

INSPECTION REPORT

ST MARY'S SCHOOL

CHIPPENHAM

LEA area: Wiltshire

Unique reference number: 126482

Headteacher: Mr Riley

Reporting inspector: Mr P Mathias
RgI's OIN: 21945

Dates of inspection: 15th April 2002 - 18th April 2002

Inspection number: 244486
Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Rowden Hill
Chippenham
Wiltshire

Postcode: SN15 2AH

Telephone number: 01249 653469

Fax number: 01249 460232

Appropriate authority: The Governing Body

Name of chair of governors: Rev J D Millett

Date of previous inspection: 30th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	Mr P Mathias	Registered inspector	Science History Physical education Equal opportunities English as an additional language	What sort of school is it? The schools results and pupils' achievements. How well is the school led and managed? What the school should do to improve further?
9756	K Parsons	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
36705	G Stephens	Team inspector	English Art Geography	How well does the school care for its pupils?
27219	G Evans	Team inspector	Special educational needs Information and communication technology Design technology	How good are the curriculum and other opportunities offered to pupils?
26519	M Hatfield	Team Inspector	Foundation stage Mathematics Music	

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston Super Mare
Avon

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 271 pupils on roll the school is of about average size. It caters for boys and girls between the ages of 4 and 11 years of age. The youngest children attend the reception classes on a full time basis. Few pupils leave the school at times other than normal, although 6 pupils joined the school in the last school year. Children's attainment on entry to the reception classes is generally about that typically found amongst children of this age. By Year 1 all are ready to begin the National Curriculum.

Overall there are 28 pupils who are considered by the school to have some degree of special educational needs, which is below the national average. This includes 11 pupils with needs which require outside support for a range of difficulties. Pupils come from homes with a wide range of different social and economic advantage and disadvantage. The school draws its pupils from a wider area than normal. About two percent of pupils are considered eligible for free school meals which is well below the national average. There are no pupils who have English as an additional language.

HOW GOOD THE SCHOOL IS

St Mary's has some significant strengths. Standards in the national assessments for seven year olds have been consistently high when compared to the national picture. Standards in the national assessments for eleven year olds have been above average except in 2001 when results were influenced by an above average proportion of pupils with special educational needs. The quality of teaching is very good particularly in Year 5 and Year 6. Standards of behaviour and pupils' attitudes to school are very good. There is a very positive atmosphere where relationships between teachers and pupils are strong. The headteacher, senior management team and governors work very closely and constructively together. The school is very well placed to continue to improve.

What the school does well

- The quality of teaching is consistently high in Year 1 to Year 6 and is a particularly strong feature in Year 5 and Year 6.
- Standards in most subjects are high and well above average in English and physical education.
- Attitudes, behaviour and the personal development of pupils are very good.
- Provision for pupils with special educational needs is very good.
- The leadership of the headteacher and the governing body is very strong. Governors work closely and constructively with the senior management team to make decisions and to evaluate their success.
- Accommodation is very good and the school is an attractive and stimulating environment for its pupils.

What could be improved

- The school day for pupils in Year 3 to Year 6 is shorter than that adopted by most schools. Overall the division of the time available does not make best use of that time. As a result all subjects of the National Curriculum do not receive a sufficient allocation of time for pupils to attain appropriately in all subjects.
- The school has not completed the review of its curriculum plans necessary to meet all the changes in the National Curriculum.
- The school does not provide an adequate curriculum in design technology and the skills of art and design technology are not taught systematically.
- All co-ordinators do not have regular planned opportunities to visit classes to judge the quality of teaching and learning and the progress of agreed policies and initiatives.
- The school has not fully utilised the computer programme it is putting in place to help to set realistic targets for pupils to achieve in English and mathematics and to track their progress towards them.
- Teachers in the foundation stage assess pupils' progress in some but not all the areas of learning for children of this age. As a result teachers do not match work carefully enough to children's different stages of development.
- Many of the school library books are worn and out of date.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in 1997, the standards achieved by pupils were good, the quality of education provided by the school was good, the school's climate for learning was very good and the management and efficiency of the school were good.

Since then the school has made sound progress in addressing some but not all of the key issues for improvement indicated in the previous report. These were; to strengthen the roles of subject co-ordinators in leading their subjects, to raise standards in history, geography, art and design technology and to improve the provision for creative and physical activities for children in the foundation stage. There has been very good progress in improving the provision for creative and physical development for children in the foundation stage. Standards at the end of Year 6 in history and geography are higher now than they were and are now above average. Progress in developing the roles of subject co-ordinators has been slower than anticipated because of significant recent changes in staffing and the absence of the headteacher on a secondment to another school. Standards in design technology are below those expected because the subject is not taught consistently throughout the school and there are limited resources and schemes of work for this subject. Insufficient emphasis is given to teaching the skills of art and design technology so that pupils can learn them systematically.

The quality of teaching overall has remained high as has the leadership and management of the school by the headteacher and governing body. The school is very well placed to improve further.

Standards in the national tests for seven year olds in reading, writing and mathematics since 1997 have been consistently above average. In the national tests for eleven year olds in English, mathematics and science standards were high when compared to schools nationally until last year, when they fell to average in English and mathematics and below average in science.

The trend of improvement prior to last year was above the national trend. When the 2001 results are taken into consideration, the trend in English, mathematics and science is broadly in line with the national trend. There is evidence to suggest that standards are likely to be higher in the 2002 assessments of eleven year olds.

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	B	B	C	D
Mathematics	B	A	C	D
Science	B	A	D	E

Key

well above average A

above average B

average C

below average D

well below average E

The table shows that standards in the tests in the last three years have been generally above average. In 1999 they were above average and in 2000 they were above average in English and well above average in mathematics and science. In 2001 results were lower. They were average in English and mathematics and below average in science. When compared to similar schools, standards were below average in English and mathematics and well below in science. These results are out of keeping with the usual high standards reached because a large proportion of the pupils who took the test in 2001 were considered to have significant learning difficulties. Some of these pupils joined the school between Year 3 and Year 6. Taken overall this group of pupils achieved at least appropriately to reach the standards they attained.

Pupils enter the reception classes with broadly average basic skills. In classes standards at the end of Year 6 are well above average in English and above average in mathematics and science. Pupils in Year 6 achieve well, in part as a result of the very good teaching they receive. Standards in literacy and numeracy reflect the same patterns as in English and mathematics. Currently standards in physical education are well above those expected and many pupils reach the expected standard in swimming (to swim 25 metres). Standards in history, geography and music are above expected. In art standards are at expected levels. In design technology standards are below those expected and usually found nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. A major strength of the school. Pupils enjoy their lessons and look forward to school.
Behaviour, in and out of classrooms	Very good. All pupils understand very well what is expected of them. They respect each other and try hard.
Personal development and relationships	Very good. Relationships between pupils and their teachers are very secure; there is a strong atmosphere of care and concern.
Attendance	Very good. Pupils arrive punctually.

TEACHING AND LEARNING

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

This represents a major strength of the school particularly in Year 5 and Year 6. The quality of teaching is very good and sometimes excellent. The quality of teaching in English and mathematics is good and as a result, pupils achieve well particularly in Year 5 and Year 6. During the inspection there was no unsatisfactory teaching. Teaching and support staff for pupils with special educational needs are very good. Staff know their pupils well and give them very good help so they play a full part in their lessons. The quality of teaching in the foundation stage is satisfactory and lessons are carefully planned to meet the goals for learning for these children although work is not always matched to the appropriate stage of understanding for all children. The teaching of literacy is very good overall and in some lessons excellent. The teaching of numeracy is good.

Particular strengths of the teaching are: Very good subject knowledge, very good organisation and planning; high expectations of what can be achieved in the time which are made clear to the pupils; clever questioning techniques which test pupils' knowledge and understanding, very good links with other subjects which explain the relationship between work in different subjects, very well taken opportunities to promote reflection and the value of a calm and quiet mind.

While there were no major shortcomings, areas for improvement are: To prevent a falling off of pace in lessons and expectations as the lesson proceeds, matching tasks to pupils' different abilities and giving sufficient emphasis to teaching particular skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Appropriate at the foundation stage but unsatisfactory in Year 1 to Year 6 because the school does not teach design technology as required and the skills in art are not taught systematically. Planning for literacy and numeracy is good. The school day for pupils in Year 3 to Year 6 is shorter than most schools. Some subjects do not receive an appropriate allocation of time.
Provision for pupils with special educational needs	Very good. Work is very carefully matched to these pupils. All pupils are fully included in every aspect of school life and have well assembled individual education plans.
Provision for pupils with English as an additional language	At the moment there are no pupils with English as an additional language. There are appropriate arrangements available if required.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A strength of the school, there is very good provision for spiritual, moral, social and cultural development.
How well the school cares for its pupils	Procedures for ensuring pupils' welfare are good. Procedures for providing educational support and guidance are thorough but the school has underestimated in its formal predictions of what pupils in Year 6 can achieve in the national tests in English and mathematics. Procedures for monitoring and improving attendance are very good. In the foundation stage assessments are not made regularly of children's progress in all areas of learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a very positive lead to the school. The senior management team work closely and constructively together but the roles of some subject co-ordinators are under-developed.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well and all governors are very committed to the school. This is a major strength. There are very thorough and effective ways of involving governors in the life of the school.
The school's evaluation of its performance	There are thorough procedures in place to gather information on pupils' achievement in the national tests. This information is considered carefully. However, the school's predictions for what pupils should and do achieve are often inaccurate. The school easily exceeds the targets it is setting for itself. The school is in the process of using an information and communication technology system to help it judge more accurately the likely standards pupils should achieve.
The strategic use of resources	There are very good procedures to link the school's financial planning to its educational needs. There are very thorough procedures to monitor spending decision and to ensure that they provide good value. The school uses grants and additional funds very well. The accommodation is very good and is well used. Resources for learning are generally good in quality and quantity although many of the books in the school library need to be replaced.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Children make sound progress at school.• Behaviour in the school is good.• The school is well led and managed.• The school helps children to become mature.	<ul style="list-style-type: none">• That children get the right amount of homework.• The school does not provide an interesting range of after school activities.

In response to the 271 questionnaires sent out 127 were returned. The evidence of the inspection confirms that parents overall have very positive views of the school. They rightly have confidence in the quality of education that is provided.

Some parents felt that the school currently does not provide an appropriate amount of homework and sufficiently interesting activities out of school. The evidence of the inspection indicates that the school provides an appropriate amount of homework when considered over the time set for it to be completed. There is a very good range of out of school activities particularly for pupils in Year 3 to Year 6. The school has identified the need for more opportunities to be provided if possible, for younger pupils.

