and high expectation. As soon as children join the school, they are introduced to the school's behavioural expectations. Pupils debate and contribute to class rules, thus giving them ownership. The staff's approach to behaviour is consistent. The pattern of rewards varies from class to class but, in all cases, the emphasis is upon promoting positive attitudes and behaviour. There are group and individual rewards for behaviour, effort and achievement. Success is publicly celebrated at a 'sharing' assembly, to which parents are invited. Bullying, when it occurs, is dealt with directly by the headteacher; and where necessary, parents are involved. Bullying is debated during 'circle time'⁴ and, in addition, the nearby secondary school presented a drama on the subject. Parents consider that any instances of bullying are quickly and effectively dealt with. The school has experienced no incidents of a racial nature.

35. All aspects of assessment are good, which demonstrates a considerable improvement over the situation at the time of the last inspection, which concluded that the school needed to address the whole issue of assessing, recording and reporting on pupils' progress. Arrangements for keeping track of individual pupils' progress are good. The results of the children's assessment on entry to the school (baseline assessment) are analysed, as are the results of all subsequent tests, such as reading, spelling tests and non-statutory assessments. Group targets are derived from these analyses. Each pupil has an individual record of progress towards National Curriculum attainment targets, which shows the year in which the target was achieved. Record keeping is consistent; records are annotated with individual detail to facilitate reporting to parents. The use of assessment to inform curriculum planning is good. Individual teachers are using assessment data for planning lessons but the procedure has yet to become embedded in the school's daily practice. The school has

⁴ In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.

recently started to use a commercial computer program to analyse assessment data in English and mathematics in order to inform the target setting process.

36. Arrangements for monitoring and supporting pupils' personal progress are good though largely informal. Staff know their pupils well and recognise needs other than the purely academic. Support for personal development is part of the school's positive caring ethos and pivots upon the very high quality of relationships between staff and pupils. Particular care is taken with the tiny handful of pupils from minority groups.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The school has very good, effective links with parents. The school sees parents as a valuable resource and parents feel possessive about the school. The positive partnership thus engendered works to the advantage of pupils and their learning. Parent (and other community) volunteers work in school. In addition to supporting children's reading and helping with practical lessons such as art, parents make a significant contribution to the extracurricular opportunities on offer, for example, by running French and music clubs. Parents are welcome at the school's weekly celebration assemblies, and at school drama productions. The school involves parents by providing information of a very good quality about children's progress, school events and the curriculum. Newsletters are frequent and written in parent-friendly language. The school seeks parental views by regular questionnaires on matters such as home-school communications or homework. Parents are given advance information about the topics their children will be studying. Information sessions on, for example, how numeracy is taught, are arranged. Parents have three formal opportunities a year to discuss progress with their children's teachers. In addition, parents find staff readily available for informal discussions. Pupils' annual reports are of good quality, providing a clear statement of the child's approach to each subject, including strengths and weaknesses. In the core subjects of English, mathematics and science, targets for the ensuing year are provided. There is an informative commentary on the child's personal development.

38. Parental support for children's learning is considerable. Parents support the school's homework policy and make good use of their children's homework diaries as a vehicle for home-school dialogue. The school, for its part, provides homework support information of exemplary quality, including hints on how to approach the task, where to get help, and a timetable of tasks for the ensuing week, all professionally presented. The quality indicates to both pupils and parents the importance placed on homework. Parents support their children's reading by making good and frequent use of the home-school reading diaries. There is a vigorous parent-teacher association that acts as a social link between school and community, and raises funds to the benefit of children's learning, such as adventure play equipment and improvements to the grounds.

39. Parents regard the school as excellent. The vast majority of views expressed at the Ofsted pre-inspection meeting, through the pre-inspection questionnaire and during the inspection, were strongly supportive. As one parent put it, "We have trust in the school." Parents particularly like the positive family ethos of a small school, in which older pupils take care of younger ones, the rich diet of after-school opportunities, the high standards of pastoral care and the headteacher's very high quality leadership. Parents appreciate the transition arrangements both for pupils joining from other primary schools and for transfer to secondary education. There were no significant areas of dissent arising from the pre-inspection questionnaire, other than that of homework, where 14 per cent (or five respondents) were unable to agree that children got the right amount of homework. During the inspection, a very few parents commented that there was rather a lot of homework, especially for younger pupils. The school makes it clear, however, that staff are happy to talk about homework problems. In the inspection team's view, the school makes excellent use of homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. Since the previous inspection, six years ago, there has been very good improvement, and many significant changes. The previous headteacher left through ill health in November 1999, when the current deputy took over responsibility for the school on a part-time basis because the governors had difficulty finding an acting headteacher replacement. In June 2000, the school was judged to be in need of support by the local education authority, and the acting headteacher was released from classroom duties to manage the school. The current headteacher took up her post at Winsley in January 2001. In May 2001, it was agreed that the school no longer needed the additional support from the local education authority. Since January 2000, three new teachers and a headteacher have taken up their duties at the school, and these are now permanent posts.

41. The current headteacher and her deputy give very good educational leadership. The headteacher is dedicated and purposeful. She has very good support from her talented deputy. They have good support from all staff and governors in order to consolidate good initiatives and to implement change. Many worthwhile initiatives have been implemented in the most recent two years, and key issues from the previous inspection have been rectified. They include:

- Very effective implementation of the National Literacy and Numeracy Strategies;
- Settling the significant transition brought about by changes of staff;
- Improving standards and teaching in design and technology;
- Appointing a new teacher in reception and improving the provision with a new extension to the accommodation;
- Improving provision for higher attaining pupils and identifying them on a register and writing a policy for them;
- Improving arrangements for assessment, recording and reporting, and fulfilling statutory requirements;
- The school improvement plan has been improved and more effectively identifies, implements and evaluates priorities;
- Roles of co-ordinators have improved, and this is still ongoing;
- Long, medium and short term planning now ensure complete coverage of the National Curriculum programmes of study;
- Statutory requirements for teachers' performance management and for all pupils to attend a daily act of worship have now been met;
- A new behaviour policy is being implemented;
- A new system has been installed to ensure security of pupils;
- A new, dedicated and purposeful headteacher with clear vision for managing change has been appointed since the early retirement of the previous headteacher.

