

# INSPECTION REPORT

**King William Street Primary School**

**Church of England  
(Voluntary Controlled)**

Swindon

LEA area: Wiltshire

Unique reference number: 126363

Headteacher: Mr. A. Voyce

Reporting inspector: Mrs. P. M. White 23686

Dates of inspection: October 1–4 2001

Inspection number: 230746

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

School category: Voluntary Controlled

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: King William Street,  
Old Town,  
Swindon

Postcode: SN1 3LB

Telephone number: 01793 522346

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs. S. Bush

Date of previous inspection: December 9–10 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23686	Mrs. P. M. White	Registered inspector	English, Religious Education, Music, English as an additional language, Equal opportunities	The school's results and achievements, How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9511	Mrs. A. Longfield	Lay inspector		How well does the school care for it's pupils? Attendance. How well does the school work in partnership with parents?
29989	Mrs. P. Goodsell	Team inspector	Foundation Stage Mathematics, Art, Design technology	The pupils' attitudes, values and personal development, Assessment
17686	Mr. G. Simpson	Team inspector	Science, ICT, History, Geography, PE, Special educational needs	How good are the curriculum and other opportunities?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is the oldest primary school in Swindon and is situated in the centre of Old Town. It is a Church of England Voluntary Controlled school with 137 pupils on roll. This is smaller than most primary schools. Over recent years, some modernisation and renovation work has taken place but the accommodation remains limited with no green space or playing field on site. The majority of the pupils live within a mile of the school; many in owner occupied houses, which were built in the nineteenth century. The number of pupils known to be eligible for free school meals is around 10%, which is broadly in line with the national average. There are 46 pupils (33%), on the school's register of special educational needs, which is about average. Two pupils (1.4%) have a Statement of Special Educational Needs, which is below the national average. The school currently has four pupils (2.9%) for whom English is an additional language, including one pupil who is at an early stage of language acquisition. The pupils start school at the beginning of the school year in which they become five. At the time of the inspection, there were 12 children in the Foundation Stage who were being taught in a class with the Year 1 pupils. Attainment on entry to the school is broadly average. Over the past three years the school has had a complete change of teaching staff.

### **HOW GOOD THE SCHOOL IS**

This is a good school that has many strengths. The pupils' attainment in English, mathematics and science is good and this reflects the good quality of teaching in these subjects. The good support the school provides for the pupils who have special educational needs and the small minority who speak English as an additional language allows them to make good progress. The school has good leadership and a strong commitment to raising standards. The quality of teaching is good and the staff work very well together as a team. There is a positive, Christian ethos in the school where understanding and respect for each other are given a high priority. The school provides good value for money.

#### **What the school does well**

- Standards in English, mathematics and science are good.
- The good teaching is enabling all the pupils to make good progress; including those with special educational needs and English as an additional language.
- The headteacher supported by the deputy headteacher, the staff and governors provides good leadership and this has brought about significant improvements in standards.
- Provision for the children in the Foundation Stage is good and this gives them a good start to their education.
- The very good relationships and the good level of care provided for the pupils
- The school's procedures for assessing what the pupils' know and the way the information is used to plan further work are very good.

#### **What could be improved**

- Standards in information and communication technology
- The quality and range of learning opportunities in the non-core subjects\* and particularly in geography, history and music.
- Levels of attendance.

*The areas for improvement will form the basis of the governors' action plan. \*The non-core subjects are all the subjects other than English, mathematics, science and information and communication technology.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1999 when it was judged that it no longer required special measures and was providing an acceptable standard of education for its pupils. Since then the school has improved at a good rate. The key issues from that inspection have been addressed. There is clear evidence of a substantial improvement in the pupils' writing and although standards in information and communication technology are still below average, marked and rapid improvement has begun to be made and standards are higher than they were. The school day has been extended and the most recent test and assessment results (2001) show clearly that standards in the core subjects have been raised. The school has begun a programme of review of the other curriculum subjects but the depth of the pupils' learning needs further review. There has been a full review of the procedures for identifying, addressing and monitoring the provision for the pupils with special educational needs and this is now good.

## STANDARDS

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

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

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

The results of the 2001 tests for eleven year olds show that by the time they leave the school they achieve well above average standards in English both when compared with all schools nationally and with similar schools. In Mathematics and science standards are average. These results show a clear and significant improvement over those of previous years with more pupils achieving at the higher level (level 5). A three year overview of the school's results in the core subjects (English, mathematics and science) from 1999 to 2001, shows a rising trend that is in line with the national trend. In 2001 the school exceeded the challenging targets it had set itself. At age seven, the results of the 2001 tests show a similar picture of good improvement with well above average standards in reading, writing and mathematics both when compared nationally and with pupils in similar schools. Inspection findings show that, by the age of seven and eleven, standards in English, mathematics and science are above average. The pupils in the Foundation Stage are likely to exceed the Early Learning Goals in their personal and social development, communication, language and literacy, and in the mathematical and creative areas. They are likely to attain the expected levels in their knowledge and understanding of the world and in their physical development.

Throughout the school the pupils learn to read well and their speaking and listening skills are good. The quality of the pupils' writing improves steadily and the gap that existed between the attainment of the boys and the girls in writing has been closed. In mathematics the Year 2 pupils have a good understanding of place value, and they know how to multiply by 2, 5 and 10. By the time they are eleven, the pupils can solve mathematical problems but a minority of them is still insecure in their knowledge of multiplication tables. In science the pupils can confidently carry out their own investigations. Standards in information and communication technology (ICT), at the age of seven and eleven are below those expected of pupils of a similar age nationally. Standards in other subjects are in line with those expected and satisfactory progress is generally being made.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. The pupils show a good level of interest and involvement in school activities
Behaviour, in and out of classrooms	Good. Behaviour is good overall. It is often very good in lessons.
Personal development and relationships	Relationships are very good. The pupils' personal development is also very good; they willingly accept responsibility and carry out duties in school and within the local community.
Attendance	Unsatisfactory. The pupils' attendance is below that found nationally. The school's current procedures for monitoring attendance are unsatisfactory.

The pupils' behave well in and around the school and the very good levels of respect and mutual support are a strength of the school. The pupils are proud to be monitors and members of the school council.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
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.*

Overall the quality of teaching is good. There is no unsatisfactory teaching. During the inspection the teaching was good or very good in 31 of the 36 lessons observed. Very good teaching was observed in all of the classes but particularly in the Year 5 and 6 class where half of the very good lessons were seen. The good and very good teaching the pupils currently receive makes a significant contribution to the good progress they make and this includes those pupils with special educational needs and those who learn English as an additional language. This is a significant improvement since the time of the last inspection.

One of the strengths of the teaching in the Reception class is the good use of questions and talk to promote the pupils' thinking and communication skills. Across the school, the

teaching of English is very good. The pupils are encouraged to express ideas and to justify their opinions in the Literacy Hour and in other subjects. There are some significant strengths in the way that mathematics is taught throughout the school and in the teaching of science in the juniors. A particular strength of all the teaching is the way links are made across the subjects so that all pupils have opportunities to use and apply their learning in a variety of contexts. A further contributory factor to the successful teaching is the good use that is made of the classroom assistants as well as parental and governor help to support individual and group activities.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good at the Foundation Stage and satisfactory in Years 1-6. The work in English, mathematics and science is well taught and planned and standards are rising, but more could be done to improve the range and quality of learning in the other subjects.
Provision for pupils with special educational needs	Good. The pupils are identified early, they are provided with good support and this allows them to make good progress
Provision for pupils with English as an additional language	Good. The pupils are provided with specific tasks to improve their levels of spoken language and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school's provision for the pupils' spiritual, moral and social development is good. Provision for their cultural development is satisfactory. The emphasis on social and moral issues is a particular strength and makes a positive contribution to the school's caring ethos.
How well the school cares for its pupils	Good. The pupils are well cared for and all the staff are sensitive to their needs. The school's assessment procedures are very good and are a strength of the school.

Work for the reception children is well planned and provides a stimulating range of activities. Annual residential visits for the pupils in Years 3-6 enrich their learning experiences. Parental support for the pupils' learning is good and support from home is welcomed and valued by the school.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, together with the deputy headteacher provides good leadership. The monitoring of teaching and learning has had a positive effect on raising standards.

How well the governors fulfil their responsibilities	The governors are clear about the school's aims and targets and play a full part in the development planning process. They are very involved in the life of the school and strongly committed to its improvement.
The school's evaluation of its performance	The headteacher and staff monitor standards of teaching and learning effectively. Strengths and areas for development are reviewed and analysed and targets are set for improvement.
The strategic use of resources	Good. Staff, especially support staff, are used well. The school gives good value for money.