A meeting was held between the Registered Inspector and parents. Forty-five parents were present. They expressed very positive views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards within the school are above average at the end of both key stages. During the inspection there was no significant variation between the performance of boys and girls at the end of either key stage. However in the last three years in the national assessments at the end of Year 2, boys attained higher results in writing and mathematics than girls. In the end of Year 6 tests for eleven year olds over the same period, girls attained higher than boys in English. Boys attained higher than girls in mathematics and boys and girls attained broadly the same in science.
2. In the national tests for seven year olds in 2001, pupils attained above average results for schools nationally in reading and well above average results in writing and mathematics. When compared to schools considered broadly similar these results were average in reading and mathematics and above average in writing. Between 1998 and the present day, results have generally been above the national average in the national tests for seven year olds. In the 2000 results in reading they were well above average. In writing and mathematics they were very high when compared to schools nationally.
3. In the 2001 tests at the end of Year 6 standards were average in English and mathematics when compared to schools nationally and below average in science. In comparison to schools considered broadly similar, standards were below average for English and mathematics and well below in science. Taken overall it would appear that pupils achieved appropriately in English and mathematics but not in science based on the standards they achieved at the end of Key Stage 1 national assessments. However in that group of pupils between the end of Year 2 assessments and those undertaken at the end of Year 6, seven higher attaining pupils left and three less able pupils joined the school.
4. The school's overall results in the national tests in 2001 at the end of Year 6 are much lower than the above and well above standards attained between 1997 and 2000. In this period standards rose in English faster than the national trend and were above most schools. A similar pattern of improvement occurred in mathematics and science. Taking into account the dip in standards last year, the trend in the school's performance in end of Year 6 national tests is now broadly in line with the national trend. However in the group of pupils in Year 6 who took the test last year, nearly half of them were identified as having some degree of special educational needs. Of that year group a quarter were between Stages 3 to 5 of the school's register of pupils with special educational needs. These are very high figures. These pupils attained standards which were at least in line and often above those which could have reasonably been expected of them.
5. Children enter the foundation stage with levels of basic skills which are diverse. In general they have average attainment on entry. They make satisfactory progress in all areas of learning and are well on their way to completing the stepping stones in the early learning goals for children of this age. Currently standards in English at the end of Year 2 are well above average in speaking and listening and above average in reading and writing. Pupils at the end of Year 6 attain well above average standards in speaking and listening and reading, and above average standards in writing. Overall this is a similar picture to that at the time of the last inspection.

6. At the end of Year 2, pupils speak confidently and listen very carefully. They respect each others' views and put forward their ideas freely. At the end of Year 6 pupils continue to listen well, maintaining their high standards attained in Year 2. They contribute to lessons with enthusiasm in response to the skilful questioning from teachers. In reading pupils in Year 2 are confident and speak about their favourite author and titles knowledgeably. However a few pupils are under-challenged because the books they are reading are too easy. In Year 6 pupils have well developed reference skills and are able to read non-fiction text quickly and accurately for information. Standards of writing are above average at the end of Year 2. Pupils write well for a variety of purposes and audiences. Pupils know how to write sentences and to use vocabulary carefully. They are able to spell simple words correctly. Within Year 6 pupils attain good standards and write very effectively for a range of purposes and in different styles. Spelling is usually accurate and work is well presented.
7. In mathematics, standards are above average at the end of Year 2 and at the end of Year 6. These standards are similar to those found at the time of the last inspection. Within Year 2 pupils have a good knowledge of place value to 100. These pupils use and apply their number skills confidently. They are able to name simple two and three dimensional shapes correctly. They gather, collect and classify data. By the age of eleven, pupils are able to work out calculations in their head quickly. They have a good understanding of fractions, decimals and percentages and are able to estimate accurately. They apply their knowledge confidently to problems and investigative work.
8. In science, standards are above average at the end of Year 2 and Year 6. Standards are the same as at the time of the last inspection. Pupils in Year 1 and Year 2 are able to construct a simple circuit and know that some materials conduct and others do not conduct electricity. They are able to classify living and non-living things and are beginning to predict 'what will happen if'? Pupils in Year 5 and Year 6 understand the importance of exercise to maintain a healthy body through a 'fit for life' project. They have well developed skills in how to conduct an experiment. They are able to investigate and understand different forces at play when working out how to design a parachute as part of a 'top secret' experiment relating to their work in history.
9. Standards in physical education are above those expected at the end of Year 2 and well above those expected at the end of Year 6. All pupils reach and many exceed the expected standard in swimming (to swim 25 metres). Standards in information and communication technology are above those expected at the end of Year 2 and Year 6 which reflects the very good resources in information and communication technology now available to all pupils. Standards in history, geography and music are in line with those expected at the end of Year 2 and above expected levels at the end of Year 6. In art, standards of pupils' work are in line with those expected at the end of Year 2 and the end of Year 6 although the skills of art are not taught systematically. In design technology standards are below those expected at the end of both Year 2 and Year 6. This is because the National Curriculum in this subject is not planned and taught thoroughly.
10. Since the last inspection good progress has been made in raising standards in information and communications technology, history, geography, music and physical education. In other subjects progress in raising standards has been satisfactory. An exception to this is in design technology where standards are unsatisfactory then and they remain so. This was a key issue at the time of the last inspection. It has not been addressed although the school plans to make improvements next year.
11. In both key stages, pupils with special educational needs make very good progress and learn very well. They are achieving very well in relation to the targets set on their individual education plans. Standards of achievement have improved in relation to the support given throughout the

school both individually and in the classroom situation. At the time of the inspection, gifted and talented pupils are not identified. However future action on this aspect is included in the strategic development plan.

Pupils' attitudes, values and personal development

12. Overall, pupils' relationships, attitudes and behaviour are a strength of the school, and make a significant contribution towards their attainment and progress. They have at least been maintained from the levels achieved at the time of the last inspection.
13. Pupils hold very positive views about their school. They are proud to be members of the St. Mary's school community, and are very willing to talk about their experiences of school life. Most of them are personable young people, whom it is a real pleasure to meet. Most pupils are happy to come to school. In the morning, even the youngest children are content to leave their parents, whilst older pupils can sometimes be seen actually running into the school. They arrive prepared and ready to work hard at their lessons. They complete their homework willingly, and significant numbers take advantage of the good range of school clubs on offer. They have very good involvement and interest in school activities. In lessons, they are keen to participate by answering questions. Many of the school's formal aims reflect the importance it places on developing positive attitudes in pupils. The school is successful in meeting these aims, with good teaching and successful links between home and school contributing to this achievement.
14. The behaviour of pupils in the school is very good, an aspect that is appreciated and widely commented upon by virtually all parents. Pupils conform very well to the school's high expectations. Their sensible behaviour means that teachers do not have to spend much time maintaining order, with a clear benefit to the quality of learning taking place. In a Year 3 and 4 mathematics lesson, for example, pupils worked hard individually at their tasks on fractions, enabling the teacher to concentrate on helping one particular group. Even the youngest pupils in the school in the reception classes behave well. Pupils do their best even in lessons they find less interesting and most resist any temptation there may be to misbehave. Pupil behaviour around the school is also very good. The playgrounds are cheerful places, with pupils playing happily together. There have been no pupil exclusions in recent years. Neither parents nor pupils regard bullying as a problem, and any incidents of bullying or serious teasing that occur are quite exceptional to the normal run of school life. Pupils respect each others' property and that of the school. For example, along one corridor there is a fragile stuffed bird, with not a feather touched or out of place. Pupils look after their environment well and there is no litter.
15. The teachers have very good relationships with their pupils, and those who are relatively new to the school have built good relationships with their pupils in that time. These contribute to a productive mutual respect and partnership in learning. Teachers value the work of all pupils and the pupils are confident in putting their ideas forward. For example, in a Year 3 and Year 4 music lesson, pupils were happy to guess at what a particular piece of music was intended to convey, listening carefully to each other's opinions. They are prepared to ask for support and guidance when they need it, which has a positive effect on their learning. Pupils' relationships with each other also reflect the strong values encouraged by the school. They act politely and with courtesy. Pupils respect each other as individuals and understand the impact of their actions on others. They share resources well when working in pairs or in groups, and co-operate well. They respect each other's point of view, and when individual pupils put forward a view, their classmates listen attentively and politely. They value each other irrespective of attainment levels, each pupil being accepted for their own ability to contribute. Inclusion is deep rooted in the fabric of the school, with all pupils being part of the school community. Low and high attaining pupils work constructively together and no pupil is excluded from pair or group work. Boys and girls can work together well. Pupils in different years often know each other and older pupils play with younger ones. Pupils have the confidence to enable them to relate well to each other and to adults. The whole school operates in a way that shows courtesy and consideration to each other and to adults.

16. When given the opportunity, pupils take initiative and personal responsibility. The house captains have real responsibilities and contribute very well to the running of the school. They are proud of their work and it is clear that it is valued by the teachers. The playground 'buddy' system provides another way for Year 5 and Year 6 pupils to contribute to making the school a happy community, and again, pupils take their role very seriously. In lessons, pupils carry out jobs such as handing out books willingly and this makes a significant contribution to the easy running of classes. Older pupils set up the hall for an act of collective worship, for example, without much adult supervision. They take pride in their work, encouraged by the way teachers value it. Even in the reception classes, children are keen to share their ideas with adults. When the task allows, pupils take responsibility for their own learning. They rise to the occasion and are confident in putting forward their own ideas. This applies even to the youngest pupils. For example, in a reception lesson on farming, several children started thinking beyond the formal lesson into the morality of using animals for food. They were prepared to explore and develop their own views. Pupils are sometimes asked to carry out independent research for homework and they are able to do so, often with parental support.
17. Attendance is well above the national average for a school of this type. Unauthorised absences are few in number, although in the past tight reporting policies have inflated the recorded figures. Pupils arrive at school punctually, allowing an efficient start to the school day. There are no particular groups of pupils with poor attendance. Rates of attendance have been maintained since the last inspection of the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is very good overall and has improved since the time of the last inspection. All teaching is satisfactory or better, and in nearly seven out of ten lessons it is good or better. In one in four lessons it is very good or excellent. These are high figures. A particular strength is the very good quality of teaching for pupils in Year 5 and Year 6 which has an important impact on the good and very good standards attained by these pupils. In the foundation stage teaching is satisfactory.
19. The teaching of literacy is at least satisfactory and often good. Lessons are planned well to meet the structure of the literacy hour. Teachers have a firm understanding of how to teach reading. The National Numeracy Strategy is successfully implemented and teachers follow its pattern appropriately.
20. Across the school where teaching is very good or excellent lessons are very well organised so that teachers have a clear picture of what they intend to teach in the time available and the standards pupils are expected to reach. Their expectations are high and are made very clear so that pupils are left in no doubt about what is required of them. These objectives are set in a cheerful and purposeful way. Teachers show a very good subject knowledge, often reflecting their own personal expertise for example in demonstrating in a physical education lesson or when discussing the effects of forces when an object floats. They question adroitly testing pupils' knowledge and understanding by subtly introducing 'misconceptions' for example, when discussing the importance of constants as well as variables in a scientific experiment. Very good and appropriate links are made between subjects so that pupils are successfully encouraged to realise the relationships between different subjects they are studying; for example in developing skills and knowledge in writing and in science when studying World War 2. In the best lessons teachers carefully ensure that there are appropriate opportunities for pupils to reflect and to appreciate the value of a calm and quiet mind; for example when ending a physical education lesson pupils in Year 3 and Year 4 were gently told 'Don't lose that lovely sense of calm you created'.