42. The governing body is very good in fulfilling its statutory duties and in shaping the direction of the school. The excellent and circumspect chair of governors gives long-standing, loyal support and has been a steadying influence through the school's significant changes. Governors have very good expertise and show obvious commitment. There is shared, honourable intention for improvement and the capacity to succeed. For example, governors have been keen to ensure good provision for young pupils commencing in the reception class, and have enabled extra accommodation and funding for the Foundation Stage. The reflection of the school's aims and values in its work is very good and evident in all aspects. The Christian ethos of the school is strongly reinforced through very good respect for individual differences and sensitively managed daily services. Governors have a very good understanding of the strengths and needs of the school and are appreciative of the information provided by staff to help them to make informed decisions.

43. The delegation of managerial responsibilities to staff is clear and well managed. The headteacher monitors teaching and pupils' standards thoroughly. Co-ordination of key

subjects, such as English, mathematics and science, is very good and has been well supported in the most recent year by local education authority advisors. Co-ordinators and all staff monitor the planning of subjects and lessons closely, so that pupils' progress in skills is smooth. Where a subject has been a focus in the school improvement plan, monitoring has been good. However, there are still subjects where teaching and standards have to be monitored further, but as yet, the short timescale for which some co-ordinators have held their responsibilities has not made this possible. The school has already identified this weakness and planned to develop the roles of all co-ordinators further so that their impact is stronger.

44. Staffing is good and there is an effective mix of gender, age and experience. All teachers are qualified to teach the National Curriculum and there is very good use of teachers' expertise across the school, in particular for music. Teaching assistants work hard to gain extra recognised qualifications and they offer good support in each age group. All adults work very well as a team and there are very good mentoring arrangements for new teachers. The cycle of performance management is implemented to a high standard. For example, the new headteacher has had two reviews by an external assessor and governors since her arrival. The governors have produced a policy for performance management; procedures are very good and meet statutory requirements fully. The site manager keeps the school warm and clean to a high standard, and all support staff, including lunchtime supervisors, ensure very good support and safety for pupils.

45. Accommodation is good. The school is relatively new, having been built in 1969, and occupies an extensive site. The school comprises a main block and one temporary classroom. Classrooms are of a good size, having regard to the numbers and ages of pupils. In the main building, there are shared areas between classrooms and a library area. These areas provide good space for small group work and additional literacy support classes. The hall is big enough for teaching physical education and dance in safety, and for whole school assemblies. There is a discrete, secure play area for Foundation Stage children, with adjacent storage for their large wheeled toys. The hard surfaced play area is adequate, with an adjacent adventure play area (suitably surfaced beneath). There is a large field with a football pitch, a netball court and a small environmental area with pond. The latter is of little practical value for pupils' learning and the school has plans for moving it. To further pupils' experience of art, there is a kiln, housed in a secure room. The interior of the school is cleaned and maintained to a high standard and high quality displays celebrate pupils' work.

46. Resourcing for pupils' learning and the curriculum is mainly satisfactory, although there are weaknesses. These include incompatible equipment for ICT and insufficient artefacts in religious education, geography and history, and under-resourcing in some aspects of science. A significant proportion of ICT printers are unreliable and frequently break down. There is good resourcing in mathematics, physical education and for the Foundation Stage. The libraries are well resourced for fiction and non-fiction books and books are accessible. Charts to help the accessing of books are clear and within the reach of pupils. Resources are used thoroughly, although the storage and accessibility of much of the resourcing creates problems and does not ensure the independent retrieval and return of them by pupils. Very good use is made of local and the United Kingdom's historical and geographical sites. The very good links with the community make an important contribution to the enrichment of learning as, for example, in the links with churches.

47. The school's financial management and daily administration are most efficient, due to an industrious administrator and the regular services of one of the local education authority's accounting technicians. Daily routines are well established and calm. New technology is used very effectively to inform parents, governors and teachers. There is effective use of teaching assistants to support pupils and teachers and they have received appropriate training of good quality. A recent local education authority audit report was very favourable and the school has since implemented its minor recommendations.

48. The very good financial policy shows clear financial delegation, and a register of pecuniary interests is regularly maintained by the governing body. There is very good monitoring and evaluating of the school's overall performance through the school improvement plan, which identifies clearly the school's priorities for development. These are monitored carefully for their financial implications. The use of strategic grants is very good as, for example, in supporting additional staffing for literacy and for 'booster' groups in order to improve pupils' standards and results. The management of the budget is prudent, and made with long term vision. In addition, parents and the community have supported the school strongly, financially. They have enabled the purchase of much needed resources, in particular for physical education and music. The large carry forward of over ten per cent is to be suitably earmarked for improvements.

49. The school uses the principles of 'best value' with serious intent. As a result, the effectiveness of the school is good. Costs are managed appropriately for the size of the school, pupil numbers are rising as the school's popularity grows, and there are good achievements, attitudes and teaching. Leadership is very good and there have been very good improvements made since the previous inspection. The school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to address effectively the issues of this report, the headteacher, staff and governing body, in conjunction with the local education authority, should:

- Whilst recognising the good, new developments for the roles of co-ordinators, ensure that the impact of all co-ordinators upon standards and achievements in their subjects is improved.
- Improve the amount, storage and accessibility of resources, particularly for information and communication technology, history, geography, religious education and some aspects of science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

38

Number of discussions with staff, governors, other adults and pupils

26

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 8 | 23 | 7 | 0 | 0 | 0 |
| Percentage | 0 | 21 | 61 | 18 | 0 | 0 | 0 |

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

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)

133

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

9

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

Nil

Number of pupils on the school's special educational needs register

24

English as an additional language

No of pupils

Number of pupils with English as an additional language

1

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

6

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

9

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 2.9 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 6 | 9 | 15 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Percentage of pupils at NC level 2 or above | School | 87 (94) | 87 (94) | 100 (94) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Percentage of pupils at NC level 2 or above | School | 87 (94) | 100 (94) | 100 (94) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

Because the number of boys and girls reported on at the end of year 2 is ten or less, the gender split has been omitted to ensure pupil confidentiality.