The leadership and management of the school is good. The headteacher, staff and governors work well together to improve the standards achieved by the pupils. The school's systems for assessing and reviewing its work and the action taken to meet its targets are very good. The school's priorities for improvement are effectively linked to the budget and the principles of best value are applied to the purchase and hire of goods and services. The school's accommodation is limited but commitment and imagination have gone into making the best use of the available space.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The good standards achieved by the pupils and the good progress they make.</li> <li>• The good teaching they receive.</li> <li>• The attitudes and values the school promotes and how it helps the pupils to become mature and responsible.</li> <li>• The headteacher and staff are approachable.</li> <li>• The level of care the school gives to all pupils and especially those with special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount and consistency of homework provided</li> <li>• The range of extra-curricular activities.</li> </ul>

The inspectors support the parents' positive views. The inspectors found that the school provides a satisfactory amount of homework and that the tasks given reinforce the work done in class. It was too early in the school year to make a judgement on how consistently homework tasks are provided. With regard to the range and frequency of extra-curricular activities, inspectors found that, given the size of the school and the relatively small number of staff, the range of activities offered is good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The results of the 2001 tests for eleven year olds show that by the time they leave the school they achieve well above average standards in English both when compared with all schools nationally and with similar schools. In Mathematics and science they achieve average standards. These results show a clear and significant improvement over those of previous years with more pupils achieving at the higher level (level 5). A three year overview of the school's results in the core subjects (English, mathematics and science) from 1999 to 2001, shows a rising trend that is in line with the national trend. At age seven, the results of the 2001 tests show a similar picture of good improvement with well above average standards in reading, writing and mathematics both when compared nationally and with pupils in similar schools.
2. The tests show a dramatic improvement in the number of pupils attaining the higher levels at age seven and eleven. For example, when compared with the year 2000 results, the number of pupils attaining level 3 in reading at age seven and level 5 in English at age eleven has doubled. There have also been improvements in the number of pupils reaching the higher levels in writing and mathematics at age seven and in mathematics and science at age eleven. In 2001 the school has exceeded the challenging targets it set itself.
3. The findings of the inspection are that, by the time they leave the school at age eleven the pupils' attainment in English, mathematics and science is above average. By the age of seven, the pupils' attainment in reading, writing and mathematics is above average. At all levels, the good and very good quality of the teaching, and the very good assessment and target setting procedures make a significant contribution to the high standards achieved by the pupils.
4. Although there is a wide range of ability, the attainment of the children who enter the Foundation Stage is broadly average. A baseline assessment completed soon after admission to full-time education, shows that attainment is similar to that found in most schools nationally. By the time they leave the reception class, most children have made good progress and are likely to exceed the expected level of the Early Learning Goals in their personal and social development, communication, language and literacy, mathematics and the creative areas of learning. They are likely to attain the expected levels in their knowledge and understanding of the world and in their physical development.
5. In English, the pupils in the infants and the juniors make good progress and achieve high standards in speaking and listening. As they move through the school, they make good and sometimes very good progress in expressing their thoughts and ideas in an increasingly clear and mature way. By the end of Year 2, most pupils are reading well. The teaching of reading is effective in helping the pupils to sound out groups of letters in order to build up words. By the time they reach the juniors, the pupils have a range of strategies to help them read new texts and they are reading fluently and with good expression. They are taught to appreciate the styles of different authors and use this knowledge well when talking about or selecting books.
6. The school has recognised that there has been some under-achievement in writing, especially by the junior boys. Strategies have been implemented to help raise attainment further and the most recent test results of 2001 show that the school has been successful in closing the gap. Across the school, the pupils' writing shows a

clear development in style and content. By the end of Year 6, the pupils are able to write for a range of purposes and audiences and several show a good understanding of how the use of specific vocabulary can create the right mood and atmosphere in piece of writing. The pupils use their writing skills to good effect in topic work as they write notes, accounts and instructions to support their work in a range of other subjects. However, there are noticeable variations in the maturity of handwriting style and the neatness of written presentation and this reflects inconsistencies in the teaching of this aspect as well as in the teachers' expectations.

7. In mathematics, attainment at ages seven and eleven is above average. The pupils attain well because of the good and very good teaching they receive with well-planned lessons that provide good opportunities for all groups of pupils to learn and make good progress. By the time they are seven the pupils have a good understanding of place value, some are able to work confidently with large numbers to a thousand. They know how to multiply by 2, 5 and 10 and they can work out pairs of numbers that will total a hundred. By the time they are eleven, the pupils can round, order and multiply decimals and use these skills to solve problems. However, a minority of the pupils is still insecure in their knowledge of multiplication tables and on occasions this hinders their ability to compute quickly.
8. In science, attainment at the end of Year 2 and Year 6 is above average. The good improvement in standards is mainly due to the good and very good teaching in the subject coupled with the consistent monitoring and evaluation of teaching and learning and the emphasis the school places on ensuring the pupils have opportunities to carry out their own investigations. Other good features of the work in science are the way the pupils can work collaboratively and how they are encouraged to write their own accounts of experiments and investigations. They also learn a variety of ways of presenting their findings, such as, annotated drawings, tables, charts, written accounts and diagrams. The pupils in Year 2 have a good understanding of what constitutes a fair test. By the time they are eleven, the pupils' methods of recording have become more detailed and their work shows good progress in the systematic development of skills and knowledge.
9. Standards in information and communication technology (ICT), at the age of seven and eleven are below those expected of pupils of a similar age. Information and communication technology is beginning to be well used in a range of subjects across the school. For example, in mathematics to organise data and in design technology to produce packaging labels for a healthy drink. However, although significant improvements have been made in many areas of the subject, such as word processing, data handling and using art programs, there are still aspects of the subject which are not yet being fully developed. These include control technology, modelling and using multi-media packages.
10. Standards in art, history, geography, physical education, music, design technology and religious education are broadly in line with those expected of pupils of a similar age and satisfactory progress is generally being made. However, more could be done to further raise standards in these subjects. The pupils with special educational needs and the small minority of pupils who speak English as an additional language are well supported, particularly in literacy and numeracy and they make good progress in relation to their prior level of attainment and in line with their level of spoken language. Individual education plans set out the pupils' specific learning needs and the pupils know what their learning targets are. These are reviewed regularly and are effective in ensuring that the pupils continue to make good progress.

### **Pupils' attitudes, values and personal development**

11. This is a strength of the school. The pupils have positive attitudes to school, they enjoy coming to school and show an interest in and enthusiasm for learning; they co-operate and collaborate well in lessons. They listen carefully and reply well to teachers' questions, they find the lessons interesting and respond positively to the praise and encouragement they receive. These features help to ensure that the pupils make good progress in their learning and contribute to the good standards seen in the school.
12. In the Reception class, the children behave well and they learn and play well together. They know the routines of the classroom, for example organising their fruit for snack time and putting their reading folders in the box. The school has put in place good arrangements for the reception children to come into school ten minutes before the older pupils and this means that they come into school happily and confidently. They enjoy learning, concentrate well and persevere to complete a task before they move to a new activity.
13. Behaviour in the school is good both in and out of lessons. There is a range of policies supporting good behaviour that are fully implemented; in addition, the pupils have opportunities to consider the school's golden rules and to agree the rules for their own classrooms. The pupils recognise the importance of good behaviour in enabling effective learning to take place. The parents have positive views about the high standards of behaviour, and that this has a good effect on their children's learning. Although the playground space is limited, especially for the older pupils, they play well with the good range of play equipment provided, taking turns, sharing and co-operating well. There have been no exclusions during the past academic year.
14. The pupils' personal development is very good. They undertake a range of responsibilities around the school. For example, the pupils act as stairway monitors, they organise the music and overhead projector for assemblies, take the registers to and from the office and help to put out and tidy away equipment. The pupils are caring and responsible towards each other. For example when the older pupils accompany the younger pupils to the swimming lessons. The pupils take turns to attend the lunch club for senior citizens which gives them good opportunities to understand the needs of older people and to appreciate their place as part of a wider community.
15. The rate of attendance is unsatisfactory because it is below the national average and the rate of unauthorised absence is above that found in similar schools nationally. The school acknowledges that more needs to be done to monitor attendance and put strategies in place to improve it. Most pupils are punctual and lessons start promptly. As a result little time is wasted at the start of school.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16. Overall the quality of teaching is good. During the inspection the teaching was good or very good in 31 of the 36 lessons observed. (86%) In 12 of the thirty-six lessons the teaching was very good. There was no unsatisfactory teaching. This represents a good improvement in the quality of teaching since the last inspection. Very good teaching was observed in all of the classes but particularly in the Year 5 and 6 class where half of the very good lessons were seen. The good and very good teaching the pupils currently receive makes a significant contribution to the good progress

they make and this includes those pupils with special educational needs and those who learn English as an additional language.

17. At both junior and infant level the teaching of English is very good. The encouragement to express ideas and to justify opinions is a very good feature of the school's work in the Literacy Hour. In mathematics and science teaching is good with some significant strengths in the teaching of science in the juniors. The planning, management and delivery of the Literacy and Numeracy Hours is very effective. The teachers set clear targets for all the pupils and are successfully working to improve standards of attainment in writing. This good teaching has had a positive impact on the improved standards achieved by the pupils. A particular strength of the teaching is the way the teachers make links across the subjects so that all pupils have opportunities to use and apply their learning in a variety of contexts. For example the Literacy Hour texts are linked to the Victorian theme in history and the older pupils use their knowledge of persuasive writing during a religious education lesson. A further strong feature of the good teaching is the good use that is made of the classroom assistants as well as parental and governor help to support individual and group activities.
19. The teaching is good in the Foundation Stage. A particular strength is the effective use of questions and talk to promote the pupils' thinking and communication skills. For example, when learning about washing methods in Victorian times, the teacher skilfully extends the children's vocabulary through questions and repetition so that they are able to talk confidently about 'now' and 'then'. The good teaching, together with good organisation and management of the children and the provision of an imaginative and stimulating range of activities enables the children to make good progress.
20. The pupils with special educational needs are well taught. The class teachers and the classroom assistants plan and work very well together. The teachers have a good knowledge of the pupils' needs and set tasks that ensure that the small steps targets in their 'Passports to Success' and consequently the learning targets of their individual learning plans are met. The small minority of pupils who are learning English as an additional language receive good teaching and support from teachers and classroom assistants as well as from the designated teacher from the local language advisory service. Gifted pupils are well taught and supported through close liaison with the local secondary school to develop appropriate programmes of work.
21. At both key stages, the most successful teaching is characterised by lessons that are very carefully planned and structured to meet the needs of pupils of all ages and abilities within the group. It is made quite clear to the pupils what it is they are to learn, and, in the Literacy and Numeracy sessions, the different stages of the lesson and progress towards individual targets are frequently discussed with the pupils. The teachers are confident and have a secure knowledge and understanding of their subject. They know and manage the pupils well and enjoy very good relationships with them. The teachers have high expectations of what the pupils can achieve. They use questions very effectively to make the pupils think and to guide them towards solutions to problems.
22. In a very good science lesson with the Year 3 and 4 pupils exploring the properties of materials, questions such as, 'Why do you think that?' extended the pupils' learning by making them consider their reasons and explanations more deeply. In a very

good design and technology lesson with the Year 2 pupils, the teacher used her own good subject knowledge to provide the pupils with appropriate choices. This motivated and enthused the pupils who were keen to try the different methods of joining materials in order to produce a puppet. During the plenary session, their learning of the suitability of the methods was reinforced as they evaluated the efficiency of each one and gave scores.