21. Teachers mark pupils work very constructively and make pupils aware of what they need to achieve to meet a specific target set for them. Individual efforts are warmly recognised and all pupils, including those with special educational needs are fully involved in the lessons.
22. Pupils work hard to please their teachers. They find the teachers' enthusiasm infectious and enjoy their lessons, often contributing willingly and purposefully to discussions.
23. Teaching assistants are well deployed in helping the lessons move forward and opportunities to use information and communications technology are well taken. Very good emphasis is placed on using and explaining the meaning of technical terms, for example in science when studying how the body works, and in history when looking at different sorts of evidence.
24. In the three out of ten lessons where teaching was satisfactory but had some weaknesses, the pace of learning was allowed to slow from its original brisk beginning. In some lessons, for example, in mathematics and in some lessons in the foundation stage the tasks were too demanding and in other lessons pupils were under challenged. In both cases pupils did not make the progress of which they were capable. Sometimes the teacher did not give sufficient emphasis upon the specific skills pupils should acquire; for example, in a physical education lesson, where the skills of hitting accurately were not taught sufficiently well.
25. The special educational needs co-ordinator is involved fully, working with class teachers to develop individual education plans. They consult closely with each other when pupils transfer to the next class to ensure that teachers are aware of individual needs and achievements. Special educational needs pupils are fully involved in all aspects of learning within the classroom and teachers use questioning well to include them in the lesson activities. Planning effectively matches the needs of all pupils. Support staff are knowledgeable and their impact in the classroom ensures effective learning for all pupils.
26. Sensible arrangements for the setting of homework are in place and this is closely linked to the work pupils are undertaking.

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

27. The curriculum does not meet the requirements of the National Curriculum. Provision for the development of skills in design and technology is unsatisfactory. This is the same situation as in the previous inspection. In art, the necessary skills are not taught systematically. The curriculum is broad but at the time of the inspection is unbalanced as insufficient time is spent on subjects other than English, mathematics and science due to an overemphasis on Literacy and work related to English. This was the case at the time of the last inspection when time spent on some of these subjects did not meet national recommendations. The curriculum is accessible to all pupils and the school makes very good provision for the inclusion of pupils with special educational needs. Pupils are prepared well for the next stage of education including those with special educational needs when the schools work closely together to make provision for the needs of the individual child.
28. There are appropriate arrangements for the provision of sex education and drugs awareness included in the religious education policy for the school. The programme of learning for sex education is used at the end of Key Stage 2, led by the school nurse. Good use is made of relevant video materials to support the provision for this area of the curriculum. Staff use some time to provide opportunities for discussion about areas of personal, social and health education.

29. The school uses a topic-based approach for medium term planning and has started to insert some aspects of recently recommended national schemes of work. In some subjects, for example, science, history, art and design technology, the school has yet to review these schemes to meet the needs of the pupils and to ensure that skills are developed systematically. Teachers carry out their medium term planning together in year groups and this ensures consistency between the classes. It also helps to support the new members of staff who have recently joined the school. Medium term plans, however, list activities rather than identifying learning outcomes and future areas of learning so this is an area for improvement.
30. The school's strategies for the teaching of Literacy and Numeracy are good.
31. The school provides a very good range of extra-curricular activities and they are available for all pupils. As a result there are opportunities for pupils to take part in a range of sports, including football, netball, tag rugby, cricket, athletics and swimming. There are also opportunities for pupils to play the recorder, guitar and a wind instrument.
32. The school makes good use of outside resources to enrich the pupils' social and educational experiences. The parish priest who is also the chairman of the governing body is a regular visitor to the school and is well known to the pupils. Members of the local community work with the pupils to share their skills and expertise. To mark the Millennium pupils worked with a group of quilters to produce a wall panel depicting the Creation. In Election Year older pupils held a mock election, writing manifestoes and visiting the Houses of Parliament to meet their local MP. Residential visits to Swanage are made by pupils from Year 4 and pupils from Years 6 visit Osmington Bay Outdoor Adventure Centre. These experiences make an important contribution to pupils' moral and social development.
33. The school has made very good links with secondary schools. One of the secondary schools has supported enrichment days for mathematics and information technology for Year 6 pupils. The schools work closely together to address the needs of special needs pupils who are transferring. There is a policy for gifted and talented pupils and plans for this development are included in the current school development plan.
34. The provision for pupils' spiritual, moral, social and cultural development is very good overall. Provision for spiritual development is very good. The ethos of the school strongly reflects the importance placed on the spiritual development of pupils in the school. Acts of collective worship and Mass led by the parish priest emphasise the importance of these special times in the school year. All pupils are actively involved taking part with confidence and interest, singing with enthusiasm. Pupils are given time for reflection and are encouraged to remember pupils and adults they know in their prayers. Spiritual development is provided in the curriculum through the work on "Here I Am" which provides the opportunity to relate, reflect and respond. Prayers contained in a Year 3 book show real concern for the people of America following the events of September 11. The pupils show a sense of awe at God's place above the wider world. Teachers provide opportunities for reflection, such as in a lesson about personal writing when older pupils are encouraged to think about the impact of the writing of Anne Frank.
35. Provision for pupils' moral development is very good. It is evident throughout the whole school code of conduct and the way the pupils behave towards each other and adults. The school effectively promotes the principles of right and wrong. Values such as respect for one another and the school environment are a strong feature of the school's work. Pupils are encouraged to write prayers illustrating their concerns about the environment and pollution. There are good

links with a former member of staff who is now a missionary in Africa. Pupils have raised funds for school equipment at the mission.

36. Provision for social development is very good. The school has a well-developed system of 'House Captains' and 'Buddies' who are involved in helping other pupils and make a positive contribution to the school. The 'House Captains' take on responsibilities such as showing visitors around, organising teams for sports fixtures and ensuring good behaviour around the school. Pupils are provided with a problem box so that any concerns can be addressed by the Headteacher. At the time of the inspection there is no school council. The achievement of others is celebrated through the house point system and the award of certificates. There are very good examples of cooperative working in classes such as in information and communication technology when pupils help and support each other spontaneously.
37. Provision for cultural development is very good. The pupils have enjoyed singing songs from the two World Wars as part of the history project and have held a Shakespeare Day linked to work with the Bath Theatre Group on "The Tempest". The school emphasises aesthetic appreciation through a wide range of displays and stimulating artefacts for example, the "Millennium Quilt" in the hall and the illuminated well which is preserved under a glass cover in one corridor.
38. Scrutiny of the display shows examples of pupils working with Caribbean storytellers and learning to "pan", when working with a musician on steel drums. The experiences of visitors from other cultures is welcomed. This is an improvement on the findings of the previous inspection. The school identifies a composer of the week and recognises talents in music through performances by the music group. The strong Christian culture is very well promoted through collective worship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school has developed very good procedures for assessing pupils' academic attainment and progress in Year 1 to Year 6. Pupils' progress in mathematics is tracked through the results of regularly administered tests, samples of writing are regularly reviewed and marked against national standards, science work is marked against targets set by the school and an assessment sheet exists for monitoring progress in information and communication technology. Whilst assessment procedures are less formal in some subjects, the cross-curricular nature of the curriculum means that most aspects are monitored and assessed regularly. However, in the foundation stage teachers do not assess and record children's progress in all areas of learning for children of this age.
40. The school has made good progress in setting individual targets in English and mathematics and is on the point of implementing individual targets in science. Marking is also informative often setting further targets for pupils to achieve. However last year 20% more pupils attained national standards than predicted in English and mathematics in Key Stage 2. There are indications that standards have been underestimated again this year. The school acknowledges that '*work is marked hard*' and this impacts negatively on individual targets set in English and mathematics.
41. The school places particular emphasis on pupils' social and personal development. The school's aims emphasise that provision is within the context of its religious foundation and it is successful in meeting pupils' needs in this way. Hence the school's provision extends beyond the formal elements of the curriculum, and even beyond the good extra curricular provision. A strong ethos permeates the school, which means that in some areas there is less need for formalised

procedures than in a larger or less personal school. St. Mary's School has a very strong sense of community, and it is this strength that means the school does not just function through formal rules. Virtually all parents believe that the school is helping their children to become mature and responsible individuals.