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 10 | 21 | 31 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | 9 | 9 | 10 |
| | Girls | 18 | 19 | 21 |
| | Total | 27 | 28 | 31 |
| Percentage of pupils at NC level 4 or above | School | 87 (93) | 90 (93) | 100 (100) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 7 | 9 | 8 |
| | Girls | 19 | 20 | 20 |
| | Total | 26 | 29 | 28 |
| Percentage of pupils at NC level 4 or above | School | 84 (87) | 94 (93) | 90 (93) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 111 |
| Any other minority ethnic group | 1 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 5.8 |
| Number of pupils per qualified teacher | 23 |
| Average class size | 27 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 75 |

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

| | |
|--|---------|
| Financial year | 2000/01 |
| | £ |
| Total income | 348,111 |
| Total expenditure | 346,469 |
| Expenditure per pupil | 2,707 |
| Balance brought forward from previous year | 38,881 |
| Balance carried forward to next year | 40,523 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 2 |
| Number of teachers appointed to the school during the last two years | 2 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 133 |
| Number of questionnaires returned | 38 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 58 | 42 | 0 | 0 | 0 |
| My child is making good progress in school. | 50 | 47 | 0 | 0 | 3 |
| Behaviour in the school is good. | 45 | 53 | 3 | 0 | 0 |
| My child gets the right amount of work to do at home. | 37 | 45 | 13 | 0 | 5 |
| The teaching is good. | 53 | 45 | 0 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 29 | 66 | 5 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 68 | 29 | 3 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 76 | 24 | 0 | 0 | 0 |
| The school works closely with parents. | 47 | 50 | 3 | 0 | 0 |
| The school is well led and managed. | 74 | 24 | 3 | 0 | 0 |
| The school is helping my child become mature and responsible. | 63 | 37 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 61 | 34 | 3 | 0 | 3 |

Due to rounding percentages may not always equal 100.

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

51. Children in the Foundation Stage (reception) are taught in a class with appropriate Year 1 pupils. Currently, there are twenty-four children in the class. There is a part-time teaching assistant. The Year 1 pupils are taught as a separate group for literacy and numeracy three times a week. This is very good provision, which is meeting the needs of all pupils effectively. Attainment on entry is above average; this is confirmed by the assessment of children when they start school. A good curriculum is provided for the youngest children which includes opportunities for them to learn through structured play.

52. Teaching is consistently good. Planning is very thorough and work is matched well to children's prior learning. All children are appropriately challenged, or supported, according to need. The teaching assistant makes a significant contribution to the learning of the youngest children. As a result, the children have achieved the Early Learning Goals and are working within Level 1 of the National Curriculum before they leave reception.

Personal, social and emotional development

53. This area was weaker than communication, language and literacy and mathematical development when the children started school. The teacher, rightly, made it a priority and it is consistently promoted well through all the areas of learning. The teacher has high expectations, has formed good relationships and established effective school routines so that children feel safe and secure. The children have made good progress, they now take turns to speak, do not call out and interrupt, and listen to the teacher and each other. They are given frequent opportunities to work and play in small groups, as well as independently. They concentrate well as a class group, for example, in literacy and numeracy sessions, which are planned effectively to include a variety of activities to sustain their interest.

Communication, language and literacy

54. Children in reception demonstrate higher than expected skills for speaking and listening. They share the book 'Mr Gumpy's Outing', and then re-tell the story in five parts. They are able to do this with other favourite stories, 'The Three Bears' and 'Jack and the Beanstalk'. They speak confidently and clearly in front of the whole class. Children recognise initial sounds and are beginning to build words like 'sun', 'sat' and 'hot'. Most children can read simple text with understanding and expression. They form letters correctly; all can copy under the teacher's writing and many can write a sentence independently. Consistently good teaching and well motivated children impact on good learning, and children achieve standards which are above average.

Mathematical development

55. Children make good progress in this area due to teaching that captures and sustains their interest. All children recognise, match and sort numbers to ten, and higher attainers to twenty. They understand the concept of 'more' and 'less'. They are beginning to add two sets of numbers together. They can order according to size. Children know the characteristics of the most common two and three-dimensional shapes and describe them using correct mathematical vocabulary, such as 'edges', 'faces' and 'corners'. The children are given good opportunities to play in the café and space station, where they can use their mathematical skills. The majority of children have already achieved the Early Learning Goals and are working within Level 1 of the National Curriculum.

Knowledge and understanding of the world

56. Children have stimulating, well planned activities to develop this area of learning. They choose different fabrics from a 'feely box' and describe them – 'ribbon', 'tissue paper', 'feather', 'foil' and 'velvet'. They handle a variety of materials, such as wood, plastic and metal, and talk about their properties using words like 'rigid' and 'flexible'. They consider the most suitable material for the little pigs to use to build their houses, for example, straw, wood and bricks. They are beginning to understand how life has changed over the last sixty years by asking questions of some visiting grandparents. Children have the opportunity to use the computer to write simple sentences linked to history and geography.

Physical development

57. There is a new safe play area to which children have regular access and this provides good opportunities for their physical development. They have timetabled sessions in the hall and, during the week of the inspection, were putting together a dance to illustrate the story of 'The Hungry Caterpillar'. Children move in different shapes, egg, caterpillar and butterfly. They respond to words to describe different movements, 'light', 'quick' and 'fluttering'. In gymnastics, children explore different ways of travelling, forwards, backwards and sideways. They are beginning to put together a sequence of movements. As a result of well planned lessons and the opportunities they get at home, these children are very well co-ordinated, and have achieved the Early Learning Goals.

Creative development

58. Children are presented with challenging opportunities to paint, draw, cut and stick. They are taught to use tools correctly. There is a variety of pencils available when they are asked to look closely at objects and draw what they see. Sometimes children look through a magnifying glass to see more detail. They have attractive, interesting role play areas, for example, café and space station, which contribute to their creative and social development. Children enjoy music lessons. They can identify long and short sounds and respond appropriately to a given signal. They enjoy singing a repertoire of songs in the classroom. Children have attained the Early Learning Goals as a result of consistently good teaching and their own good attitudes to learning

ENGLISH

59. The standards for pupils of seven years of age are well above the national average for speaking, listening, and reading. They are above average for writing. Standards for pupils of eleven years of age are well above the national average. Pupils make good progress up to the age of seven and many make very good progress in their last two years in the school. Pupils with special educational needs make good progress throughout the school. The pupil with English as an additional language is making good progress. All pupils are fully included in all activities. Standards are higher than at the previous inspection, and this shows good improvement.