23. All the teachers value the pupils' efforts and work very hard to include every group member in introductory and plenary discussions. They also move amongst groups as they work making informal assessments and intervening skilfully in order to maximise all learning opportunities so that the pupils succeed in their tasks. In all lessons the classroom assistants are well deployed and provide very effective help to individuals and to groups of pupils.
24. No unsatisfactory teaching was observed during the inspection, but in the instances where the teaching was less successful, it was often in the foundation subjects where the teachers appeared to be less confident of their subject knowledge and expertise. The result of this is that they miss opportunities to extend learning. In practical lessons, such as music or physical education, insufficient use was made of opportunities to learn from each other or to evaluate and improve on each other's performance.
25. The pupils' work is regularly assessed and the quality of marking across the school is very good. The very good oral feedback provided by teachers during the course of lessons promotes confidence and raises self-esteem. Written comments on the pupils' work help them with ways to improve their performance and in talking to pupils they are all well aware of what their personal targets are and their progress towards them.
26. Information technology is beginning to be well used by teachers to support learning across the range of subjects and inspection evidence suggests that swift progress will continue to be made in teaching this aspect. Homework is also used effectively to extend the work done in class. Reading books are taken home on a regular basis and the pupils in many classes are asked to learn key words, multiplication tables and to research facts for topic work.

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

27. The school provides a satisfactory, broadly based curriculum that includes all the subjects of the National curriculum and religious education. The curriculum meets statutory requirements for all subjects and provides equal access for all pupils regardless of ability. This includes the pupils who have special educational needs as well as pupils who learn English as an additional language and those who are recognised as being particularly talented.
28. In the Foundation Stage the children have access to a well-planned curriculum that takes into account the requirements of the Early Learning Goals and the national literacy and numeracy strategies. However at present, only intermittent use can be made of opportunities for outdoor play because there is no direct access to the area. This limits regular opportunities to promote the children's physical development and their knowledge and understanding of the world through exploring new learning outdoors. The school has plans in hand to make a doorway from the reception classroom directly into the playground.

29. In response to a key issue of the previous inspection report of 1999, the school has reorganised the school day. Priority has rightly been given to the teaching of the core subjects of English, mathematics and science but this has been at the expense of the balance of time allocated to the foundation subjects. The revised system has only been in operation for about one year. This has been insufficient time to bring about substantial improvements in standards in all of the non-core subjects, and particularly in music, art, history and geography. Furthermore, the way the time is allocated to history and geography adversely affects the pupils' rate of progress. These subjects are taught for one term each year according to a cycle of topics and the lengthy time gap makes it difficult both for the pupils to retain skills, knowledge and understanding and for the teachers to reinforce and accurately build on what has gone before. Additionally, all the pupils are now taught in mixed age classes and the current organisation and delivery of the topic cycle does not ensure a clear progression in learning for all age groups. Nonetheless, the use of cross-curricular teaching as part of the topics is very successful. For example, the use of Victorian stories and literature in the Literacy Hour and examples of music for listening from the eighteenth and early nineteenth centuries.
30. The provision for pupils who have special educational needs is good. This represents good improvement since the last inspection. Procedures for identifying the pupils are now securely in place and the pupils have detailed individual education plans, which contain small, attainable targets. These targets are specific and form the basis of the 'Passports to Success' scheme. These are shared with the pupils and their parents and are displayed on their tabletops. This process, together with the rewards for success is having a positive impact on the learning and achievement of these pupils.
31. The school is successfully implementing both the National Literacy and Numeracy Strategies. The quality of teaching and learning has been monitored through classroom observation and through the analysis of the results of the national tests. This information is used successfully to set group and individual targets. Planning in literacy and numeracy is good. In other subjects, the school has adopted many of the nationally produced guidelines, in combination with school and locally produced schemes of work. The teachers plan well together and daily and weekly plans are delivered effectively in lessons. This has a positive effect on raising standards particularly in English, mathematics and science. However, standards in other subjects could be higher and the long term planning together with how frequently and consistently they are taught requires further review.
32. The school's arrangements for personal, social and health education are sound. Sex education is taught within the context of the whole curriculum and the school nurse provides additional useful support. Drugs awareness is taught through the science curriculum when the pupils learn about the differences between good and harmful drugs. There is a school council and, at the time of the inspection, plans were in hand to introduce a programme of learning for citizenship. Given the size of the school and the small number of staff, the range of extra curricular activities is good. These include chess, drama, art, French, gardening, recorder, sporting activities and art. Good use is made of the locality to enrich the curriculum and learning is further enhanced through the opportunity for all the junior pupils to take part in a residential visit. Homework is given regularly and the tasks set support and reinforce the learning in school. The recent introduction of a home-school link book in which homework tasks are recorded is a useful initiative.

33. The school has a satisfactory links with parents and the local community. Parents play a positive role in school. They help in classrooms, with clubs and by providing necessary support with swimming, sports activities and on visits to places of interest. The pupils are also involved in community activities, such as the luncheon club and a local music festival. Relationships with the receiving secondary schools are satisfactory overall.
34. The overall provision for the pupils' spiritual, moral, social and cultural development is good, and this represents an improvement since the last inspection. The provision for spiritual development is good and reflects the caring, Christian ethos of the school. The very good quality of relationships underpins everything the school achieves so that a real interest is fostered together with a sense of fun and the excitement of discovery. Pupils are given opportunities to respond to literature, music and art, where they are encouraged to think beyond the obvious, for example, 'What do you think the artist had in mind?' The care and imagination with which displays of work are mounted emphasises the value that teachers place on pupils' efforts, as well as the importance of creating and promoting a stimulating learning environment.
35. The provision for the pupils' moral development is good. The pupils know the difference between right and wrong, and consistently applied school rules reinforce their learning. In circle time the pupils are give time to discuss and reflect on their lives and problems in an atmosphere of mutual trust and respect. The older pupils can talk about the 'circle of friends' approach to incidents of anti-social behaviour where they discuss and accept responsibility to resolve an unhappy situation.
36. The school's provision for the pupils' social development is good. The pupils are given, and conscientiously accept, responsibilities. They help others by being socially aware, caring for each other and being conscious of social responsibilities within the community, for example, when assisting at the senior citizens' luncheon club. Participation in residential visits has positive impact on the pupils' social development and awareness, as does membership of the school council. Adults in the school provide very good role models and the example they set, and the high expectations they have, are major contributions to the caring, well-ordered ethos of the school.
37. The satisfactory provision the school makes for the pupils' cultural development is an improvement since the last inspection. The pupils learn about aspects of their own culture through the taught curriculum when they study writers, artists, composers, scientists and people in history. The study of the local environment gives them additional insights into the richness of their locality, for example, their study of the Victorians through museum visits and activity days, and from the very good displays of artefacts, photographs and historical documents around the school. The pupils develop an awareness of other cultures when they learn about other countries and through their study of different faiths. However, because there is insufficient depth to the pupils' learning in subjects such as history, geography, art and music, this adversely affects aspects of their cultural development.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. The standard of care provided by the teaching and non-teaching staff is good. Effective child protection procedures are in place and there are clear procedures for promoting the pupils' well being, health and safety. At their meeting the parents

expressed how much they valued the level of care that the school provides for their children and the inspection evidence supports this view. All of the teaching and non-teaching staff are aware of their responsibilities and are kept up to date with child protection issues. Members of staff have received first aid training and accidents and sickness are dealt with efficiently. The school has a draft behaviour policy and the system of rewards and sanctions, together with the 'Golden Rules', are well known by the pupils and their parents. There are very few instances of bullying, racism or oppressive behaviour but should they arise, they are dealt with promptly and effectively. Behaviour throughout the school is good. There are good arrangements for the induction of new pupils to the school. Home visits and well-planned introductory sessions take place before the children start school. A happy and confident start to the school day is assured when the reception children are welcomed into school ten minutes before the older pupils.

39. The pupils' level of attendance is below that found nationally and current procedures for monitoring attendance are unsatisfactory. Although parents are reminded in newsletters about the importance of attendance, there is no attendance policy or any methods of encouraging and improving current rates of attendance.
40. A good range of procedures is in place to monitor the pupils' personal development. The teachers know the pupils very well and they are alert and responsive to their personal and social needs. There are very good relationships between all the adults and the pupils who speak confidently about talking with their teacher about any concerns they may have.
41. Soon after entry into the Reception Class a baseline assessment is carried out and the information is used to target areas for development with individual children. The children are re-assessed at the end of the year and their rate of progress is analysed. The teacher has good arrangements in place to check how well the children are learning on a daily basis and the good use made of this information has a positive impact on the good progress made by the children.
42. The procedures for assessing the pupils' attainment and progress in English, mathematics and science are very good and are strength of the school. The school makes very effective use of a range of optional tests to check the pupils' learning and to plan future work. The co-ordinators analyse test results and use the information to set targets so as to raise standards. The teachers also make very good use of additional information from end of unit and half-termly tests to plan their lessons. Spellings, key words and multiplication tables are tested regularly. The school uses a STAR system to test pupils' skills in mental and oral mathematics; in English examples of pupils' writing with clear assessments against national levels of achievement are stored in the form of a writing journey. This very good use of assessment information is a further strength of the school.
43. The pupils with special educational needs or who are learning English as an additional language are identified at an early stage and their learning needs are thoroughly assessed. Good arrangements are in place to assess the individual needs of the most able pupils.
44. The school is beginning to assess the pupils' progress in subjects other than English, mathematics and science. However, this is at an early stage of development and, because of the shortcomings in the way some of the foundation subjects are taught,

the teachers are not always clear what it is the pupils should already have learned. The school is aware of these areas for development and has plans to improve them.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