42. The school's procedures for child protection and for ensuring pupils' welfare are good. The school provides a caring and supportive environment in which pupils can feel safe and valued. Staff at all levels make considerable efforts to address the welfare of individual pupils when they need it. The contribution of teachers is noted and appreciated by both parents and pupils. The headteacher, who is responsible for child protection, has received suitable training and liaises with the local social services department as necessary. Adults in the school are made aware of their child protection responsibilities and proper records are kept. There is good provision within the "Here I am" programme for personal and social education to help pupils to take responsibility for their own safety. This support allows pupils to feel safe and valued and to concentrate on their learning, thus helping them to progress to the best of their ability.
43. Health and safety provision is good. The governors' health and safety committee meets regularly and has a good overview of the issue. The school's safety officer and the caretaker are active in ensuring that health and safety procedures are in place and followed. The school has carried out a good risk assessment of the school site and it provides a safe environment. Routine health and safety procedures and testing are in place. Safe practice was seen in the vast majority of lessons observed during the inspection. The one gap is a lack of formal risk assessment prior to school trips; after this was pointed out to the school during the inspection, the safety officer has taken immediate steps to implement the relevant local authority guidelines.
44. All teachers are active in the pastoral care of their pupils. Class teachers know their pupils well, and when needed, the headteacher provides very good support. Records are kept on the few pupils who find it difficult to meet the school's expectations. Throughout the school, teachers successfully meet pupils' individual needs. They are effective in supporting them when they need it. The monitoring of pupils' personal development is good, although largely informal. The written reports on pupils' progress often contain perceptive comments, showing how teachers treat each pupil as an individual. Appropriate records are kept of progress in cases where pupils have particular problems.
45. The school has very good procedures to monitor attendance and encourage pupils to come to school regularly. There are strong systems in place to identify problems with attendance as they emerge, although the strong support for the school from parents means that these are not often needed. Parents know the school's procedures and follow them. There is rarely a need to involve the Educational Welfare Officer in problem cases.
46. There are very good procedures to monitor and promote good behaviour. They take the form of a general unspoken consensus throughout the school that there is a natural way to behave, and that pupils will conform to it. This expectation and ethos is strong and is established right from the early years and it permeates the school. There is a system of rewards and sanctions, with pupils motivated in particular by the award of house points. However, most pupils do take pleasure from good work or behaviour for itself, either their own or others', as shown by the way they clap each other's achievements on occasion. All staff, including teaching assistants and lunchtime supervisors, regularly reinforce the school's expectations. The standards of behaviour achieved owe much to the staff's relationships with pupils and their personal effectiveness. This is a strength of the school, and on the very few occasions where this approach breaks down, there are formal systems in place. The school behaviour policy is a satisfactory document although it needs to be reviewed to consolidate current successful practices as does the school's

anti-bullying policy. The school has formally surveyed pupils' views on bullying, a rare approach that reflects very good practice. The school's approach to eliminating all types of oppressive behaviour is effective, based on establishing a climate for behaviour that emphasises the positive. The house captains and "buddies" provide a very useful link between staff and pupils, particularly in a playground context, and one that discourages unkind or bullying behaviour.

47. Staff know individual pupils with special educational needs well and respond to them in a positive, supportive way. The ethos of the school creates a strong sense of the importance of the needs of all pupils. Individual education plans are in place and are used effectively by staff to monitor pupils' progress. Pupils with special educational needs have full access to the school curriculum. The school promotes high levels of behaviour and these expectations help to support the learning of pupils with special educational needs.
48. The school's high standards in its support of pupils have been maintained since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The vast majority of parents who responded to the pre-inspection questionnaire or attended the meeting with inspectors were very positive about all aspects of the school and the school enjoys the confidence of its local community.
50. The overall quality of information for parents is good. The prospectus and annual governors' report to parents both meet legal requirements. The governors' annual report is a colourful and attractive document that includes a lot of detail on the school and its achievements.
51. There are regular newsletters to keep parents informed of the life of the school. The annual reports to parents on their child's progress are good, and include curriculum coverage, targets, and comments on what pupils can do. Teachers are easily available to meet parents after school on request. Parents appreciate the useful additional comments provided verbally at the regular formal meetings with parents. The school also provides opportunities for parents to attend sessions to learn about areas of the curriculum.
52. The contribution of parents to the school and their children's learning is very good. Most parents support their children's homework, including some very good support for topic work and research carried out at home. Most younger pupils are heard to read on a very regular basis at home. A significant number of parents come into school to help in class, making a very good contribution to the work of the school. Others help in working parties on the school site. Parents support school policies and most have signed the home school agreement, formalising existing positive attitudes. The Friends of St Mary's are active in organising social and fundraising events. The parent governors make an appropriate contribution to the work of the school's governing body.
53. Very good support is provided for parents by the Special Needs coordinator through regular "drop in" sessions. Parents' evenings have been arranged to update their knowledge of the role of outside agencies such as the Speech and Language department and the service for hearing impaired pupils. They support learning in school through their active involvement in group and individual work. Parents and pupils are actively involved with the development of Individual Education Plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The quality of leadership and management of the school is good with some very strong features. This is much the same as at the time of the last inspection. Parents rightly believe that the school is well led and managed. The school has made sound progress in addressing some but not all of the shortcomings indicated in the last inspection report. Progress in some areas has been delayed because of a significant changeover of staff. Five teachers have left the school during the last two school years and five have been appointed during that time. Three teachers have short-term contracts at the school. Additionally the headteacher was seconded on a temporary basis for a term to lead another school. Because of these interruptions the role of some co-ordinators has not been developed significantly further. While some co-ordinators, notably in English, mathematics and physical education have visited classes to look at the quality of teaching and learning going on, others have not had the same opportunities. As a result, some of these co-ordinators including those who are only recently in post, have not had a significant impact on the standards pupils attain in their subjects. However standards now are higher than they were in history, geography and music. In art and design technology standards have not improved. In design technology little has been accomplished in addressing the shortcomings highlighted in the previous report. Standards were below those expected then and they remain so. The requirements of the National Curriculum in design technology were not met then and no progress has been made in this key issue which the school has recognised but has done little to address. However, there are plans to make improvements in this area next year. The school is in the process of completing a review of its schemes of work to ensure that they comply with relatively recent changes in the National Curriculum. However there is limited time in the school week for these to be put into effect. Currently the taught week is significantly shorter than that of nearly all primary schools. As a result there is insufficient time to put all of these plans into effect and to resolve shortcomings particularly in art and design technology. However, very good progress has been made in improving the provision for the creative and physical areas of learning for children in the foundation stage. They now have appropriate indoor areas for creative activities and very well set out and safe space and equipment for outdoor physical activity and play.
55. The school functions smoothly and day-to-day administration is very efficient and sets a positive and welcoming tone to visitors. Staff are very committed to providing a good education to all pupils and work closely to achieve this. There is a strong sense of care amongst teachers and learning support assistants who set a very positive example to their pupils. The school lives out its beliefs in its daily work. Notwithstanding current turbulence and uncertainties in staffing, the school is very well placed to improve further.
56. The coordinator for special educational needs is knowledgeable and ensures clear direction for teachers through regular individual support meetings. At the time of the inspection the coordinator does not monitor teaching of special educational needs in the classroom. There is a shared commitment to improve standards of learning for pupils. The school has a programme to help some pupils to improve their physical co-ordination. A member of the support staff assesses progress in this on a continual basis. The governor for special educational needs is experienced and is actively involved in the work of the school, and works closely with other governors.
57. The headteacher gives a very energetic and carefully considered lead to the school and is highly regarded by parents and the governing body. In the absence of a permanent deputy head teacher, a senior teacher has fulfilled that role well and has helped to lead by example. The headteacher is very well informed of the strengths and areas for development in the school. As part of the school's commitment to raise standards further, the headteacher visits classes

regularly to look at how well teachers teach and pupils learn. These visits are well used to identify strengths and areas for improvement for example, in raising standards of teaching.

58. The school is on course to meet the targets it is setting for itself. However, the school consistently under-estimates in its formal target setting procedures the standards pupils should and do achieve in the end of Year 6 national assessments. This is beginning to be addressed through the introduction of a computer system to analyse pupils' performance quickly and accurately. This has the capacity to identify more reliably the likely standards pupils should achieve in the future and to judge whether or not pupils are on course to reach them.
59. There is a positive ethos in the school and the senior teaching staff work closely and effectively together in its management. Arrangements for the induction and support of newly qualified teachers and newly appointed teachers are good.
60. The governing body is very much involved in the life of the school and is a significant strength. The chair, vice-chair and committees of the governing body cast a critical eye on the work of the school. Governors are very well informed about initiatives, for example through a very well planned and conducted 'Governor of the Month' arrangement. From these visits governors provide valuable information to the governing body as a whole on the success of its decisions. The governing body has a very good sense of value for money in its spending and in establishing clear success criteria when making major decisions. The school development plan is put together carefully and well used as a working document to determine priorities for the future. Governors are regularly kept up to date about its progress. Financed resources and special grants are very well used.
61. There is an appropriate number of teachers and a good allocation of educational support staff to match the needs of the curriculum. Resources for teaching and learning are generally good, although the school recognises the need to re-develop and re-stock the school central library with new fiction and non-fiction books. A particular strength is the recently completed computer suite, in part funded by donations in memory of a parent of the school. The school buildings and grounds are spacious and well maintained. Displays of pupils' work and the wide range of artefacts and colourful pieces of art, for example the very impressive 'Millennium Quilt' displayed in the hall, make the school a very attractive and stimulating environment for pupils and teachers.
62. Pupils enter the school with levels of basic skills which are on the whole average. By the time they leave at the age of eleven, pupils achieve generally above average standards except in art and design technology. Overall pupils make good progress. Taking the overall very good quality of teaching, the positive and purposeful way in which the school is led and managed and the overall very good standards of behaviour and attitudes shown by pupils, the school provides good value for money

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The headteacher, staff and governing body should:
 - (1) Review the length and organisation of the school day particularly for pupils in Year 3 to Year 6 so that -
 - a) the time spent in learning is in line with most schools;

- b) teaching time is effectively divided so that the length of lesson is appropriate to the subject being taught and all subjects have an appropriate allocation of time. (54)
- (2) Complete the review and modification of all curriculum plans so that they all meet the requirements of the National Curriculum which the school has identified as a priority. (54, 104, 125)
 - (3) Take steps to teach design technology in line with the National Curriculum and raise standards in art and design technology by systematically developing pupils' skills in these subjects. (9, 10, 54, 107, 108, 109, 112)
 - (4) Give all co-ordinators regular planned opportunities to visit classrooms to judge the quality of teaching and learning and the progress of agreed policies and initiatives. (54, 104, 108, 118, 131, 137)

MINOR KEY ISSUES

- (1) Use the computer programme for assessing pupils' progress the school is beginning to set up to help it set realistic targets for pupils to achieve in English and mathematics and to review pupils' progress towards them. (40, 58)
- (2) Develop thorough assessment procedures in the foundation stage for all the areas of learning. (39)
- (3) Review and improve the provision of fiction and non-fiction books in the school library. (61, 86)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	27	20	0	0	0
Percentage	2	25	42	31	0	0	0

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	271
Number of full-time pupils known to be eligible for free school meals	-	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	28

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	1.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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	24	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	19	19	19
	Total	42	43	43
Percentage of pupils at NC level 2 or above	School	95 (94)	98 (04)	98 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	19	20	20
	Total	43	44	44
Percentage of pupils at NC level 2 or above	School	98 (94)	199 (91)	100 (97)
	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	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	13
	Girls	20	16	20
	Total	29	27	33
Percentage of pupils at NC level 4 or above	School	81 (78)	75 (86)	92 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	12	16	16
	Total	21	26	27
Percentage of pupils at NC level 4 or above	School	58 (610)	72 (75)	75 (71)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	271
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	27.7:1
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	135

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	547,525
Total expenditure	535,625
Expenditure per pupil	1,941
Balance brought forward from previous year	11,900
Balance carried forward to next year	22,130

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	271
Number of questionnaires returned	127

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	3	1	1
My child is making good progress in school.	60	33	6	0	2
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	41	42	10	7	0
The teaching is good.	68	28	0	0	4
I am kept well informed about how my child is getting on.	51	28	0	0	4
I would feel comfortable about approaching the school with questions or a problem.	66	23	9	2	0
The school expects my child to work hard and achieve his or her best.	77	20	2	0	1
The school works closely with parents.	54	38	6	1	2
The school is well led and managed.	69	26	2	2	2
The school is helping my child become mature and responsible.	72	25	0	0	2
The school provides an interesting range of activities outside lessons.	31	28	17	8	16

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

64. The sound provision for children in the foundation stage has been maintained since the previous inspection. The curriculum is based appropriately on the recommended early learning goals. The quality of teaching is satisfactory overall, although teachers do not assess pupils progress thoroughly enough in all of the areas of learning. This information is not always well used to set appropriately challenging work for all children.