60. Throughout the school, pupils show very good skills in speaking and listening. This area is consistently well promoted. Pupils are given frequent opportunities to talk in front of the whole class and are always encouraged to enunciate their words clearly. Very good skills were seen when younger pupils interviewed grandparents as part of a history project. The oldest pupils present a balanced argument about the benefits and disadvantages of children owning mobile phones. They speak clearly and confidently and with expression. Pupils in the Years 3 and 4 class demonstrated good speaking and listening skills in a drama lesson.

61. From the earliest weeks in school, pupils begin to make good progress in reading, developing a range of strategies – using pictures, context, acquiring a sight vocabulary and

beginning to associate sounds with letters. Pupils in the reception class share books confidently and most are able to read simple repetitive text with enjoyment and understanding. By the time they are seven, the higher attaining pupils are reading at the standard usually seen by eleven year olds and the standards of a significant majority are average or above. The oldest pupils read silently and for pleasure. They read books of their own choice, Harry Potter, Roald Dahl and Tolkien. They read a range of texts confidently in lessons. Pupils discuss the books they have read, use dictionaries competently, and have developed skimming and scanning skills. Throughout the school, standards are well above average.

62. Standards in writing are good for pupils at seven years of age and very good for the oldest pupils. Writing has been a focus within the school. High expectations, very focused teaching, good use of target setting and evaluative marking have raised standards year-on-year. The younger pupils use picture dictionaries, wordbooks and words on display so that their writing does not contain too many errors. Older pupils have developed the habit of checking their work for spelling and punctuation and clear prompts are displayed to help them to do this effectively. Literacy is very well used across the curriculum. There is an absence of mundane worksheets and pupils write independently in history, geography, science and design and technology. They are given good opportunities to draft and edit their work. Work on display and in class books is of a high quality, showing that pupils take a pride in their work.

63. Standards in spelling are good throughout the school. Spelling is taught systematically. The younger pupils are developing good phonic skills. The older pupils learn lists of words that are tested regularly. The 'look, cover, write, check' approach is used consistently. Standards in handwriting are good. Handwriting is taught using a commercial scheme. It was made a priority at the beginning of the year and all pupils practised handwriting nearly every day. The frequency has been reduced this term, but the emphasis has been effective. Pupils at age seven form their letters correctly, most join them together and their work is neat. The oldest pupils use a joined legible script, even when they are writing at speed.

64. The quality of teaching is consistently good and reflects the high quality of monitoring by the headteacher over the last year and the commitment of all teachers to embrace change to raise standards. The major strengths of teaching in English are the high expectations, focused teaching with clear learning objectives which are shared with pupils, good use of target setting, evaluative marking and the very good match of tasks to pupils' prior learning. Pupils with special educational needs receive effective support from teaching assistants. The provision of homework is exemplary and is taken seriously by teachers and pupils.

65. Pupils display very good attitudes to learning. The youngest pupils listen attentively to the teacher; the seven year olds work well in pairs, miming adjectives which they then use in their writing. The older pupils write in almost complete silence on interesting and challenging tasks and are then keen to share their work with the class. The oldest pupils work as a group, in pairs and finally independently, constructing a balanced argument.

66. The management of English is satisfactory. The National Literacy Strategy has been implemented and satisfactory resources have been purchased. Good assessment procedures are in place so that pupils' progress can be tracked. The co-ordinator has been on training to enable her to fulfil her role. She now needs to be empowered to do so.

MATHEMATICS

67. At the time of the previous inspection, standards in mathematics were close to the national averages at the end of Year 2 and slightly above at the end of Year 6. Currently, pupils' attainment in Year 2 is above the national average. In Year 6, pupils' attainment is well above the national average. This represents a very good improvement.

68. Results of 2001 National Curriculum assessments in mathematics for pupils at the end of Year 2, were close to the average nationally, compared with all schools. They were below the average compared with similar schools. During the eighteen months prior to 2001 tests for Year 2, pupils had experienced significant changes in staffing, which have now settled. At the end of Year 6, standards were well above the national average for all schools. They were above the average when compared with similar schools. A high proportion of pupils in Year 6 scored the higher Level 5, which suggests that higher attaining pupils were well challenged. Care must be taken when comparing small numbers of pupils' results with other year groups, due to considerable year-to-year variations. However, trends over time show that pupils' performances are improving. Now that staffing has stabilised, even stronger improvements in pupils' annual test results are reflected.

69. Children enter Year 1 from reception with standards in mathematics which are above the nationally expected levels. Currently, the attainment of pupils in Year 2 is above the mathematics national average overall, and well above in number work. This reflects good progress in learning during Years 1 and 2. By the end of Year 2, a significantly high proportion of pupils have very good accuracy in adding and subtracting in tens, and in counting on and back in hundreds and thousands. Doubling two and three-digit numbers is mainly correct. The majority of pupils add three numbers to make a hundred correctly, and partitioning of hundreds, tens and units is accurate. Most pupils have learnt how to recognise shapes, recall correctly seasons through a year, recognise analogue time and how to measure carefully in centimetres. They have good strengths in solving numeracy problems in words and have very high standards when explaining orally their understanding when problem solving. There is good recognition of the patterns to be found on a hundred square, and pupils meaningfully collect data in tabular format and in graphs. Presentation is neat and logically set out, and there is good accuracy in recalling 2, 3, 4, 5 and 10 times tables. Adding and recording money in decimals is of a high standard.

70. By the end of Year 6, learning and achievement are predominantly very good. Progress of pupils is consistent throughout Years 3 to 6. A significantly high proportion of pupils, by the age of eleven, have very good understanding of the value of each digit to one million, and are accurate in a variety of methods in calculating numbers in thousands, using all four rules. Pupils have very good understanding of factors for multiplying and dividing and use brackets correctly. There is accurate solving of word problems and good knowledge of fractions, equivalence and percentages. Pupils are very confident solving problems using decimal notation. Reflective symmetry and co-ordinate work are predominantly accurate. There is correct use of positive and negative numbers to record temperature changes. Construction of angles and triangles is carefully and accurately completed and pupils understand the properties of polygons. Many are very confident in justifying probabilities and approximating through experimental evidence. Presentation is neat, logically ordered, with clear methodology explained or shown.