45. The school's partnership with parents is good and contributes well to the pupils' attainment and personal development. The parents have positive views of the school and the replies to the questionnaires and responses given at the parents' meeting show that they have a high level of confidence in the school and its staff.
46. The quality of the information provided for parents is good. The school brochure contains all the information necessary for new pupils joining the school, and regular newsletters provide a full account of activities and details of forthcoming visits. These newsletters also include articles and illustrations by the pupils. Parents are provided with three formal invitations during the school year when they can meet with the teachers to discuss their child's progress. The annual reports to parents are good and include the pupils own written assessment of their progress and what they feel they need to do to improve. The Home School Link Book provides an effective means of dialogue between home and school and a home-school agreement is in place in keeping with government guidelines.
47. Parental involvement in their children's learning is good. Support at home is well promoted and valued by the school and parents are welcomed and encouraged to play an active part in school life. Several parents make a valuable contribution to the quality of the pupils' learning by helping in the classrooms on a regular basis and by escorting the pupils to swimming and games sessions as well as on educational visits. Many of them hear their children read on a regular basis and ensure that homework tasks are completed. There is a very active friends association, which supports the school through social and fund raising events.
48. The Governors' Annual Report to parents is enlivened by individual contributions and illustrations from governors and pupils but it does not meet statutory requirements because contains insufficient information about the school's provision for pupils with special educational needs.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The headteacher provides good leadership for the school and he is well supported by a committed deputy headteacher and dedicated staff and governors. The parents who responded to the questionnaire and those who attended the meeting support this judgement.
50. Over the past three years the headteacher has shown strong personal commitment. He has established effective strategies to enable the staff and governors to work together to bring about significant improvements. They have taken advice, accepted expertise and worked hard to raise standards. This focussed leadership and co-operation are major factors in the success of the improvements made since the last inspection.
51. The school is continually evaluating and reviewing its work in order to find ways to improve on its achievements. In discussions with the headteacher, staff and governors, it is clear that the monitoring and evaluation of teaching and learning as well as the school's overall effectiveness is regarded as a main priority. The headteacher, governors and all staff work very well together for the benefit of the

pupils. This teamwork has a positive impact on the quality of teaching and learning across the school. All the staff share a monitoring role and the way the school assesses and reviews the effectiveness of its work is very successful. Results and achievements are discussed at governors' meetings and governors are both knowledgeable and realistic about the school's strengths and relative weaknesses and what needs to be done to continue to improve. All the governors have subject links and they have a good knowledge of the school's organisation and planning in their curriculum areas. The governors fulfil their statutory duties effectively. They have formed committees to oversee staffing, financial and buildings and maintenance issues and they are clear about the school's aims and targets and what they want to achieve for the school.

52. There is a firm commitment to sustain the improvements the school has made over the last three years. The headteacher monitors standards of teaching and learning, the staff, as co-ordinators, work alongside colleagues and observe teaching in their subjects and at regular staff meetings they carefully analyse test and assessment results so that targets can be set and appropriate action taken. For example, the school has focussed on improving writing standards and additional emphasis has been placed on this in the Literacy Hour and by using the additional literacy strategy and booster classes to raise attainment in writing in Years 3-6. The school is also involved with the ISIS project (Improving Schools in Swindon) where performance data is analysed in order to plan more effectively for school improvement. The school is also using its evidence of improvement in order to gain a Basic Skills Charter mark.
53. The key issues of the previous inspection have been addressed and further progress and improvements have continued to be made. Standards in writing have improved significantly. Improvements in information and communication technology have been slower but after several initial setbacks the computer suite is functioning well. Staff have received training and inspection evidence shows that the school is now well placed to make marked and rapid progress. The school day has been extended and a review of teaching and learning in the foundation subjects has begun. Particular improvements have been made in history, geography, physical education, music, art and design technology. However, the school recognises that standards in these subjects could be higher and that assessment procedures and the depth of the pupils' learning in these subjects needs further evaluation and review. The procedures for identifying, addressing and monitoring the provision for the pupils with special educational needs has improved so that this provision is now good. The co-ordinator for special educational needs is well organised and performs her role effectively, fully conforming to the requirements of the Code of Practice. Closer attention is paid to the setting of individual targets that are shared with the pupils and all those involved with them. The school's 'Passports to Success' scheme has improved the rate of progress for the pupils who have special educational needs as well as those who learn English as an additional language and the gifted and talented pupils.
54. The school development plan outlines the school's aims over a three-year period. The governors and staff take part in the development planning process so that all are aware of the priorities and goals in each curriculum and management area. Parents' and pupils' responses to a questionnaire have also been used to ensure that the plan is relevant to the needs of all involved with the school. The plan contains detailed action plans along with time scales and costings for their implementation. The plan is regularly evaluated during staff and governors' meetings in order to

review the school's progress towards its targets. The school's priorities for improvement are effectively linked to the school budget and the governors' finance committee applies the principles of best value to the purchase and hire of goods and services. Additionally, the governors use the internet to obtain information about the school's performance and efficiency rating when compared with similar schools nationally.

55. Both teaching and non-teaching staff are well qualified to meet the needs of all the pupils and they regularly undertake training to update their skills and knowledge. The learning support assistants, the additional music teacher and the teacher who supports the pupils who learn English as an additional language are all used very effectively to support individuals and groups of pupils. The school is old and although some refurbishment has taken place both the indoor and outdoor accommodation is limited. Nonetheless, the governors, headteacher and staff have worked hard to make the best of the available space and to improve the learning environment for all pupils. Attractive displays and work areas have been created and new furniture purchased for some classes. The former boiler room has been turned into a designated computer area; a disused cloakroom has been adapted as a teaching area for small groups and the library has been re-located. The school is adequately resourced in all curriculum areas with the exception of religious education. The school has few artefacts of its own to support work in this subject and there is a need for more books, photographs and posters.
56. Taking into account the significantly improved standards achieved by the pupils, the good progress they make, the good quality of teaching and the school's overall effectiveness, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to raise the quality of the pupils' education further, the governors, headteacher and staff should now:

- (1) improve standards in information and communication technology across the school by:
  - implementing the existing plans for the subject
  - ensuring that all the elements of the subject are taught progressively
  - ensuring that information and communication technology is systematically included in the planning for other subjects.(paragraphs 9,53, 72, 81, 88, 111, 112, 114)
  
- (2) Improve the quality and range of learning opportunities in the non-core subjects and particularly in geography, history and music by:
  - reviewing the teaching and learning of the subjects in the mixed age classes
  - reviewing the way the teaching and learning of the subjects is organised over time
  - continuing to provide training to improve teacher confidence and expertise, particularly in music.(paragraphs 29, 31, 37, 96, 101, 105, 110, 118, 128)
  
- (3) Raise attendance levels by:
  - ensuring that there is an appropriate attendance policy in place
  - improving the procedures for monitoring attendance.
  - taking appropriate action to improve attendance(paragraphs 15, 39)

### Minor issue:

Ensure that standards of handwriting and presentation are consistent across the school.

(paragraph

71)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	19	5	0	0	0
Percentage	0	33	53	14	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	137
Number of full-time pupils known to be eligible for free school meals	14
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	46
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	4
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	94.2
National comparative data	94.4

#### Unauthorised absence

	%
School data	0.5
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	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	14	14	14
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	100 (81)	100 (95)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	14	14	12
	Total	23	22	21
Percentage of pupils at NC level 2 or above	School	96 (81)	100 (90)	91 (86)
	National	85 (84)	89 (88)	89 (88)

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

### 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	14	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14 (-)	13 (-)	14 (-)
	Girls	9 (-)	8 (-)	10 (-)
	Total	23 (9)	21 (10)	24 (11)
Percentage of pupils at NC level 4 or above	School	96 (75)	88 (83)	100 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13 (-)	13 (-)	14 (-)
	Girls	9(-)	7 (-)	10 (-)
	Total	22 (9)	20 (10)	24 (11)
Percentage of pupils at NC level 4 or above	School	92 (75)	84 (83)	100 (92)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. The number of Year 6 pupils taking the tests in 2000 was small and so the number of boys and girls attaining NC level 4 and above is not required to be published.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	122
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	7.1
Number of pupils per qualified teacher	20
Average class size	27

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	55

*FTE means full-time equivalent.*

### **Financial information**

Financial year	00/01
	£
Total income	339533
Total expenditure	325184
Expenditure per pupil	2228
Balance brought forward from previous year	15208

### **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	3
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.*

## Questionnaire return rate

Number of questionnaires sent out	110
Number of questionnaires returned	67

## Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	6	1	0
My child is making good progress in school.	64	33	3	0	0
Behaviour in the school is good.	64	31	3	0	1
My child gets the right amount of work to do at home.	30	54	10	3	3
The teaching is good.	64	31	3	0	1
I am kept well informed about how my child is getting on.	49	45	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	69	28	3	0	0
The school expects my child to work hard and achieve his or her best.	61	33	1	0	4
The school works closely with parents.	42	52	4	1	0
The school is well led and managed.	46	49	0	0	4
The school is helping my child become mature and responsible.	61	36	3	0	0
The school provides an interesting range of activities outside lessons.	52	31	9	0	8

## **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**

57. At the time of the inspection there were thirteen reception children working in a class with twelve Year One pupils. The four youngest children attend part-time for mornings only in their first term. The class teacher has responsibility for Early Years. Since her appointment in January, she has contributed a clear direction to and vision for the provision and development of the curriculum for the reception children. The classroom has a good variety of practical activities and the furnishing, decoration and display are lively, colourful and stimulating. There is a good range of resources to use indoors and for outdoor learning activities, although opportunities to use the latter are more limited. The children's attainment on entry to the school is broadly average.