Personal, Social and Emotional Development

65. Teaching is good in this area of learning. By the end of the Foundation stage most children are on course to exceed the early learning goals. They achieve well as a direct consequence of good teaching and the high expectations of staff in both classes where staff value children, encouraging them to feel confident about what they can achieve. Children enjoy school and are enthusiastic about learning, for example, when investigating materials. Staff provide good opportunities for children to learn to share apparatus and take turns, for instance, when sharing 'picnic' equipment in their role play and when answering questions in group work.
66. Adults provide good role models, treating each other and the children with courtesy and respect. This leads to very good relationships between children and staff, contributing very effectively to the development of positive attitudes and very good response to well established routines. Children behave very well and most become aware of what is right and wrong through story, assemblies and through sensitive handling of everyday incidents by staff.
67. Staff encourage children to take responsibility by being register monitors and by clearing away equipment. Adults promote children's personal development and independence through ensuring that resources and apparatus are easily accessible to them. A very effective strategy in the form of a 'play planning board' encourages children to organise themselves independently, and also helps them to recognise their names. However, when activities are too adult directed, for instance, when children experience 'bubble painting', this limits independence in learning.

Communication, language and literacy

68. Teaching is satisfactory. Children make sound progress. By the end of the Foundation stage, they are likely to achieve the Early Learning Goals, with higher attaining pupils exceeding them. Good opportunities are provided for children to develop their speaking and listening skills. They listen with enjoyment, and respond to stories and rhymes, with increasing attention and recall. Adults use talk to good effect, interact positively with children and value what they have to say.
69. Elements of the National Literacy Strategy are used effectively. Children are encouraged to follow the text as they share the book 'The Pig in the Pond'. They 'read' aloud, with the teacher, understanding that print tells them what the story is about. They respond to the pictures and text of the story, recognising some words, asking questions and making comments. Most handle books carefully and are developing sound phonic skills. More able children read simple books with developing fluency and understanding. Teaching is good where teachers provide effective opportunities for children to reinforce skills. For example, through joining in re-telling the story, they become aware of story structure and put the events into the right sequence. Where work matches the levels of understanding and previous learning is built on effectively, children achieve well. Planning is based on the early learning goals but does not always show what children with

different levels of understanding should learn to help them attain the goals. Where teaching is less effective, tasks are too challenging to meet the needs of all the children, many lose interest and progress becomes slower.

70. Good opportunities are provided for children to see adults writing. Most children use pencils correctly and practise writing their names and letter patterns in their books. Many begin to write, for example, what they like best about a story, with good support from staff. Some higher attainers work independently, using their phonic skills with growing ability.

Mathematical development

71. The overall quality of teaching is satisfactory, with some very good features. Children achieve appropriately, and are on course to attain the early learning goals by the end of the foundation stage, with higher attaining pupils exceeding them. Teachers use elements of the National Numeracy Strategy effectively, with an appropriate balance of activities that are directed by the teacher and those chosen by the children. Children show interest in numbers, developing confidence in counting, ordering and matching, through good provision of activities and resources. Through using shapes and structured apparatus, they understand space, shape and measures. Many begin to count to ten reliably, and as a group to twenty and beyond, with the teacher. Songs, such as 'One elephant went out to play' help their understanding of 'one more than' and 'one less than'. Some relate addition to combining two groups of objects, and subtraction, to taking away. Where work is well matched to their differing abilities, learning is successful. Teaching is very good where teachers use resources and plan activities which are imaginative and enjoyable. For example, when puppets are used in number games, children are motivated and achieve very well. Where learning is less effective, teachers' expectations are too high and the tasks set are too demanding

Knowledge and understanding of the world

72. Teaching is satisfactory, overall, with some very good teaching observed in each class. Children's achievement is sound and by the end of the foundation stage, they are likely to attain the early learning goals. Higher attainers are on course to exceed the goals. Information and communication technology is particularly well taught in both classes. As a result, children achieve very well and begin to develop information technology skills that are well above expectations for this age. Teachers plan an appropriate range of interesting and purposeful play activities, to encourage the children to learn about the world in which they live. Most children are aware of where they live and willingly talk about family and friends, with growing confidence. Teachers provide good opportunities for children to investigate various materials, using their senses. Children combine ingredients to make 'chocolate birds nests' and some notice how they have changed after they are cooked. They explore sand and water, and with support, they cut, assemble and join materials to make 'lunch boxes' with growing skill. Where teaching is less effective, levels of challenge are inappropriately high and work is not matched to children's differing abilities and this slows progress. For example, in a lesson about how places like farms are changing, too many new ideas were introduced and many children were confused. Opportunities are given for children to become aware of other cultures through topic work and stories, for example, 'Handa's Surprise', and through playing with multi-cultural dolls.

Physical Development

73. Teaching in this area is sound. By the end of the foundation stage, most children achieve satisfactorily and they are likely to attain the early learning goals. Outside accommodation for physical development has been significantly improved since the last inspection, when it was a key

issue. The new outdoor secure play area now provides a very good resource for children to make progress in the development of their large body skills of running, jumping, balancing and climbing. It is used very well as an 'outside classroom'. Children use a good range of equipment, including wheeled toys, with increasing skill to support the development of their body control and co-ordination. Teachers effectively raise children's awareness of the effect of exercise on their bodies. Some children lack imagination, although this is developing, with appropriate staff support. They use large apparatus with growing confidence and begin to develop sound awareness of space and of others, and are encouraged to show respect for other people's space. They move confidently and safely around the hall, with increasing co-ordination and control. Teachers encourage the understanding of positional language, for example, 'around, through, above, below'. Staff effectively teach skills such as cutting and handling small tools, such as writing implements, paintbrushes, scissors and 'small world' activities to help children gain safe control of these finer movements. Some find this difficult, but are well supported by staff.

Creative Development

74. Teaching is satisfactory, overall. Children's achievements are sound and they are on course to attain the early learning goals by the end of the foundation stage. Ample space is now provided for creative activities, an improvement since the last inspection when it was a key issue. To encourage creative development and independence, staff plan a good balance of activities that adults teach directly, and that children choose themselves. Effective group work ensures that all are included and have equal opportunities to work at all activities. Children are given effective opportunities to explore colour, shape and texture to make 'bubble' paintings of 'chicks', using circles, also enhancing their mathematical skills. They create collage pictures of 'Sunburst' and 'What can you see at night?' and a large class picture of 'Down on the Farm'. However, some over-direction by adults limits their independence in learning, as well as their creative efforts. Children learn about sounds by experimenting with musical instruments. They perform simple rhythms and sing songs, such as 'Old Macdonald' with gusto and confidence. The 'St Mary's Veterinary Surgery' and the 'Farm' encourage role-play but there is less intervention by adults than in other areas, and opportunities to develop children's imaginative play and sustained conversation are missed through the lack of a structured approach.

ENGLISH

75. The results of statutory tests show that in Year 1 and 2 pupils make very good progress and achieve results that are well above those that are expected nationally in reading and writing and above those expected in similar schools. Although results in statutory tests at the age of eleven were close to the national average last year because of the unusually high proportion of pupils with special educational needs, results indicate that since 1997 standards have been well above the national expectations in most years.
76. Attainment in speaking and listening at the end of Year 2 is well above that expected nationally. Pupils listen well in lessons and express themselves clearly. For example the teacher, having drawn a snake on the flipchart, questions well, encouraging the pupils to describe the picture in one sentence. In response a pupil says 'it is a long wiggly snake with two eyes and a pointy tongue and a patterned back.' The teacher then *challenges* the pupil to improve the sentence still further by encouraging the pupil to think of alternative words to 'and'. In another class good links are made to science and pupils confidently refer to caddis fly larva and froglets. For example, one pupil explains, when asked how the frogs got out of the pond, that 'the froglets can either jump off lily pads or crawl up out of the water because the sides slope down.'