71. The quality of teaching observed during the inspection was good. Sometimes, it was very good. No teaching was unsatisfactory. Lessons are thoroughly planned and implement closely the National Numeracy Strategy. Pupils' tasks are closely matched to their needs so that higher attaining pupils are well challenged to reach higher grades. Pupils with special educational needs are well supported by the carefully planned educational programmes set for them by the teacher and teaching assistants, who have received good training. As a result, these pupils make good progress towards their individual targets.

72. Teachers motivate pupils well and ask searching questions in order to ascertain the levels of understanding before new concepts in mathematics are introduced. The

management of behaviour is very good. Pupils are given good encouragement to estimate and suggest answers, and they are confident to do so, even at the risk of being wrong. All these aspects of teaching ensure that pupils' behaviour and their attitudes to learning are very good. There is good marking, which highlights pupils' strengths and clearly identifies what needs to be improved upon.

73. There is very good management of the subject, particularly in the most recent two years. There has been very good assessment, recording and tracking of pupils' progress in order to focus on areas of need. The implementation of the National Numeracy Strategy has been very good and, as a result, lesson objectives have become more precise and challenging. There are very good links made with other subjects, particularly in science and design and technology, resulting in greater security in basic calculating skills, due to constant reinforcement. Opportunities for pupils to use ICT when collating and analysing data, is effective, resulting in satisfactory graph work. Monitoring of pupils' work has been very thorough and has enabled extra help through 'booster' classes to continue. The full breadth and range of the subject is implemented to a high standard, so that the quality of learning opportunities is very good. Practical sessions increase pupils' social skills and develop good relationships and awareness of society's commercial interests. Mathematics has a high profile in the school, with pupils reaching high standards throughout.

SCIENCE

74. Standards in science at the time of the previous inspection were average in Year 2 and above average in Year 6. Currently, pupils' attainment in Year 2 is above the national average. In Year 6, pupils' attainment is well above the national average. This represents good improvement.

75. Teachers' assessments of pupils' attainment in science in 2001 at the end of Year 2, placed pupils well above the national average compared with all schools, and close to the national attainment for the higher Level 3. Compared with schools in a similar context, assessments were similar. In Year 6, standards in 2001 were average compared with all schools. They were below average when compared with similar schools. This is largely due to the lower proportion of pupils gaining the higher Level 5, and the changes of staffing pupils experienced for their work in Years 3 to 6. In addition, the high mobility factor of pupils entering in Years 3 and 4 affected final results. Trends over the most recent three years of assessments in Year 6 reflect a higher than national average performance. Now that staffing has stabilised, even stronger improvements in pupils' performances in periodic testing of science are indicated. This is particularly noticeable in experimental and investigative science, which has received a strong focus since May 2001.

76. Children enter Year 1 from reception with strong standards in preparation for the National Curriculum in science. Currently, the attainment of pupils in Year 2 is above the average level nationally. Pupils experience a high frequency of investigative work, resulting in high standards in this aspect of the programmes of study for science. Pupils' accuracy of predictions is good and much of their recorded work is in their own thoughts and conclusions. Pupils are very experienced and confident in using a tabular format for recording their findings.

77. In Years 1 and 2 pupils accurately recognise and sort a variety of materials within an object, such as wood, plastic, metal, fabric, glass and paper. They confidently undertake simple enquiries as, for example, in investigating different types of paper under a magnifying glass. A high proportion of pupils make correct predictions using magnets, as, for example, in one pupil's recording: *"I have found out that plastic does not stick to magnets, and magnets don't stick to all metals."* Through their investigations, pupils are secure in their knowledge of which materials are waterproof, recognising which are the most important properties. They have a good knowledge of forces that push or pull, and how movement on different surfaces

varies. Pupils understand clearly their investigations into objects floating and sinking in water. All pupils in Years 1 and 2 carefully observe changes in nature over time, and how heating and cooling can create change. For example, this is illustrated in one pupil's writing: *"A plastic saucepan would not be suitable material because you would burn yourself. It would melt when heated."*

78. In Years 3 to 6, there is again strong evidence of investigative science and very secure knowledge of the National Curriculum for science. Pupils have a very good grasp about our solar system, and the effects of the sun and moon on our earth. Experiments on shadows cast by the sun to record the length and position of shadows, plotted in graphs, reflect very secure understanding as, for example, in one pupil's writing: *"The conclusion is that shadows do change throughout the day. My prediction was right: the shadow did get smaller towards noon and longer as it goes away. It got shorter as the sun got higher because when the light came down on top of the marker, it hit a smaller surface area of the marker, making the shadow smaller. When the sun is lower, the bigger surface area makes a bigger shadow."*

79. Throughout Years 3 to 6, a significant majority of pupils have very good understanding of green plants as organisms, of their growth rates and, through their 'fair testing', define optimum conditions for seeds to germinate. Their understanding of photosynthesis, plant reproduction and the life cycle of a flowering plant is very good. Pupils have a very good knowledge of how humans hear and how sound travels following their practical making of simple instruments and experimenting with changing pitch. One pupil wrote during an investigation into which material is appropriate for a string telephone: *"I found that the cotton string worked the best because it was the tightest, which makes it better because the molecules are closer and sound travels better then."*

80. Pupils have accurate knowledge about electrical resistance, how a dimmer switch works, and, through investigating circuitry problems in electricity, are very secure about conductors and insulators. Their knowledge about the human body is very good. They have a very good recall of the major organs, the characteristics for life, the human skeleton, and healthy eating. Pupils' investigations into freezing, melting, burning and chemical change reflect good understanding and an effective approach through asking relevant questions. They are very secure in understanding evaporation and condensation.

81. The quality of teaching is always at least good. The teaching of investigations and a questioning approach are very good. Teachers plan exciting lessons with interesting activities and tasks matched closely to the needs of pupils. Teachers ensure that pupils make their own predictions and conclusions, and allow sufficient time to collate the class findings in an analytical and informative way. Pupils' learning over time is good and the whole class discussions reflect a high quality of thinking. Pupils with special educational needs are effectively catered for, with good additional support enabling full inclusion in class experiments. Teachers ensure that pupils' work is recorded logically, clearly and neatly, with very good illustrations. Pupils are given many opportunities to record work in their own thoughts and sentences and to analyse carefully. Due to high challenges, all pupils are keenly focused and concentration is very good. Pupils' behaviour and attitudes to science during lessons are very good.