#### **Personal, social and emotional development**

58. The children make good progress in the Reception class and most children achieve above what is expected by the age of five. The children settle quickly and happily when they come into school. The quality of teaching in this area of learning is good, the teacher ensures that all the children have a clear understanding of what is expected of them and that they develop positive attitudes to learning. They know what to do on entering the classroom and quickly become involved with a range of activities such as writing, painting, using construction sets and the role-play areas.
59. The teacher has high expectations of the children's behaviour and ability to take care of themselves. When dressing and taking care of their personal hygiene the children are confident and independent. The children's personal and social skills are developed well because they are provided with good opportunities to work and play together and to reflect on the effect of their actions on others. They persevere with tasks and behave well. There are very good relationships between adults and children. There is a good balance of teacher-directed tasks and of children-chosen activities in the class and this provides opportunities for the children to develop independence and self-reliance as they move confidently between the activities.

#### **Communication, language and literacy**

60. By the end of the reception year, the proportion of the children who achieve the Early Learning Goals is above average. Teaching in this area is good. The teacher develops and builds on the children's early reading skills through the sharing of books and stories and good teaching of letter sounds and shapes.
61. The children enjoy listening to and reading stories such as the adventures of Spot and Mrs. Wishy-Washy and they pay close attention to the teacher. They respond well to events in the stories and they often refer to them when involved in other areas of learning such as mathematics and creative activities. They take reading books home to share with parents and carers and this makes a positive contribution to their achievement. The children listen to and talk to their teacher and other adults in individual and group discussions. They recognise and read, and by the end of the year can write their names and other words.

62. The majority of the children know the individual letters of the alphabet by name and sound and can sound out the letters for simple words. They recognise words by sight and use their knowledge of letter sounds to help them read and write unfamiliar words. The reception classroom has lots of colourful and helpful alphabet charts and labels that encourage the children to link letters and sounds and read words themselves. Throughout the Foundation Stage the children acquire a good understanding of the writing process, they hold pencils correctly and are taught the correct way to form letters. There are good opportunities planned to encourage the children to write for a variety of purposes.

### **Mathematical development**

63. Children enter the school with a good knowledge of shapes. They make good progress in gaining mathematical understanding and skills. By the end of the reception year, the proportion of the children who have achieved the Early Learning Goals is above average. Teaching is good and the children are given a good introduction to number work. The children make good progress because the teacher knows what they have learnt and plans the next stage of work carefully to challenge them and extend their knowledge of, and skills of working with, numbers. The teacher frequently provides good opportunities for the children to count and use numbers, and this enables them to develop their understanding of the number system. They all recognise numbers one to ten in digits and most of the children can count to at least 30 and many confidently beyond. They understand the concept of simple addition, and are beginning to add and subtract to ten. The more able can work with numbers up to twenty. The children learn to appreciate how time passes by thinking about day and night and by telling the time. They learn about the symmetry of pattern by making beautiful butterfly prints.

### **Knowledge and understanding of the world**

64. By the time they are five, most children are likely to achieve the level expected in knowledge and understanding of the world. Overall the quality of teaching is satisfactory in this area and the children make sound progress. They are given opportunities to use the computer and they confidently use the mouse to point and click. They know how to use the paint program to create pictures and patterns and how to print out their work. The children know that in the past there were different ways of doing things, for example, washing clothes by hand. The children can select activities for themselves and appropriate adult interventions in the learning situations are often made. The children enjoy using torches in Spot's kennel to make shadows. They discover that some torches use batteries and others can work by power from themselves as they press the trigger repeatedly to make the torch light. There is good provision of opportunities for the children to explore and investigate map making for example when the teacher sets up an activity for the children to construct and experience a 3D map. Good use is made of visitors to the school as when the police bring a car for the children to explore and learn about. When an adult helper cooks cakes with the children they experience for themselves the changes that come about by mixing ingredients and cooking food. Some outdoor learning opportunities are limited by the lack of direct access to the outside play area.

### **Physical development**

65. In the Reception Class, the children develop their physical skills through the indoor, outdoor and swimming sessions. By the age of five, most children reach the national

expectation in this area of learning. The teaching in this area is satisfactory and enables the children to make sound progress. The children show a good awareness of space by not bumping into each other as they move and they take care when they are playing not to act in ways that may harm other children. They have some opportunities to develop their skills on wheeled outdoor equipment but opportunities to climb and balance outdoors are limited. The children in the Reception Class are able to dress and undress themselves with occasional help with fasteners. There are good opportunities to develop fine motor skills using paintbrushes, pencils and scissors, as well as through joining together pieces when making jigsaws and models.

### **Creative development**

66. The children make good progress in creative development and most reach or exceed the Early Learning Goals before they enter Year 1. The quality of teaching is good because there is a wide range of activities planned to promote this area of learning. The children create snail paintings adding glitter to the paint, and they make a colourful seascape together to record a class visit to the beach. The children know a good range of colours, and they paint with enjoyment, confidence and skill. They make 3D insects and add wings made from tracing paper. The children enter imaginatively into a variety of role-play situations such as living in Spot's kennel and washing clothes in Mrs Wishy-Washy's house. They know a good variety of songs and musical instruments. They sing and join in songs with actions competently and enthusiastically

### **ENGLISH**

67. Standards have risen steadily since the time of the last inspection in 1999 and the most recent results indicate clearly that performance in English has improved significantly with over half of the Year 6 pupils attaining at the higher level, (Level 5). Inspection findings show that in the current Year 2 and Year 6, standards in reading, writing and speaking and listening are above average. Standards of handwriting and presentation, although not unsatisfactory, are variable across the classes and year groups. The school has introduced successful strategies to better motivate the boys in order to address some underachievement in reading and writing. The most recent test results (2001) show that the gap has narrowed in reading and the balance has been redressed in writing with the boys outperforming the girls.
68. The pupils make good progress overall with some very good progress made, particularly in the junior classes. The pupils with special educational needs and those who need additional support with speaking English also make good progress. This is because their particular needs are identified early and appropriate work and support is provided for them. The targets in the pupils' individual education plans are broken down into small achievable goals in order to improve their skills in speaking, listening, spelling and writing. The targets and goals are reviewed regularly and the pupil's progress towards them is monitored consistently.
69. When the pupils enter the Reception/Year 1 class, their standards of speaking and listening are broadly average. The very good relationships and the secure atmosphere provide the pupils with the confidence to speak out and to share their views and opinions. When the Year 1 pupils are encouraged to explain why they chose a particular colour to portray a mood, many of them are able to answer appropriately. For example, '...because when the sun shines you are happy and the sky is blue.' The majority of the pupils continue to make good progress in expressing

their thoughts and ideas in a clear and mature way and by the end of Year 2, their speaking and listening skills are above average. In all the junior classes, group and class discussions are a part of many of the lessons. Additionally, the teachers take all opportunities to encourage the pupils to support their viewpoints with reasons. As a result, the pupils make good progress and by the time they are eleven, they are able to take part in discussions, act out short plays and confidently speak out to their peer group during plenary sessions.

70. By the end of Year 2, most pupils are reading well. They know many key words and have appropriate word attack skills. In the shared text work in the Literacy Hour the youngest pupils enjoy the Big Books and can use phonics along with picture and context clues to help with their understanding of the story. The Year 2 pupils know that a comma in the text represents a pause and many of them are able to read with good expression showing an awareness of the mood of the story. By the time they are eleven almost all of the pupils are reading fluently and with expression. They can talk about their preferences for particular authors and titles. The school has daily guided reading sessions outside of the Literacy Hour where the pupils read and discuss texts or enjoy listening to taped stories. Additionally, all the pupils have a home school link book that is a diary of books read and which contains their individual targets for improvement. This helps parents as they support their children at home and has a positive effect on the standards attained by the pupils.
71. In the Reception/Year1 class the pupils make good progress as they learn to write and spell. They learn letter sounds and blends and many pupils are able to use this knowledge when trying to spell simple, unfamiliar words. By the end of Year 2 most of the pupils can develop their writing using interesting vocabulary as they write poems, descriptions, factual accounts and stories. For many of the pupils their handwriting is joined and legible but, across the school, there are noticeable variations in the maturity of handwriting style and the neatness of written presentation which reflect inconsistencies in teacher expectations. By the end of Year 6, the pupils are able to write for a range of purposes and audiences. In the Literacy Hour the Year 6 pupils show a good understanding of how language can be used to paint a picture of a character when they successfully produce a short description of Fagin in *Oliver Twist*. The higher attaining pupils in Year 5 and 6 understand how the use of specific vocabulary can create the right mood and atmosphere for the piece when, for example they write, 'he crept in the shelter of the houses and doorways, dodging the moonlight as he went'. Across the school, the pupils use their writing skills to good effect in topic work as they write notes, accounts and instructions to support their work in a range of other subjects. As the pupils move through the school, spelling and punctuation become increasingly more accurate and many pupils make good progress in their ability to self correct their work using dictionaries and a thesaurus effectively.
72. The pupils with special educational needs and those who are learning to write and speak English as an additional language are well supported by teachers, the classroom assistants and teachers from outside agencies. They are able to make good use of prompts and writing frames as a basis for their writing. The majority of the pupils use computers well as word processors and the Year 5 and 6 pupils learn how to combine text and graphics to enhance their writing. However, this is at an early stage of development and, at the present time, more needs to be done to incorporate information technology into Literacy lessons.
73. The overall quality of teaching in English is very good. In five of the six lessons observed the teaching was very good and in the other one it was good. In all the

lessons the objectives are clearly explained to the pupils and the groups are organised effectively. In the Reception/Year 1 class, the teacher used the text very effectively to encourage the less confident readers and to draw attention to the use of commas, full stops and the use of the past and present tense. Questions are also used well to move the pupils' thinking forward and to encourage closer observation of the use of vocabulary. For example, in a lesson with the Year 4 pupils, answers to the question, 'How do you know he's frightened?' led the pupils to use their literal and their inferential understanding to justify their views. In almost all of the lessons, the pupils respond well to the deadlines set by the class teacher. They work purposefully and are generally well motivated. The teachers' high expectations of success and the appropriately challenging tasks result in good learning for the majority of the pupils.