77. By the end of Year 6 pupils continue to listen well maintaining the high standards achieved in Years 1 and 2 classes. They contribute to lessons with enthusiasm in response to skilful questioning from teachers that challenges pupils thinking and encourages them to justify their answers. In one class, a pupil studying Anne Frank's diary, explained well in response to a question that 'Anne had probably placed speech marks around an exclamation mark to imply sarcasm.' She was praised for her efforts and teachers' willingness to praise, encourage and value pupils' opinions and views ensures that speaking and listening skills continue to develop well. They often encourage pupils to 'turn to a partner' to talk about tasks and questions that have been asked and this could be developed further by giving pupils more opportunities to take more control of their learning by, for example, researching and delivering outcomes to an audience.
78. Standards of reading are well above average at the age of seven and eleven. All pupils are taught systematically as they progress through the school with time being set aside for reading most days in addition to that spent on other aspects of English. Reading records indicate that the majority of pupils take reading books home regularly and that they receive very good support with their reading from either parents or other adults. Pupils are enthusiastic readers with most able to talk about their favourite authors. Despite the high standards achieved, a minority of pupils are still reading texts that are well within their capabilities. For example one pupil in Year 2 talked with enthusiasm about his favourite author, Dick King-Smith, but in school was still on graded readers that he described as being 'easy to read.' In class, pupils in Year 2 read text from the Big Book with their teacher confidently and are able to identify the author and illustrator. They also knew that the contents page 'tells us what's in the book'
79. In Year 6, several pupils studying the Diary of Anne Frank had been motivated to take out copies from the local library, indicating an on-going enthusiasm for reading. In class pupils were able to discuss inferences from the text and to discuss relationships between the central characters that were not only stated but also implied, drawing simple sociograms to both illustrate and explain their thinking. They use information and communication technology well to search for and save relevant information, later retrieved and used to support their learning in class. They handle non-fiction texts confidently and quickly found information requested using the contents and index pages. They can explain the term glossary and are familiar with the library retrieval system.
80. Pupils in Year 2 achieve standards in writing well above expectations. They write for a variety of purposes varying from descriptions of their holidays and friends, to book reviews and diaries and letters. Teachers often plan within a scheme, for example 'Jack and the Beanstalk' and this enables pupils to employ their writing skills well, sometimes across the curriculum, an improvement since the last inspection. They describe how they plant seeds in science, and predict what will happen to the beanstalk. Most are developing a good grasp of sentence structure using capital letters and full stops accurately and some use a full range of punctuation. For example a pupil writes 'Mr Fox, we don't want to move because it's your attitude that makes us feel sad, unhappy and lonely.' Work is well presented with most regularly used words spelled accurately and very good attempts made to spell unfamiliar words. Handwriting is now taught regularly and many pupils are beginning to use joined letters in their everyday writing. However there is a lack of consistency in this aspect of their work and teachers do not always seize the opportunity to model a joined script when writing on white boards and in pupils' books.
81. Pupils maintain high standards as they progress through Year 3 to Year 6 classes and standards of writing in Year 6 are still above national expectations. Writing across the curriculum is well developed. For example a pupil, pretending to be a chimney sweep's assistant in Victorian England writes, 'Let me introduce myself. My name is Will. I don't know my last name and I

might not have one for all I care.’ In Year 6 pupils explore writing in different styles and for different purposes. They write their own legends and produce them in book form; they use their word processing skills to produce a colourful sheet entitled ‘Brill Bones’ in science and write anti-smoking poems entitled ‘Smoking Rap!’ Descriptive writing continues to develop with one pupil writing ‘The elderly tramp wore a musky, patchy cloak, a soggy brown hat and woollen fingerless gloves.’ Pupils use first draft books to good effect. Spelling is practised daily and is usually accurate, work is well presented and pupils have developed their own handwriting styles, many still based on a script where only the minority of letters are joined.

82. The quality of teaching and learning is good overall in Year 1 and 2 and Year 3 to Year 6. It is successful when
- The lesson proceeds at a good pace ensuring that time is used to best effect.
 - Work is challenging but planned to meet the needs of all pupils irrespective of ability.
 - Teachers’ questions encourage the pupils to give considered and reasoned answers to encourage speaking and listening.
 - The lesson has a clear learning objective that is shared with the pupils.
 - Success is celebrated and shared to give all the opportunity to learn from others’ experience.
83. A particular strength is the very good teaching in Year 5 and Year 6; for example, in one excellent lesson observed in Year 6 the teacher used pupils’ diary extracts very well to interest and motivate the pupils. The mood then changed and became more serious and respectful as the lesson focussed on the writing of Anne Frank. The pupils identified closely with the circumstances and relationships described. They worked well with each other as they studied the text and drew diagrams to show the relationships between the various characters. In less successful lessons work was not challenging enough especially for more able pupils. Teachers spent too long on aspects of literacy and this meant that the pace deteriorated and pupils spent too much time sitting and listening rather than actively engaged completing the task set.
84. The standard of marking is good. It often relates to previously agreed individual targets for example ‘where are all the long sentences we talked about?’ Occasionally it praises pupils’ efforts explaining why the work is of a high standard, for example ‘a lovely story with a beginning, middle and end.’ The setting of individual targets in all classes involves the pupils well in their own learning and sets the context for meaningful marking.
85. Pupils with special educational needs are supported very well throughout the school and consequently they make good progress in all aspects of English. Their needs are identified early and they are either supported in class, small groups or in one to one situations by teaching support assistants. These assistants have been well trained and make a very positive impact on learning. They all have established very good relationships with the pupils and explain, clarify and simplify the teachers’ comments where necessary so that these pupils are fully included in all lessons. Many pupils gain enough confidence to offer answers and give explanations to the rest of the class. Their achievements are always warmly acknowledged and appreciated by the adults concerned.
86. Resources for English are satisfactory. Although a computerised system for the checking in and out of books has been installed in the library, the stock of fiction and non-fiction books in the library is unsatisfactory as it was at the time of the last inspection. One set of encyclopaedias was published in 1973 and is well out of date.

87. The management of English is good. The co-ordinator has a very clear vision of how he sees the subject developing in the future. Currently the subject is a major focus in the school development plan.

MATHEMATICS

88. Pupils in Year 2 and Year 6 attain standards that are above those expected for their ages in all areas of mathematics which are similar to those found at the time of the previous inspection. For seven year olds, the 2001 national test results painted a similar picture and showed attainment to be comparable with similar schools. For eleven year olds, standards have improved since the 2001 national tests, when results showed that standards were close to the average, compared with all schools nationally. These results were below average in comparison with similar schools. This was due to the high number of pupils with special educational needs in that particular group of pupils.
89. Standards have risen since 1998, except for the 'dip' in 2001. There has been a steady increase in the proportion of eleven year olds reaching the standards expected in national tests. This is as a result of the school's strong focus on raising standards in mathematics for pupils of all abilities, its improved and consistent approach to teaching the National Numeracy Strategy, the setting of pupils into ability groups and the very good leadership and management of the subject. The 1998 statutory test results of the present group of Year 6 pupils, when they were aged seven, show that this group entered Key Stage 2 with average standards. Since then these pupils have made good progress and have achieved well in relation to their prior attainment, reflecting the overall good, well-focused teaching. Targets are set for each pupil and 'Booster' Classes are also provided to give additional help in raising standards, well supported by teaching assistants.
90. There are no marked differences in the performance of girls and boys. Pupils with special educational needs are supported well and make good progress.
91. By the age of seven, pupils have a good knowledge of place value to 100, many to 1,000. They use and apply their number skills confidently to solve number and money problems relating to real life. For example, through using the 'shop', and purses containing money, pupils work out totals of simple bills, finding ways of making the same total, using different coins. By counting and writing down sums of money, they understand that, for example, 465p is the same as £4.65, and this helps them to develop a basic understanding of using decimal points. They know the properties of two- and three-dimensional shapes and use measuring instruments accurately. They collect information, recording it in a variety of ways, such as tables, charts, block graphs, tally charts and Venn diagrams to record their findings, and solve problems. By the age of eleven pupils can work out calculations in their heads quickly, have a good understanding of fractions, decimals and percentages and of shape, space and measures. They are confident in using a range of diagrams and charts to collect and interpret information. Many pupils are secure in making sensible estimations when, for example, multiplying 3 digit numbers by 2 or 3 digit numbers, and they check their results by applying inverse operations, or using approximate estimates, as well as using calculators, and teachers encourage this approach. Pupils are confident in applying their mathematical knowledge to problems and investigative work, which is well addressed across the school.
92. The quality of teaching and learning in mathematics throughout the school is good overall. The teaching in Year 1 and Year 2 is good, an improvement since the last inspection, when it was judged to be satisfactory. In Year 3 and Year 4 teaching is satisfactory. In Year 5 and Year 6 it is very good. In the Year 3 and Year 4 lessons seen, teachers' expectations are not

always sufficiently high, so that the pace of learning for pupils in these Years is not as quick as in other year groups. Pupils often do not make the accelerated progress that is seen in the older classes.

93. In the very good lessons, teachers' expectations are high with tasks that are challenging and imaginative, so that pupils achieve very well. They are encouraged to solve problems in their own way, using practical apparatus and the tasks make them think hard. For example, when younger pupils were learning about odd and even numbers, the teacher used a 'goblin' glove puppet that 'ate' odd numbers. This strategy maintained pupils' interest, well motivating them, enabling them to try very hard and make very good progress. In a very good lesson for the oldest pupils, the teacher has very high expectations, and levels of challenge well match pupils' understanding in estimating and working out 'word' problems, enabling pupils to achieve very well. Less successful features of teaching seen where work was less challenging, the introduction was too long and the pace was slow so that pupils lost interest. These have an adverse effect on progress. Homework is well addressed to reinforce learning in classes.
94. The teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively and consistently. Planning is very effective and the three-part lesson structure is well established. Identifying what is to be learnt in a lesson is clearly defined in the planning and shared with pupils when lessons begin. Teachers use a good range of mathematical vocabulary which results in pupils being able to explain their work using the correct terminology. Very effective oral and mental 'Quickie' sessions are usually delivered with enthusiasm, pupils learn quickly and show very good mental agility, especially in the oldest classes. The main teaching activities involve pupils in practising their skills. The use of clear questions at the end of sessions to assess what pupils have understood is a strong feature of teaching.
95. In all areas of the school the pupils' ability to use information and communication technology to develop their mathematical knowledge, skills and understanding is developing very well. Pupils use mathematics effectively to help learning in other subjects. For example, in geography, they work out the costs of an Egyptian river cruise. In science pupils draw line graphs to show the effect of exercise on their pulse rates, effectively using mathematical and information and communication technology skills to solve real life problems across the curriculum. Their literacy skills are enhanced by reading word problems and by using and extending their mathematical vocabulary. Very good relationships motivate pupils who have very positive attitudes and enjoy lessons.
96. School has established very good links with a local secondary 'beacon' school, facilitating a smooth transfer for Year 6 pupils, on leaving school. Assessment procedures are very good. Teachers use informal observations and regular mental and written tests, including non-statutory tests, to assess pupils' attainment, to track their progress and to set individual targets. School has recently reviewed assessment to improve its use in guiding future planning to identify areas of improving pupils' performance and to set more accurate school targets.
97. Subject co-ordination is very good. The committed and enthusiastic co-ordinator has very secure subject knowledge, has attended much in-service training and has also led staff in-service training. The co-ordinator monitors colleagues' plans and has been involved in the monitoring and evaluation of teaching and learning, well supported by the head teacher and county staff. The co-ordinator has a good overview of strengths and areas for development and has organised curricular meetings for parents, and presentations to governors. The co-

ordinator liaises with the numeracy governor who is very supportive and well informed. The co-ordinator has worked closely with the local education authority's mathematics team.