82. There is very good leadership in science. The planned programme is strongly established and assessment of pupils' achievement is very good. The subject has had the added benefit of a local education authority advisor's support since May 2001, resulting in confident teaching and evident progress of pupils' skills. There are very good planned links with other subjects, such as design and technology and mathematics, which reinforce the learning of pupils. However, there are some areas in science where resources are insufficient. Lessons contribute successfully to pupils' social and cultural development as evident in group discussions about each other's experimental results.

83. The high focus on science in the school has ensured that the subject is now securely established and provides pupils with exciting learning opportunities which engage their imagination fully.

ART AND DESIGN

84. Standards in art and design are in line with those expected nationally throughout the school. There are particular strengths. The younger pupils, those of ages six and seven, show skills well above average in observational drawing. The older pupils show high standards in landscape painting and clay work. All pupils, including those with special educational needs, make good progress as they move through the school and have a wide range of experiences. Standards are similar to those seen at the previous inspection despite the fact that the school has had a heavy focus on raising standards in the core subjects over the past six years.

85. In Years 1 and 2 pupils experiment effectively with a variety of papers, cutting, weaving, curling and twisting, after which they produce an attractive collage. They have frequent opportunities to paint seaside pictures and spring flowers, and there is clear evidence that they mix their paint to achieve the shades they require. Older pupils experiment with drawing, painting, printing and modeling, and achieve pleasing results. They look at the work of famous artists, for example, Lowry and Clarice Clift, and produce work in these styles. Good links are made between art and design and history through Aztec designs and Roman mosaics. Sketchbooks are used regularly throughout the school so that pupils can see how they are improving. Pupils in Years 4 and 5 looked carefully at pictures of Aztec masks and made careful drawings which they used to make clay masks. The expertise of the teaching assistant and the parent helper had a significant impact on the learning in this lesson. Pupils in Years 3 and 4 experimented with the marbling technique. Pupils were absolutely fascinated to see the results. They worked very well in small groups. Art and design makes a positive contribution to pupils' personal development.

86. Teaching in art and design is good. Teachers share their expertise well and have been on courses to increase their knowledge and confidence in various techniques. They have high expectations and good organisational skills so that lessons are calm and purposeful. They give clear instructions and demonstrations. As a result, pupils enjoy art and design lessons, work with enthusiasm and concentration and take a pride in their work.

87. Art and design is managed satisfactorily. The co-ordinator has produced a policy and a scheme of work in line with national guidance. Assessment procedures are implemented. Displays around the school and the work in attractive class books reflect the value placed on pupils' work. Resources are adequate.

DESIGN AND TECHNOLOGY

88. Design and technology has a high profile in the school. Although it was only possible to see one lesson during the inspection, there was plenty of past work available and photographic evidence to indicate that standards are above national expectations for pupils of seven and eleven years of age. This represents good improvement; at the time of the last inspection standards were in line for seven year olds and below for eleven year olds.

89. The co-ordinator, who has specialist knowledge, has been in post since September. He has written a policy and adapted the Qualifications and Curriculum Authority scheme of work to fit in with the needs of the school. As a result, all pupils, including those with special educational needs, make good progress. Work on display and in books, shows that pupils have a clear idea of the design process. They produce clearly labelled diagrams. Year 6 pupils wrote very detailed evaluations after making a toy for a five year old, for example, *"measure more carefully next time because the frame was a bit wonky"*. The oldest pupils

have a wide range of experiences in design and technology making alarms, biscuits, Christmas cakes, 'modroc' sculptures and weaving. Younger pupils are making purses. They consider carefully the fastening they will use: for example zip, velcro, buttons or pop studs. The youngest pupils make cardboard vehicles, puppets, biscuits, and toys with levers. There is evidence of designing, making and evaluating for each project. All pupils are fully included in all activities.

90. Teaching is good in design and technology. It is clear from teachers' planning that appropriate weight is given to designing, making and evaluating. Teachers' effective management of pupils and good organisational skills ensure that time is used well and that work is completed to a good standard. Good links are made with other areas of the curriculum: for example history and geography, weaving during the Aztec topic and modroc sculptures of Bath, respectively. Literacy skills are used effectively. Teachers highly motivate pupils and, as a result, pupils enjoy design and technology lessons and work enthusiastically. They take a pride in their work.

91. The co-ordinator manages the subject effectively and has been instrumental in raising standards. A design and technology base has been created which has a satisfactory range of resources that are accessible to all teachers. The co-ordinator has a detailed plan of action to maintain and further improve standards, including in-service training for teachers, as appropriate. This is as a result of the audit of staff confidence and expertise.

GEOGRAPHY

92. Pupils' attainment in geography is average in Years 1 and 2 and above average by the end of Year 6. Attainment, knowledge and understanding are raised in Years 3 to 6 by good use of ICT to support the subject, and the provision of residential visits with a geographical focus, such as last year's detailed study of the Isle of Wight, and the proposed visit soon to take place at Tintagel on the north coast of Cornwall. Teaching was observed in Years 3 to 6 and varied from satisfactory to good. Good teaching is characterised by clear planning from the programme of study for geography, and results in pupils' good skills in geographical enquiry. For example, the debate on how to develop a coastline, in Year 6, was of high quality because pupils understood previously taught concepts.

93. Pupils' work in Years 1 and 2 reveals that a study of a family in Mexico (the Hortas) has increased pupils' knowledge of a different place. Pupils are sufficiently knowledgeable to attempt comparisons between this and their own locality, which is a good aspect of geographical work. Similarly, the 'e-mail pals' set up with Canada increases pupils' knowledge and understanding of another part of our world. Other work, in Years 3 to 6, on water, plans, surveys and improvements to the environment, reflects good provision in the subject. Homework is well used to support acquisition of knowledge in geography. All pupils have access to the curriculum provided by the school.

94. The school's co-ordinator has only held the office for one term and has had little opportunity to develop the subject. A policy, supported by the Qualifications and Curriculum Authority scheme of work, is implemented, and lessons and planning are monitored. Recording of pupils' knowledge and understanding is good. Teachers keep detailed records of pupils' progress in geographical skills.