74. The quality of the marking and other assessment procedures is very good in all classes. Oral feedback to pupils about their work is constructive and written comments invariably include ideas and points for improvement. From Year 1 onwards all of the pupils have individual literacy targets and these are regularly reviewed. Formal assessments of the pupils' attainment and progress are carried out and the information gained is used to set new targets for the next stages in learning.
75. Planning and teaching in English is based on the National Literacy Strategy Framework supported by commercially produced materials. The teachers use a common framework when planning for the Literacy Hour and learning objectives are included at every stage. The co-ordinator and the headteacher oversee the planning, and teaching and learning are monitored regularly. However, careful consideration needs to continue to be given to the way in which the work meets the wide and varying needs of the mixed age range within each of the classes.
76. The school library has recently been re-housed and now provides a useful resource that contains a sound range of fiction and non-fiction books. With the help and support of a parent, there are regular opportunities for all the pupils to browse and to choose books to take home. Many of the older pupils are aware of the Dewey decimal system for finding information and this represents a good improvement since the last inspection. However, currently, the library is not fully used by pupils for independent study or research.

## **MATHEMATICS**

77. The results of the national tests for 7 and eleven-year-olds in 2001, show the school's performance in mathematics was much improved in comparison with the previous year's results. At the end of year 2 and Year 6 there has been a significantly increased number of pupils reaching the higher levels of level 3 at age seven and level 5 at age eleven.
78. Based on the work seen during the inspection, the pupils' attainment is above average at age seven and eleven and the pupils make good progress. In the previous report standards were found to be broadly average and progress was satisfactory. Overall then, there has been good improvement since the last inspection.
79. Throughout the school the pupils enjoy their mathematics lessons and like to offer answers to questions. They work well both independently and in small groups. The pupils are given opportunities to use the skills of estimation and to solve problems using all four numerical operations. They count and calculate accurately and are able

to use calculators to check their answers. The pupils can explain how and why they have reached an answer and in some cases, they are able to suggest alternative ways of working out.

80. By the time they are seven the pupils have a good understanding of place value, some are able to work confidently with large numbers to a thousand. They know how to multiply by 2, 5 and 10 and they can work out pairs of numbers that will total a hundred. The pupils recognise and extend number sequences, and the most able develop sequences using a range of numbers and number patterns. They recognise basic two and three-dimensional shapes and can identify the properties that each one has.
81. In Years 3 and 4 the pupils are able to work out problems using all four operations. They learn to add and subtract tens and units and to work with fractions such as halves, quarters and eighths. The pupils learn to collect and display data using Venn diagrams and to construct and interpret bar charts. They learn to measure angles accurately and know how to read a variety of scales for measuring. By the time they are eleven, the pupils can round, order and multiply decimals and use these skills to solve problems. They calculate equivalent fractions, decimals and percentages. However, a minority of the pupils is still insecure in their knowledge of times tables and on occasions this hinders their ability to compute quickly. The pupils learn to order negative numbers but no evidence was seen of their ability to add or subtract these. They know the names and properties of different triangles such as isosceles and scalene. The pupils can also estimate and measure the angles of triangles. They can plot co-ordinates using all four quadrants. They are beginning to understand and use ratios in calculations. The pupils can find and justify probabilities in simple situations and can calculate the mean, mode and median of groups of numbers. The pupils can work with metric units such as grams and kilograms but no work was seen of comparisons between metric and imperial measures. Good use is made of information and communication technology to present data, but no evidence was seen of the use of the control element or the use of logo. The pupils understand how to make a net for a cube but no work was seen on calculating the area or the perimeter of shapes, and the pupils do not yet apply a formula to calculate the perimeter or area of regular shapes.
82. The quality of teaching is consistently good with some very good features. All the teachers ensure that the pupils know what they are to learn and they have high expectations of the pupils' ability to use intellectual effort, to concentrate and explain their answers. The teachers have a good knowledge of the subject and how to teach it, they use appropriate vocabulary and open-ended questions to extend the pupils' understanding of the mathematical topics. Occasionally, the pace of the mental and oral part of the lessons is not sufficiently brisk. This lessens the impact of the warm up session and the effectiveness of the learning is reduced. The school responds well to, and makes very good provision for the most able pupils. Good links have been established with a local secondary school to assist and advise on appropriate work and teaching methods in order to meet individual learning needs.
83. The teachers have very good procedures for checking how well the pupils are learning and whether they are making sufficient progress. The teachers then match the work well to their needs and this enables the pupils to make good progress. In addition to the statutory and optional tests, the school uses a STAR system to assess the pupils' skills in mental and oral mathematics. Multiplication tables are tested regularly.

84. The co-ordinator is enthusiastic and well informed about the recent developments in teaching mathematics. She has been in post for two terms and has already had some opportunities to monitor teaching and learning. She contributes to an ongoing evaluation of the subject and has analysed the results from the regular half-term assessments and yearly, standardised tests. Together with the class teachers, she uses test information to establish group learning objectives and target levels for each year group. Mathematics is being given a high profile in the school and in all the classes there are interesting and interactive displays to support the teaching and learning together with an adequate range of resources.

## **SCIENCE**

85. The most recent tests results of 2001 show a good improvement in standards with more pupils attaining at the higher levels. At age eleven almost one third of the pupils achieved the higher level (level 5). The teacher assessments in science at age seven show a similar picture of improvement in the number of pupils achieving the higher the level (level 3). The trend over the past four years shows a steady improvement. The key factors in the raising of standards have been the improved quality of the teaching, the good use made of assessment to track the pupils' progress, and the quality of leadership and management in the subject.
86. Inspection evidence shows that in the current Year 2 and Year 6, standards are above average. This is a good improvement on the findings of the last inspection. All the pupils, including those with special educational needs and those whose first language is not English, make good progress.
87. By the end of Year 2, the pupils have investigated the properties of light and are able to describe their findings. They enjoy learning the appropriate vocabulary and some of the average and all of the above average pupils understand and can use the words opaque, transparent and translucent. A good feature of the recorded work is the way the pupils are encouraged to write their own accounts of experiments and investigations from an early age. They learn to organise their thoughts, think through the scientific processes and present their findings in a logical sequence. They also learn a variety of ways of presenting their findings, such as, annotated drawings, tables, charts, written accounts and diagrams. They show a sound understanding of the process of an investigation as they talk about what constitutes a fair test and they are able to predict and hypothesise.
88. In the juniors the pupils consolidate and improve their investigative approach to work in science. Their scientific skills are further developed and their understanding is deepened. For example, in the lesson on the transparency of materials the Year 4 pupils made well thought out predictions and then considered the validity of the fair test across the groups with remarks such as, 'Maybe their light is brighter than ours.' By the time they are eleven, The pupils are able to apply their learning to new situations when, for example, in a lesson on conductors and insulators, they are able to refer back to previous results to support their hypotheses and findings. Work in science is well linked to other subjects of the curriculum when, for example, the pupils write poetry about the weather and produce writing about the water cycle. However, the use of information and communication technology could be more widely used to support work in science lessons.

89. The quality of teaching in science is good, with some very good features. No lessons were observed in the infant classes, but evidence from past work indicates good teaching and learning. Almost all of the lessons are well structured and delivered at a lively pace. The learning objectives are clearly explained to the pupils and returned to in the plenary sessions in order to assess how successful the learning has been. A further strength in the teaching is the requirement of pupils to articulate their thought processes and describe their learning, using appropriate scientific language. In a lesson on electrical circuits, the higher attaining pupils were challenged to develop a delayed switch. Not only did they complete this with pleasure and enthusiasm but they were able to describe the process using the correct vocabulary. Teacher expectations of success in science are high; they expect the pupils to achieve well and they do. In almost all of the lessons the teachers are enthusiastic and pass on their enthusiasm to the pupils. This results in positive, interactive learning which in discussions with pupils they describe as 'fun'. The teachers are secure in their knowledge and understanding of the subject and they use good questioning skills to extend the pupils' thinking and deepen their knowledge and understanding.
90. The marking of work is very thorough and of good quality. Comments and oral feedback to the pupils help them to improve their work. On-going daily assessments are part of the lesson planning and in some instances assessments involve the pupils in their own and others' learning. For example, some of the Year 6 pupils are able to assess each other's answers on electric circuits against a set of criteria and the higher attaining pupils who successfully achieve their target are able to record their results on the computer.
91. The improvements in the quality of teaching and learning, and consequently standards, are due in no small part to the co-ordinator's good leadership and management of the subject. The co-ordinator's own expertise has positively influenced the organisation of the curriculum. She has provided good support for colleagues who work very well together, sharing ideas and expertise. The emphasis placed on the on-going assessment of scientific skills, knowledge and understanding has also had a beneficial effect on standards. The analysis of test and assessment data and the levelling of work samples are an integral part of the monitoring and evaluation of the school's work. Planning in science is based on a local authority scheme of work that ensures all the elements of the National Curriculum Programmes of Study are taught systematically and progressively.

## **ART AND DESIGN**

92. By the time they are seven and eleven years old the pupils' work in art reaches a standard in line with national expectations and they make good progress. Only one lesson was observed during the inspection and the scrutiny of the pupils' work on display and in their sketchbooks, discussions with pupils and teachers, and a scrutiny of the teachers' plans all contribute to this judgement.
93. The pupils enjoy art activities. They are proud of their work and talk knowledgeably and enthusiastically about it. They explore different media confidently, refining their ideas both while they work and after they have finished. Their achievements are celebrated in well-presented displays that enhance the school foyer, the entrance areas and the classrooms.