SCIENCE

98. Standards in science are above average at the end of Year 2 and at the end of Year 6. This is a similar picture as at the time of the last inspections. In the most recent tests for eleven year olds standards were below average when compared to schools nationally and well below average when compared to schools considered to be broadly similar. These results are in marked contrast to previous results which have been high. In 1998 and 2000 standards were well above average. In 1999 standards were above average. This apparent fall in standards is related to the relatively large proportion of pupils in 2001 who were identified as having learning difficulties. Some of these pupils came to the school after they were seven years of age. The attainment of these pupils was in line with what could be expected of them. Between 1999 and 2001 boys and girls have attained similar standards in the national assessments.
99. Pupils in Year 1 and Year 2 are able to construct a simple circuit and know that some materials conduct and others do not conduct electricity. They are able to classify living and non-living things and are beginning to predict 'what will happen if', for example when measuring the length of shadows from a light. They are able to identify, through close observation at first hand, different pond insects and invertebrates.
100. Within Year 3 and Year 4 pupils are able to observe and record their experiments scientifically, for example, when studying reversible and irreversible changes when making chocolate fairy cakes. They have a good understanding of how the main organs of the human body work. They know what causes voluntary and involuntary movements and how to measure heart rate. They record their findings clearly using INFORMATION AND COMMUNICATION TECHNOLOGY appropriately. Pupils in Year 5 and Year 6 understand the importance of exercise to maintain a healthy body through a 'fit for life' project. They take opportunities well to use their knowledge to write telling poems to discourage smoking, for example, 'Quit Now' and have a good understanding of what constitutes a healthy diet. They have well developed skills in conducting an experiment for example, in studying how some substances dissolve. They are able to identify minibeasts by constructing identification keys. They are able to investigate and understand different forces at play when working out how to design a parachute as part of a 'top secret experiment' related to their work in history.
101. The quality of teaching is good and is currently having a significant impact on raising standards, particularly in Year 5 and Year 6 and helping in the good progress all pupils make including those with special educational needs. A particular strength in the best lessons is the emphasis teachers give in linking the work in science to other subjects so that pupils appreciate the relevance of their work in science to a practical situation. For example, when attempting to construct a high resistance covering for a cargo to be parachuted to ground on 'D-Day', pupils are made well aware of the importance of finding the best solution. As a result they experiment with a strong sense of purpose and find the lesson fun.
102. In the best lessons the teachers have good subject knowledge so that they are able to question effectively to encourage pupils to find solutions to problems by predicting and measuring the accuracy of those predictions. They give heavy emphasis to the importance of fair testing. Then by making 'deliberate' mistakes, they encourage pupils to think critically about the importance of constants and variables. Pupils efforts are warmly recognised. Tasks set to be completed within the lesson or for homework are well matched to the different abilities in the

class. These efforts are marked in a constructive and helpful way. Pupils are made well aware of the targets they should be aiming to achieve.

103. When teaching is satisfactory but has some shortcomings, the lessons begin well because the teachers make sure that pupils understand what is expected of them in the lesson. However the subsequent pace of learning slows and pupils are not given sufficient encouragement to work with the eagerness and enthusiasm they showed at the beginning of the lesson.
104. There is an acting co-ordinator who has been keeping an eye on the needs of the subject for a year. The school intends to make a permanent appointment when future staffing arrangements are clear. Currently a review has been made of the school's detailed policy and scheme of work. Arrangements are underway to update the school's scheme so that topics fit in with recent changes in the National Curriculum. The co-ordinator has also carried out a purposeful review of teachers' planning and has correctly identified areas for attention. However the co-ordinator has not visited classes on a formal basis to look at the quality of teaching and learning going on in science. Resources, which have been improved recently, are good in quality and quantity. They are readily available and are well used.

ART AND DESIGN

105. Standards are in line with national expectations at both key stages, an outcome similar to the last inspection.
106. In Year 2 pupils use a drawing program on the computer and draw outlines of insects that they then flood with vibrant colours. They experiment with shades of colour and an Easter display contains painted eggs and paintings of chicks. Pupils talk with enthusiasm about making insects out of salt dough, drawing and colouring daffodils and using pastels to draw pictures relating to the theme of Jack and the Beanstalk. They draw pictures of local buildings relating to their geography topic. In Year 6 pupils paint portraits and scenes in the style of famous artists such as Picasso and Lowry; draw pictures using the Dazzle computer program; establish good cross-curricular links with geography as they choose appropriate colours to represent the various climatic zones and also with mathematics when they study and draw rotating shapes; they make sculpted masks which they paint in bold colours having first drawn and studied the proportions of the face and complete observational drawings in ink, pen, pencil and charcoal.
107. In the small number of lessons seen the quality of teaching is satisfactory. In the best lessons pupils in Year 3 and Year 4 drew their friends who modelled various poses. This was a challenging task especially as there was continual emphasis on creating the correct proportions of head and limbs. Several pupils responded well to the challenge and the teacher's knowledge and enthusiasm ensured good support, advice and encouragement and plenty of opportunities for pupils to learn from each other's efforts. In a very successful lesson in Year 6 pupils were taught to draw in perspective and then studied the paintings of Lowry to compare his method for achieving perspective with their own. Where the teaching had weaknesses the teacher did not give enough emphasis on developing the skills of this subject.
108. The co-ordinator's leadership is satisfactory and has put together but not completed an outline scheme of work. The co-ordinator has not had planned opportunities to visit classes to look at the quality of teaching and learning taking place. Currently insufficient emphasis is placed on the systematic teaching of the whole range of skills necessary for pupils to reach higher standards.

DESIGN AND TECHNOLOGY

109. Standards in design and technology are below those expected at the end of both key stages. Requirements of the National Curriculum in design technology are not met. This is the same situation as in the last inspection. The issues raised at the last inspection to improve standards and develop the role of the coordinator for monitoring teaching and learning effectively have not been addressed.
110. As there were no lessons taught during the inspection, firm judgements cannot be made about the quality of teaching from lesson observations. Scrutiny of previous work and discussion with pupils from all age groups confirm that standards have not improved since the last inspection.
111. Design technology is appropriately linked to curriculum topics such as "The Victorians" when pupils in a Year 3 and 4 class made "pop up" puppets and Jack-in-the-box" toys. In Year 5 and Year 6 pupils made a moon buggy linked to their topic on 'Space.' In a Year 3 and Year 5 class there is some evidence that pupils are beginning to use design briefs to include resource lists and plans, evaluations and processes. However these strategies have not been incorporated throughout the school. In Year 2 there was no evidence of design technology taking place.

112. Teachers' medium term planning does not show sufficient reference to the expected development of ideas and skills before pupils undertake designing and making tasks. The lack of emphasis on the development of skills is a significant weakness. The lack of balance in the curriculum and unsatisfactory resources restrict pupils' learning.
113. During discussions with pupils about design technology, some younger pupils were unaware of the subject, but older pupils did have some knowledge related to projects. They are all excited by the subject and showed great enthusiasm for working with a variety of materials. There is some evidence of pupils using information and communication technology to plan designs for tiles.
114. The subject knowledge and leadership skills of the coordinator are unsatisfactory. There is no planned action for the development of the subject in the strategic development plan. It is not clear how the school intends to improve teaching and learning in the subject. There are very limited resources for design and technology and these are not easily accessible to staff or pupils. However, there is a well equipped children's kitchen which is effectively used for food technology.

GEOGRAPHY

115. Only one lesson was seen during the inspection and therefore no overall judgement can be made about teaching. However scrutiny of work and discussions with pupils indicate that standards are in line in Year 1 and Year 2 and above national expectations in Year 3 to Year 6. This is an improvement since the time of the last inspection.
116. The school's topic cycle means that pupils in Year 1 and Year 2 are just beginning a geography topic on studying their route to school. However in discussion, Year 2 pupils talked with enthusiasm about journeys and have developed a good knowledge and understanding of places. They know that Chippenham is in Wiltshire, the name of the local river and the names of the four countries that constitute the United Kingdom. They described changes that had taken place in the local environment. Pupils in Year 6 study 'Our World' that they describe as a 'paradise created by God and a hell made by man.' They study the rainforests and the impact on the environment of deforestation. They describe an imaginary technology park and one pupil writes 'the people would behave differently because they would marvel at what they saw and look after it. They would realise how beautiful and special it is.' Good cross-curricular links are made with art and English when pupils paint black silhouettes of trees on a marbled background and then describe the picture in a poem. They use the computer to produce a leaflet persuading pupils to travel to school by bus rather than car. They study world maps naming capital cities and identifying climatic regions and create a colourful map of Europe with each country coloured in the colours of its national flag.
117. In the lesson observed in Year 6, good cross curricular links were made with English and history as the pupils watched a video of a children's news programme and attempted to identify the proportion of local, national and international news. Links were made with their history topic based on 'conflict' and pupils went on to study a world map trying to locate the cities and countries that had been mentioned in the news programme.
118. Geography is well led by the co-ordinator who has relevant expertise and a very good overview of the subject. Clear targets have been set for each year group relating to the various themes studied setting a clear framework by which standards can be judged. She is also collating examples of work that in time will reflect the targets set. To date the co-ordinator has had little time to monitor the teaching of the subject.