95. Resources are barely adequate to support this subject. A globe, some computer software, some videos in the staff room and some theme boxes on rivers, weather and the coast, do not offer effective resource support. The very good display on coastal features in Year 6 had, in fact, left the blue box (which supports this theme) empty. With the exception of a photocopy of an aerial photograph of a chine in the Isle of Wight file, pupils had no access to aerial photographs to compare with their own or other localities. Having made sound basic provision in basic geographical knowledge and understanding, the school lacks sufficient

resources of maps of differing scales, quality aerial photographs (both vertical and oblique) and more geographical computer software. Therefore, there are difficulties created to extend pupils' advanced skills for geographical enquiry.

HISTORY

96. Standards in history are above national expectations throughout the school and pupils make good progress in acquiring knowledge and developing skills. This is an improvement since the last inspection, when standards were judged to be in line. However, at that time, no lessons were seen.

97. Pupils in Years 1 and 2 study an 'Age-to-Age' topic and, in groups of four or five, they have interviewed grandparents. They discovered what houses and toys were like sixty years ago through asking well prepared questions. One or two pupils in each group took notes of what they learnt. They found it hard to imagine life without electricity and were very surprised to learn that one visitor was one of twenty-two children! Pupils demonstrated exceptionally good speaking and listening skills. This was the second lesson in the series – the previous week pupils had questioned visitors about school sixty years ago. Good literacy skills were evident in the work that had been produced from the previous visit. Older pupils, in Years 3 to 6, are studying the Aztec period and, over time, have acquired a good range of facts – Aztec clothing, sports, music, transport, art and houses. Pupils have used a variety of sources of evidence, Internet, CD-ROMs, books, videos and input from the teacher. Pupils edit their work and publish it for display or to go in attractive class books. All pupils regardless of ability or background are fully included in all activities.

98. Teaching is very good for pupils in Years 1 and 2, and at least satisfactory, and sometimes good, for pupils in Years 3 to 6. High expectations, high quality planning and good relationships are the strengths of teaching. Literacy skills are used well – there are no mundane worksheets. The provision of homework is excellent – it is set over several weeks and gives pupils opportunities to work independently at their own level. It makes a very positive contribution to the standards achieved and to pupils' personal development. Visits and visitors greatly enhance the curriculum, for example, the visit to Bath, and visitors to the school who shared their experiences of World War II.

99. History is managed satisfactorily. It has not been a focus since the co-ordinator was appointed and the co-ordinator has not been in role for long enough to have had a serious impact as yet. The improvement seems to be the result of the vastly improved leadership of the whole curriculum by the present headteacher and the commitment of all teachers to raise standards generally throughout the school. Resources are barely adequate and are supplemented by teachers and parents.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Standards in information and communication technology are in line with national expectations for this age. The co-ordinator, quite correctly, has identified some gaps in provision which the school will remedy as a matter of priority. There is an adequate supply of computers available to pupils grouped in clusters around the school, rather than in each class area, but these are readily accessible to pupils. A strength of current provision is pupils' ability to use the computers to develop areas of the curriculum in a routine manner. At the time of the inspection, the state of some equipment hampered this, as three printers were not working. Pupils with special educational needs have equal access to computers and some have support whilst using equipment.

101. At the time of the inspection, no direct teaching of skills was witnessed but small groups of pupils used computers regularly. In Years 1 and 2, pupils confidently use a program linked to numeracy to create sequential patterns. Another program is used as a

basic introduction to control technology. Programs are used effectively to record information in science and numeracy. Pupils in Years 1 and 2 use a variety of programs with confidence.

102. In Years 3 to 6, pupils use word processing with confidence. Pupils are familiar with spell checking, and word processing skills are of a satisfactory standard. Search skills for browsing the Internet are well developed in some pupils, and many pupils use e-mail links set up with a school in Canada. Scrutiny of pupils' work in this field and interviews with, and demonstrations from, a small group of pupils, indicate satisfactory outcomes of teaching and learning in the subject.

103. The subject is now well co-ordinated with the new co-ordinator recently qualified to be an information and communication technology trainer. He has the ability and confidence to develop good practice and planning amongst the staff who have varying degrees of confidence and competence in use of computers and multimedia equipment. The co-ordinator has adapted the Wiltshire County scheme for ICT to meet the needs of pupils. This scheme is strong and gives cross curricular links, which are the cornerstone of the school's approach to technology. The co-ordinator does, however, appreciate the need to teach skills systematically.

104. The co-ordinator has monitored work and will begin training members of staff after the current inspection. He has correctly identified weakness in the school's current provision of ICT in the strands of monitoring, control technology and data handling. Before developing these, a review of resources is needed. The weaknesses in current resource provision, with incompatible software for some machines, failure of equipment, and space to teach skills in every class, will be addressed and rectified this year.

105. The school's portfolio, with examples of best practice, is a good feature which could be extended, discussed and more widely shared during staff training. The school has established its own website and pupils have contributed their own literacy and artwork to it. Information and communication technology is well used to support science and geography. At present pupils in Years 3 to 6 are not yet using sensors to gather, process and present information about the environment, or using data loggers to support learning in science and geography. Lack of this is the most important gap in school's provision.

106. The school has made sound progress in the subject since the last inspection and is well placed to improve still further. The subject remains a priority for the school's development as improvements in number, type, training of staff and guidance for teachers continue. The subject co-ordinator is knowledgeable and provides clear direction for continued improvements in this subject.

MUSIC

107. Standards in music are above the expected levels nationally at the end of Year 2 and Year 6. These have been maintained since the previous inspection. Throughout the school, pupils' learning is very good in all aspects of the curriculum for music. There is very good use of specialist music teachers which has a very good impact on pupils' learning.

108. Throughout the school, pupils sing sweetly in an expanding repertoire with good rhythm, clear entry to each phrase and correct duration of notes. All pupils make good use of dynamics to add texture to their singing together. Singing during collective worship is confident and correctly pitched. Diction is very clear.

109. Rhythm work is successfully developed throughout all year groups. Pupils imaginatively layer sound effects in rhythm work using chime bars and a variety of tuned and untuned percussion instruments. They perform competently together, maintaining a good ostinato pattern in groups. Pupils have good awareness when performing, of dynamic effects

produced through high and low notes played as pianissimo and fortissimo. Pupils respond successfully to the rhythmic patterns of symbols and the majority have a very secure understanding of traditional notation on a staff. Pupils show good responses to rhythm and melodies when they sing and dance to a traditional, national repertoire. They have good responses to Afro-Caribbean poems when clapping and have sharp awareness of the musical traditions of other cultures.