94. The pupils in Years 1 and 2 learn about colour by mixing two primary colours to make a secondary colour and using this skill to paint rainbows. They use different media to form lines beginning with pencils, crayon and pastel, and progressing through paint using a variety of brushes and techniques. They create a pattern of lines using colourful collage and finally use their ideas to make a drawing using a computer program. The pupils learn about Kandinski's approach to painting and they show skill and flair as they recreate a chosen part of one of his pictures. Year 2 pupils make clay coil pots and decorate them with delightful miniature models of mini-beasts. The Year 4 pupils work well to produce a tone scale using black and white paint and make good progress in learning to draw figures. They listen to music from Holst's Planet Suite and make a visual impression of their feelings from the music, creating lively patterns in vibrant colours. The Year 5 and 6 pupils are taught how to use watercolour to paint atmospheric landscapes of Africa.
95. From the range of the work seen and from the lesson observed the quality of teaching in art is judged to be good overall. The pupils are carefully taught the skills and techniques needed to make good progress in a range of art activities. The teachers plan work that provides opportunities for the pupils to use a variety of media and to develop knowledge and skills. Work is often linked to other areas of the curriculum. For example, as part of the current history topic, the pupils are learning about Victorian artists and the part they played in drawing attention to a range of social issues as well as depicting life in Victorian times. In the good lesson seen, the teacher used questions very effectively to encourage the pupils to think about how their feelings might be shown through painting and the use of different colours. She gave them opportunities to suggest colours that they might use to express feelings of happiness or sadness. Time was used well in the lesson, and the teacher provided encouragement and motivation by sharing good practice and praising the pupils' efforts. She then extended their learning by introducing the idea of colours for anger or jealousy.
96. The scheme of work for art is based on national guidelines and this ensures that the pupils are taught a range of skills and given the opportunity to work with different media. The co-ordinator is newly appointed but has started to give good support to her colleagues by checking their plans to ensure that the pupils are developing artistic skills consistently through suitable activities. She also checks that an appropriate range of resources is available. In recent times, the school has necessarily focussed on the core subjects of English, mathematics and science, with the result that teaching and learning in art has had a lower profile. In an effort to stimulate creativity and to raise standards in the subject, the school organised an art week. As part of this, an artist came into the school and worked with all the pupils to produce a collaborative, large-scale work of art. The school values opportunities to provide for the pupils' creative development and recent art activities have made a good contribution to the pupils' spiritual and cultural development. There are further opportunities for the pupils to paint and draw at an after school art club where parents pay a small charge.

## **DESIGN AND TECHNOLOGY**

97. Across the school, the attainment of the pupils is in line with those expected nationally for pupils of a similar age. This is an improvement since the time of the last inspection. All the pupils make satisfactory progress, including those with special educational needs and those whose first language is not English. Work in design and technology is often linked to topics being studied in other curriculum areas and

this has a positive impact on the pupils' understanding as to the usefulness of the techniques they are taught. A very good opportunity for this was seen in the work done by Year 5 and 6 to construct a model fairground ride where they used their knowledge of electrical circuits to power the model and make it run faster or slower by altering features of the circuit.

98. Throughout the school the pupils test and evaluate their work in design technology. They talk enthusiastically about what they have done and are able to record and explain the tools and materials needed for the various projects. They are proud of their work and are learning to evaluate the standard and use of the finished articles. In the infants, the pupils mark, cut and join to make a puppet and Joseph's multicoloured coat. They evaluate the efficiency of different ways of joining to suit the purpose of the finished article. They design and build vehicles that will move, and decorate them imaginatively and strikingly; for example, as Santa's sleigh. In food technology they make banana milkshakes and fruit salad and design a 'Healthy Meal'.
99. The Year 3 and 4 pupils investigate pneumatic power and they design and construct monsters with moveable features. They make pop-up cards, and they could improve the finished product. By the time they leave the school, the pupils can design and make a moon buggy that uses a cam mechanism. They devise a healthy drink and use information and communication technology to design a poster to advertise their new product.
100. Only two lessons were seen in design and technology during the inspection and the quality of the teaching in these was very good. The teachers' planning clearly identified learning objectives that were carefully explained to the pupils. The teachers had very good subject knowledge and were skilled at presenting new information to the pupils and in providing challenges in order to extend their learning. The teachers used questions very well to develop the pupils' understanding of design skills and techniques and also to stress the fitness of purpose of the items. In both the lessons, very good opportunities were provided for the pupils to learn and to improve their skills, for example in sewing, cutting and in the construction and fixing of components.
101. Planning for the design and technology curriculum is based on the national guidelines and this is beginning to provide good features of progression and continuity. However it has only been in place for a year and there are currently some gaps in the pupils' skills; for example in the use of tools for constructing with and fixing wood. In addition, not all the teachers have the same level of expertise and subject knowledge which results in inconsistencies in the teaching of the subject across the classes and year groups. The school recognises this and plans to extend the training of teachers. The subject co-ordinator is the headteacher and he is planning a Design and Technology Week to be held later in the year in order to raise the profile of the subject throughout the school. There is an adequate range of tools, materials and equipment to support teaching and learning in the subject.

## **GEOGRAPHY**

102. Due to the school's current planning and organisation of topic work, geography was not taught during the inspection. However, from discussions with the pupils and with the co-ordinator as well as the scrutiny of the pupils' completed work it can be judged that by the age of seven and eleven standards are in line with those expected of pupils of a similar age nationally. This is an improvement on the situation at the time of the last inspection.

103. The younger pupils learn about the area around the school and are developing their knowledge of routes and directions. By the time they leave the school, the majority of the pupils have a sound understanding of mapping skills. The oldest pupils can use four figure reference numbers. The pupils in Years 5 and 6 know and can talk about the major physical and geographical features of the British Isles. The higher attaining pupils can also talk about the location of some of the other areas they have studied, for example the village of Chembakoli in India. The pupils have learned more about the local area and have contrasted this with studies of communities in India and Africa. They have looked at man's impact on the environment and have used information and communication technology to produce computerised graphs of comparative climatic conditions. The quality of the work on display around the school reflects a sound standard of learning in the subject. Learning in geography is further enhanced by several well-planned residential visits that are offered to the pupils in Years 3 –6.
104. Although no lessons were observed, the scrutiny of completed work and outline planning shows that the quality of teaching is at least satisfactory and that the teaching of mapping skills is good. The teachers are thorough and conscientious and they plan and prepare well together. Marking is of a very good standard and this contributes positively to the pupils' own knowledge of their learning and how they can improve further.
105. Since the previous inspection, the new co-ordinator has undertaken a complete review of the subject and the present structure has been planned to fulfil the requirements of the National Curriculum Programmes of Study. The current rolling programme allows for geography to be taught once a year in a block of one term. However, although this structure has not been in place for long, it is already evident that it presents some difficulties in providing progression in learning in the mixed age classes. Furthermore, in discussions with the oldest pupils, the gap of a year makes it difficult for them to recall their learning of specific topics and this hampers their progress. The school recognises the problem and is evaluating the provision so that the necessary adjustments can be made. The co-ordinator is enthusiastic and dynamic and has provided good support for colleagues as they work to raise the profile and consequently the standards in the subject. The pupils' progress in the subject is monitored through the scrutiny of samples of work from all age groups and an assessment procedure has recently been introduced.

## **HISTORY**

106. By the age of seven and eleven standards in history are in line with those expected of pupils of a similar age nationally. This is a good improvement since the last inspection. In the lessons observed during the inspection many of the pupils made good progress but taken together with the scrutiny of work it is evident that, over time, progress in history is satisfactory for the majority of the pupils. This judgement includes the pupils with special educational needs and those whose first language is not English.
107. The pupils in Year 2 know about famous people in the past such as Guy Fawkes, Queen Elizabeth I and Neil Armstrong. They also know about aspects of The Great Fire of London. The pupils are beginning to understand the importance of sources of evidence and, when they use a series of photographs in their study of Florence Nightingale, they know that photographs and pictures are secondary sources. The

Year 5 and 6 pupils extend their enquiry skills and use a range of sources to discover information about the ancient civilisations of Greece and Egypt. They are able to present their work in a variety of ways, such as newspaper reports, diaries and notes which lead to fuller written accounts. Their work shows that almost all of them can use evidence to draw conclusions and form opinions.

108. The current school-wide study of the Victorians shows a progressive knowledge and understanding of the important developments of that era from pupils of all ages and ability levels. The junior pupils' learning is enriched through a local study of Victorian Swindon and the development of the railways. Learning in history is also enlivened by visits to museums and participation in a Victorian Day.
109. The quality of teaching and learning in history is good and this results in some good progress being made by pupils of all ages and ability levels. The teachers' good use of questions encourages the pupils to examine evidence and make inferences. For example, when the Year 1 pupils examine toys from the past, the teacher's skilful questions enable them to discover and talk about the similarities and differences between now and then. In the juniors, questions about their study of census forms and registers extend their knowledge of the use and importance of archives. The teachers' enthusiasm and good knowledge of the subject motivates the pupils and has a positive effect on their learning. The teachers also provide a good range of source material, and attractive resources that stimulate the pupils and sustain their interest. Time-lines are well used by several teachers to encourage an understanding of chronology and good links are made with work in other areas of the curriculum when for example, the older pupils study a Dickens' novel as part of their shared reading in Literacy.
110. The school has adopted the national guidelines as a basis for planning and teaching in history. Since the last inspection the allocation of time has been reorganised and sufficient time is being allowed in which to teach the subject. However, the distribution of this time means that history is taught for one term each year. The result is that most of the pupils meet the units only once in their time in the school and always at different ages and stages in development. This creates difficulties in ensuring the progressive development of skills, knowledge and understanding, particularly in the mixed age classes. Because of the time which elapses between history topics, many of the pupils have difficulty in retaining the knowledge and understanding gained. Additionally in talking to the pupils, they have not followed a consistent programme of learning and this has had an adverse impact on standards and progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

111. Standards in information and communication technology (ICT), at the age of seven and eleven are below those expected of pupils of a similar age. Although this is similar to the judgement made at the time of the last inspection, significant improvements have been made in many areas of the subject, such as word processing, data handling and using art programs. However, there are aspects of the subject which are not yet being fully developed. These include control technology, modelling and using multi-media packages. The school's plans to raise standards in the subject have been hampered by unforeseen delays in the setting up of the ICT suite. This is now fully equipped and operational and the indications are that the school is well placed to make rapid progress in raising standards in the subject.

112. The Year 2 pupils can use the computer as a word processor but their keyboard skills are underdeveloped which slows down their progress. They can use the cursor and the lock and shift keys. They are confident when using the return key and the backspace to delete letters and words. For several pupils, manipulation and control of the mouse is variable so placing the cursor to select icons or keywords is often inexact. With help, the Year 4 pupils can load programs and print completed work. The oldest junior pupils use information technology well across the curriculum. They have produced packaging labels for a healthy drink. Their handling of data has improved by carrying out surveys of favourite drinks and producing graphs of comparative climates. Good graphs have also been produced as part of scientific investigations, such as the rate of bouncing balls or measuring the number of breaths taken per minute. In Years 5 and 6, word processing skills are satisfactory and often good. For example, in their writing about the impact of television, or pieces of work about other faiths in religious education. They use graphics well to produce Christmas cards and show sound levels of expertise and imagination. In discussion with the pupils, they show a limited awareness of the use and impact of information technology on society, although, when prompted, they can talk about the value of the internet and how the microchip has improved communications. Some use has been made of e-mail, but the school is not yet on line and cannot exploit all the available possibilities for learning.
113. The quality of teaching and learning during the inspection was good overall. The teachers are methodical in their approach and are using their skills well to provide good guidance and advice to the pupils. They give clear instructions and use skilful intervention in order to monitor and to quicken the rate of progress during the lessons. For their part, the pupils respond very well to the purposeful and well-planned tasks. For example, the Year 2 pupils learned quickly and made good progress as they typed a sentence and used the delete key to make alterations. In response to the teacher's clear instructions their learning was extended to changing the font size. The Year 3 and 4 pupils also quickly learned how to use a drop down menu to import and alter the size of graphics to go with their text. The teaching and the use of ITC skills across the curriculum are developing well. In a very good lesson with the pupils in Years 5 and 6, they produced slides combining text and graphics and the teacher's good strategy of exchanging disks so that the pupils could evaluate each other's efforts made a positive contribution to the good levels of learning and progress.
114. The co-ordinator has a very good understanding of the strengths and weaknesses in the school's current provision in ITC and the development of the subject is a priority of the school development plan. The staff have received training and their own skills and confidence have improved. A new scheme of work has been adopted, which mirrors the nationally produced guidelines and teachers have planned well from this. An assessment procedure has also been trialed, and evaluations are on going. Targets have been set in order to improve standards and at the time of the inspection, much hard work was taking place in order to achieve these. However, continuing and concerted efforts need to be made to ensure that all the strands of the ICT curriculum are being taught and learned effectively.

## **MUSIC**

115. Only two music lessons were observed during the inspection, one in the infants and one in the juniors. However, from discussions with staff and pupils it is evident that all the pupils, including those with special educational needs, are provided with a range

of experiences that enables them to make satisfactory progress and to achieve standards that are broadly in line with those expected nationally. This is a good improvement since the last inspection. Since that time, the school has used the expertise of a music specialist from the local cluster of schools. She attends on a weekly basis to support all of the junior classes.

116. By the end of Year 2 many of the pupils are beginning to recognise and know the names of tuned and untuned percussion instruments as they use maracas, tambourines, claves, triangles and chime bars to accompany a song from Brazil. Additionally, in the same song, the majority of the pupils recognise repeating phrases and begin to learn something of the structure of a melody. Almost all of the pupils can sustain a rhythm and keep to a beat whilst listening and singing. When listening to an excerpt from Tchaikowsky's 1812 Overture the Year 5 and 6 pupils make good use of prompt sheets that help them describe the mood, timbre and texture of the music. They are further able to compare this piece with the 'Sugar Plum Fairy' heard previously. All the pupils enjoy singing in assembly as well as in music lessons. They have good control of their own voices and they know and can sing a range of songs. They respond well as they listen to music at the beginning and end of assembly and this makes a positive contribution to their spiritual and cultural development.
117. The quality of teaching is judged to be satisfactory overall with some good features. The quality of the teaching in the lesson with the older pupils was good, in the lesson with the younger pupils it was satisfactory. Both the lessons were well planned and combined the elements of listening, appraising and performing. In the good lesson, the teacher extended the pupils' previous learning of rhythm and note value. She provided praise and encouragement as the pupils played the recorder and sang in four parts and this increased their confidence, motivation and enthusiasm. A less successful aspect of both lessons was the lack of time and opportunities allowed for the pupils to practise and refine their performance.
118. The music co-ordinator is new to the role but is already working to raise the confidence and expertise of the staff. She has purchased a scheme that includes exemplar lesson plans and CD accompaniments for singing as well as a range of music for listening. The school recognises that the composing element of the National Curriculum Programmes of Study is insufficiently developed and that continuing efforts to improve standards in the subject need to be made. The pupils have the opportunity to join a recorder group as an extra-curricular activity and several pupils have weekly keyboard and guitar lessons from a visiting music teacher. A school governor provides valuable support by acting as an accompanist for school events and performances.

## **PHYSICAL EDUCATION**

119. Standards in physical education are in line with those expected nationally by the age of seven and eleven. Standards in swimming are good. This is a similar judgement to the one made at the time of the last inspection.
120. The Year 1 pupils demonstrate a growing awareness of space. They explore apparatus and learn how the body can stretch under, over and through it. They respond readily to teacher instructions, although this is sometimes difficult for them because of the unfavourable acoustics in the school hall. The pupils co-operate and organise themselves well when they work in teams or small groups. The Year 3 and 4 pupils show a sound use of creative movement skills as they learn to mirror each

other's actions in a dance lesson. Although their ideas are somewhat limited they are able to develop these into a sequence of three movements.

121. In the two lessons observed during the inspection the quality of the teaching was good in one of the lessons and satisfactory in the other. Inspection evidence judges the teaching in Physical education to be satisfactory overall. Both of the lessons were well structured and included a warm-up followed by activities to develop the appropriate skills. In the good lesson, the teacher's questions about body shape and the quality of the movements helped to move the pupils' learning forward. In this lesson the teacher also gave clear instructions and provided constant reminders to keep the pupils focussed on the task. The pupils responded well to this. They tried hard and showed good levels of physical effort in carrying out the movements. A less successful aspect of both the lessons was that some opportunities to demonstrate and refine performance were not used fully and in the satisfactory lesson the pace of the lesson and consequently the pupils' physical exertion slowed.
122. Planning for physical education includes all the necessary elements of the National Curriculum Programmes of Study and the school's games provision is enhanced by participation in a national programme that provides a range of resources and training for staff. Since the last inspection, and as a result of further training, staff expertise has improved in the teaching of dance, rugby, cricket, netball and outdoor pursuits. A significant proportion of the time allotted to physical education is devoted to swimming and across the school, standards in swimming and the pupils' awareness of water safety are high. However, this creates some imbalance in the time spent on other elements of the curriculum, most notably outdoor games. This is because the school does not have easy or immediate access to a playing field. The field is some minutes walk away and involves crossing a busy main road. Escorting the pupils safely depends on voluntary help from parents. Furthermore, the field has no changing facilities and no place to shelter in inclement weather. Consequently its use is mainly confined to the summer term.
123. The co-ordinator has only been in post for a short time but she has worked hard with colleagues to raise confidence and the quality of teaching and planning for all the elements of the subject. The enthusiasm and commitment of both staff and pupils has resulted in a financial award from a national foundation to improve resources and facilities for physical education. Extra-curricular activities such as netball and football are available for the pupils and these are well supported.

## **RELIGIOUS EDUCATION**

124. The pupils' knowledge and understanding in religious education is in line with the expectations set out in the locally agreed syllabus. This is similar to the standards found at the last inspection. All the pupils, including those with special educational needs, and those who are learning English as an additional language make satisfactory progress overall with some good progress observed in lessons in Year 4 and Year 6.
125. By the time they leave the school the pupils have a sound knowledge of the Bible and the Year 5 and 6 pupils are able to talk about Old and New Testament stories. They also know that the early life of Jesus is recounted in the four Gospels. Throughout the school, the pupils know about Christian festivals and are aware that the events of Christmas and Easter are central to the Christian faith. They

understand that there are other faiths. For example, following a whole school topic, many of the pupils are able to talk about some of the symbols, beliefs and traditions of Judaism. Through this and other learning, they appreciate the importance of faith in people's lives; that there are similarities and differences in ways that people worship and that religious communities have different places of worship.

126. Across the classes and year groups, the pupils make sound progress. During the inspection some good progress was made in Years 4 and 6. In particular, the Year 6 pupils progress well in their understanding of the Bible as an authoritative text. They use their knowledge of persuasive writing to discuss and compare how messages are put across. Many pupils show a mature understanding of the messages relayed through Jesus' stories and parables. The pupils' progress is particularly good in the way that they are able to relate what they have learned to their own lives and this has a positive effect on their spiritual, social and moral development.
127. The three lessons observed during the inspection were in Years 3 – 6, but from the scrutiny of work and from discussions with the pupils it is possible to judge that the overall quality of teaching in religious education is good. In one of the lessons with the Year 4/5 class, the teaching was very good. This lesson was very well planned and organised. The teacher gave very clear instructions and a deadline for the completion of the task. She had very high expectations that the pupils would discuss the difficult issues surrounding King Solomon, the two women and the baby and that they would sensibly act out their solutions. Skilful questioning and intervention helped the groups to come to a decision and humour was well used to ensure the involvement of pupils of all abilities. All the lessons observed were well planned with clear learning objectives that were shared with the pupils. The pace of the lessons was brisk with a range of activities to reinforce learning for all ability groups.
128. Planning for religious education is based on the locally agreed syllabus and a detailed scheme of work that places due emphasis on the progressive teaching of religious ideas and concepts. However, across the classes and year groups, recorded work is limited. The co-ordinator, who is new to the role, recognises the need to refine the planning and delivery of the units of work so as to avoid undue repetition for the pupils in the mixed age classes. As yet, the co-ordinator's monitoring role is underdeveloped and there has been no school wide evaluation of teaching and learning in the subject. The school has few resources of its own and relies heavily on borrowing pictures and artefacts from the diocesan library that is a considerable distance away. A bank of school resources to support work in religious education could usefully be built up as the budget allows.