110. Teaching is predominantly very good throughout. Expertise amongst staff is very good. Teachers ensure that pupils have a wide experience of all the elements of the programme of study for music in performing and composing, listening and appraising, as well as singing. The impact of new teachers and new opportunities for pupils to receive musical tuition in small groups ensure that standards are strongly improving and are well on the way to being well above nationally expected levels in the future. Lessons are thoroughly prepared and pupils' efforts are praised well. Pupils are taught with patience and encouragement. Sensitive support ensures that all pupils gain confidence and make very good progress in learning throughout. There is very good management of time and behaviour during music, so that pupils have a variety of interesting tasks and maintain good concentration for long periods.

111. The impact of teaching on pupils' attitudes and behaviour is very good. Pupils respond in an alert manner when music is used. They show good self-control when handling instruments carefully and in returning them to their storage. They are self-disciplined, co-operative and are respectful of adults and of the performances of other pupils.

112. The management of the subject is excellent. The use of specialist teachers is a significant factor in the very good impact of music on the whole school. Over fifty pupils, a very high proportion, learn the recorder with the support of a part time teacher, and reach a high standard. There is very good provision for individual and group work in music, with teachers visiting for tuition in piano, flute, clarinet and saxophone. A lunchtime guitar club is subsidised out of the school's budget. Excellent use is made of the existing staff's musical expertise so that all classes receive very good tuition. Pupils have very good opportunities to perform solo and to participate in joint school ventures as, for example, in the recent 'White Horses' production. All Christian festivals are augmented musically, as are school assemblies and, as a result, pupils' spiritual, social and cultural development is much enhanced. The lively musical provision ensures that music has a high profile and contributes significantly to the school and its community. All pupils are fully included in all musical activities.

PHYSICAL EDUCATION

113. Physical education lessons observed during the inspection were in Years 3 to 6 only. A judgement on standards achieved at the end of Year 2 cannot, thus, be made. Standards of attainment in Years 3 to 6 are good, and sometimes, very good.

114. Standards of teaching are good overall with teachers being secure in their knowledge of the subject and pupils ready to share ideas to improve the quality of skills being learnt. As a result, pupils respond enthusiastically to lessons and with good levels of skill. They work together well and co-operate in a very good manner in lessons where they work in pairs or groups. In one lesson Years 4 and 5 pupils remembered their sequences from a previous week and extended them well, leading to very good final sequences of movement representing good overcoming evil.

115. The school follows many strands of physical education in some of Year 2 and in Years 3 to 6; gymnastics, dance, athletics, swimming and outdoor adventures. During the current inspection, dance lessons reflected the good enjoyment of pupils. Pupils are appropriately challenged and actively engage in tasks chosen. The quality of movement is frequently very good. Pupils move around the hall with order and use space well. Without teacher direction,

they work at different levels and with good body awareness. Good teaching is encouraging good learning by building on previous practice. Pupils swim at Bradford-on-Avon's indoor pool. By the time they are eleven, the majority of pupils swim the required 25 metres confidently.

116. All pupils are made aware of the importance of warming up before the activity. Pupils are aware of safety issues and remove watches. Teachers, themselves, change into appropriate clothing as do all pupils. Occasionally, the importance of the post-exercise cool-down is neglected.

117. The subject is well managed. The co-ordinator has developed the subject well. Her file includes a good policy for the subject and a good scheme of work for all year groups. This includes good planning for Years 1 and 2 activities, which inspectors were unable to observe in practice due to timetabling.

118. The co-ordinator has an audit of resources in her file and good resourcing supports teaching of this subject. Indoor equipment, which is carefully stored off the school hall, is of good quality and easily accessible. Small games equipment is stored in a locked shed at the edge of the school field and includes equipment for shinty, kwick cricket, sack races, racquet games, rounders and small side games. The extensive field and playgrounds include a low-level skills course, all of which enhance provision in this subject. The school quite rightly recognises the need to foster team games and inter-school sports contacts. The headteacher was looking forward to supporting the football team in their first match for a couple of years.

RELIGIOUS EDUCATION

119. Standards of achievement in religious education are in line with national expectations and reflect the school's recent adoption of the Wiltshire Agreed Syllabus for religious education. This is true of all year groups. Work in the subject continues to make a positive contribution to pupils' spiritual and moral development.

120. Teaching in Years 3 to 6 is of a good standard. No direct teaching of religious education was observed in Years 1 and 2. However, through an analysis of pupils' work, examination of the co-ordinator's file and consideration of displays, the judgement is that the subject is adequately covered and work is planned in line with the locally agreed syllabus. Such evidence demonstrates that Year 6 work is effectively planned and involves pupils in justifying opinions and enhancing tolerance. This is a good support to the school's personal development of its pupils. In Years 4 and 5, pupils learn about the Taize community and have knowledge of different branches of Christianity. At the beginning of Year 3, work includes evidence of some Bible stories and special occasions in church, for example, a family wedding. In Years 1 and 2, pupils similarly undertake work on Bible stories, as, for example, in the parable of the Good Samaritan. At the end of Year 2, pupils understand the significance of some Christian festivals, including a Christingle service. Work on the Prodigal Son in Years 3 and 4 includes an interesting piece of work on 'The Prodigal Daughter'. Written work has been regularly, but intermittently, produced since the start of the school year. The syllabus necessitates discussion, which, by its nature, is not recorded. The co-ordinator's audit of the subject identifies the planned intention to raise the focus of the subject even further.

121. There have been some opportunities for pupils to increase their knowledge of other faiths. Judaism is studied and good use is made of a local Jewish family who share their beliefs with pupils during visits. All pupils are included in all activities. Acts of worship are of a good quality and support the teaching of Christianity and its values well. The local vicar leads collective worship weekly and is a good friend of the school. Representatives of other local churches help weekly as well, and benefit the school.

122. The co-ordinator is relatively new to the post and the co-ordinator's file shows that a resource audit has yet to be recorded. The school is under resourced for religious education in order to deliver the subject with greater effectiveness. There are few books of quality dealing with Christianity and other faiths in the school. There is a lack of video tapes and other multimedia support materials. Some 'big books' are used thoroughly, however, an increase in the quantity of books and artefacts would greatly enhance the subject.