HISTORY

119. Standards of attainment in history are in line with those expected at the end of Year 2 and above those expected at the end of Year 6. Compared to the previous inspection report, this is much the same picture at the end of Year 2 and an improvement upon the expected levels found then at the end of Year 6.
120. By the age of seven, pupils know something about the lives of people from the past for example, they know about Grace Darling, Florence Nightingale, Thomas Edison and Neil Armstrong. They are able to make comparisons between Victorian toys and their own. They are able to place significant events in recent history on a time line. They are able to tell the differences between older and newer homes and place a range of drawings of these buildings in chronological order.
121. By the age of eleven, pupils know in some detail about Queen Victoria's family; for example that Edward, Prince of Wales, was baptised in water taken from the River Jordan and that he had 'an excellent if rather strict upbringing'. They use information and communication technology well to investigate for themselves and to write confidently in a very good range of styles for example, in telling the story of 'Will', a poor Victorian child. They know about life in Ancient Egypt and have first hand experience of modern Egyptian dancing, as a result of a visit by an Egyptian dancer. They know about Viking crafts and traditions as a result of a visit from a Viking actor. Pupils in Year 5 and Year 6 have a very good knowledge of life during World War II and of the impact of the Blitz. They know the story of Anne Frank and are able to use first and second hand sources of information to form opinions. They are aware that some wartime news was not always correct and that propaganda was sometimes used to present a false impression for example, about the Battle of Britain.
122. The quality of teaching is good. In the best lessons the teachers encourage the pupils to explain similarities and differences between different types of historical sources and to think things out for themselves. All pupils including those with special educational needs are included in the discussions and the teachers ensure that individual views are valued. As a result pupils are willing to discuss confidently. Pupils work hard and are developing the ability to think critically about evidence.
123. Where teaching is satisfactory and has some weaknesses, the teachers begin the lessons purposefully and ensure that the main point of the lesson is met. However the time set aside for the lesson is too short for pupils to complete all of the tasks expected of them to complete.
124. The co-ordinator is newly appointed and has made a purposeful start by reviewing resources and by beginning to bring the school's scheme of work up to date. However the co-ordinator has not had opportunities to look at how teachers teach and pupils learn. The curriculum is well resourced and is carefully matched to link with other subjects. The school makes very good use of visits to many places of interest for example, to experience life in a Victorian school room and to look at the SS Great Britain. Visitors are welcomed into the school to enrich the taught curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. In the last inspection standards in information and communication technology were in line with national expectations. The school has improved resources through the installation of a computer suite and has addressed the need for training of teachers in computer skills.

126. There has been good improvement since the last inspection and standards in teaching and learning have improved.
127. Standards in information and communication technology are above the national average overall. The school has ensured regular access to hardware for pupils by timetabling every class for twice weekly sessions in the computer suite. This is beginning to have a marked impact on standards in the subject as very young pupils are already demonstrating skills in the next level of learning. Older pupils are able to access information through the Internet related to other areas of the curriculum.
128. In Year 1 and Year 2 standards are above those expected. The teachers have good knowledge and understanding of the subject as a result of ongoing training and ensure that the appropriate skills are developed in the work provided. In Year 1 and Year 2 they are able to work well together to access a programme for information about pond life in preparation for a practical science lesson to investigate the pond. There are examples of higher attaining pupils working quickly and effectively without sufficient challenge provided for their needs. In this class, pupils are able to follow instructions well, use an index correctly and close down the program. The pupils are able to use different fonts, style and size when word processing.
129. The attainment of pupils aged 11 years is also above average for their age. Older pupils in Year 5 and Year 6 are able to use control well to achieve specific outcomes. In one lesson observed pupils use instructions to draw shapes and write their names. They know that this task is part of the control strand of information and communication technology and they quickly use new information to achieve the task. When designing a bedroom for a child, pupils in Year 3 and Year 4 are able to rotate, delete and stack items on screen. Some pupils are able to save their work in personal files and recall to resume working.
130. The quality of teaching in INFORMATION AND COMMUNICATION TECHNOLOGY is good. The school has effectively addressed the need for training and all teachers are in the highest level of competence. This is now impacting on standards as teachers are using this subject knowledge to help pupils develop their information and communication technology skills effectively. Teachers are maximising opportunities for pupils to use computers linked to other subjects, for example in a lesson for Year 5 and Year 6 pupils based on biographical writing, pupils are able to follow instructions to access information about Anne Frank and copy and paste relevant information. Where teaching is good pupils are reading information together to find out exact facts, for example in a science lesson about the range of creatures in the pond. Teachers are planning effectively to ensure that all pupils are working at an appropriate level for their abilities and pupils with special educational needs are well integrated. However, there is evidence of lack of further challenge for high attainers.
131. The subject coordinator has a good awareness of teachers' knowledge and understanding of the subject and has completed some monitoring of teaching and learning. She is knowledgeable, providing effective support for colleagues through informal discussions, and also training sessions. At the time of the inspection there is no evidence of regular monitoring by the coordinator to assess progress. The procedures for assessment are in place and pupils are involved in assessment of their own skills. There is an Internet agreement in place following consultation with parents. At the time of the inspection pupils have no facility to use e-mail but this is included as an early target in the development plan for the subject. The coordinator is aware of the need to improve the planning for information and communication technology to link skills more closely to the topic plan. Resources for the subject are very good, and have been

greatly enhanced recently by the completion of an impressive computer suite. This was a part funded donation in memory of a parent.

MUSIC

132. Standards for seven year olds are typical of those found in most schools and are similar to those found at the time of the last inspection. Eleven year olds attain standards that are above those expected for their age. They achieve very well, reflecting the very good teaching particularly in Year 5 and Year 6. The very good extracurricular provision for music tuition is a strength of the school. Recorder and guitar clubs, and the wind ensemble further enhance provision for pupils, and address very well the needs of the more able pupils. A very good number of pupils take part in these sessions. The pupils aged six to eleven who play musical instruments attain good standards in their ability to read and play music. They perform confidently in assemblies and in Mass, where the quality of singing and the playing of instruments is of a high standard.
133. Younger pupils in Year 1 and Year 2 sing tunefully, showing sound control of pitch, dynamics and rhythm and enjoy singing such songs as 'I am a music man' enthusiastically. Teachers provide good opportunities for pupils to compose and perform simple pieces using untuned percussion instruments, for example, when accompanying nursery rhymes. Pupils understand that sounds can be represented by symbols, developing a sound knowledge of musical notation.
134. Pupils in Year 3 and Year 6 sing expressively, with good control of diction and phrasing. They perform well, singing in two-part harmony whilst maintaining their own part in playing recorders and guitars. Teachers' clear explanations and probing questions enable pupils to develop a good understanding of how music can be structured to create moods and effects, for instance, when listening to the jazz music, the 'Honky Tonk Train' and to the song 'America' from 'West Side Story'. Teachers plan effective links with history, for example, when pupils sing 'The White Cliffs of Dover', they begin to understand how music is influenced by time, place and intent. They compose and perform rhythms, using simple notation, identifying 'minim, quaver, crotchet'. Pupils' listening and appraisal skills develop well through discussions of their own and others' work and how it can be improved.
135. The overall quality of teaching and learning is very good. In Year 1 and Year 2 it is good, and it is very good in Years 3 to 6. Teachers use, and encourage pupils to use correct terms, such as 'harmony, ostinato, tempo', enhancing literacy skills and vocabulary. Teachers' enthusiasm, high expectations and very secure subject knowledge, generate a very brisk pace of learning, enabling pupils to achieve very well. For example, in a Year 3 to Year 6 lesson the lively, stimulating pace of teaching results in very good progress in performing, understanding of notation and creative efforts. Pupils enjoy music and develop very positive attitudes.
136. The curriculum is broad, balanced and meets statutory requirements. National and published schemes of work provide appropriate guidance in planning and ensure that work is built on in a structured way, enabling pupils to achieve well. The school has recently reviewed the curriculum for pupils in Year 1 and Year 2 to match current developments. This is in the process of completion for the rest of the school. Procedures for assessing and recording pupils' attainment and progress, however, are currently informal and inconsistent. All pupils are included in all activities and have equal opportunity and access. Visitors, for example, a Youth wind instrument band, music clubs and events, such as a 'Caribbean Workshop' and Christmas performances, enrich the curriculum. Music enhances very well pupils' spiritual, cultural and multicultural development.

137. Co-ordination of the subject is effective and some monitoring of lessons has taken place but the role in monitoring teaching and learning is under-developed. A music room provides very good accommodation. Very good resources are well organised and accessible to all. Good improvements have been made since the previous inspection.

PHYSICAL EDUCATION

138. Standards in physical education are above those expected at the end of Key Stage 1 and well above those expected at the end of Key Stage 2. Pupils at least reach the standards (to swim 25 metres) expected in swimming by the time they are eleven years of age. Overall this is an improvement in standards since the time of the last inspection.
139. Currently pupils at the end of Year 2 are able to put together a series of movements using large apparatus well to roll, stretch and balance. They are able to change shape, speed and direction as they perform these movements and are able to evaluate critically their own and other pupils' efforts. They know how to put out and put away apparatus safely and sensibly. They are able to move rhythmically and to interpret the moods of music sensitively. They are aware of the importance of 'warming up' and 'cooling down' before and after exercise.
140. Within Year 3 to Year 6 pupils prepare themselves thoroughly for exercise. In Year 3 and Year 4 pupils are beginning to learn how to control and strike a ball with a racquet accurately and with appropriate force. They are able to adjust their stance to meet the different distances at which the ball bounces. They are beginning to apply their skills in striking when practising the skills of Kwik Cricket. They interpret music well to form a series of movements as individuals and in small groups. They are able to make perceptive comments about what they liked in other pupils' performances. Within Year 5 and Year 6, pupils are able to practise and improve their performance in a range of suitable athletic activities, timing and coaching each other and inventing 'games' of their own in which there are at least two rules. They have very good control when striking using a racquet. They are able to focus their attention well on the object when practising hard to develop their skills. They are able to effectively apply these skills in small group competitions. Pupils in Year 5 and Year 6 including those with specific learning difficulties are able to achieve high standards when performing a sequence of movements using large apparatus. They have a very good understanding of how to move safely and how to use all the available space. In dance they are able to perform to a very high standard. For example, when presenting a class interpretation of a 'mechanical' dance. They move very dramatically in a synchronised way to the tempo of the music which accompanies their movements.
141. The quality of teaching is good. In the best lessons the teachers have very good subject knowledge based upon their own specialist backgrounds in this subject. They know the standards pupils should achieve. They organise carefully and encourage enthusiastically for this to occur. The teachers demonstrate well emphasising the important points that pupils should strive to copy for example, when stretching as part of a sequence of movements or when holding a racquet to strike a ball. They devise novel ways to practise individual skills and make the lessons fun. Pupils respond well to this and try hard to meet the increasing challenging tasks set. The teachers praise warmly and coach actively as the pupils carry out their work. Pupils are encouraged to evaluate their own performance and that of others carefully and constructively. Pupils are given good opportunities to have responsibility for parts of the lesson and to work independently. High standards are set and expected. Pupils have very positive attitudes to each other and their teachers, for example when pausing at the end of a strenuous activity they successfully manage to preserve 'that lovely sense of calm you've created'.

142. In the less successful lessons teachers do not give sufficient attention to emphasising important skills, for example how to strike a ball accurately. As a result these practises are more 'miss' than 'hit'.
143. The co-ordinator is very well qualified and has worked hard to provide a very positive lead for this subject, for example through looking at the quality of teaching and learning and in providing well focused support to individual teachers. There are good opportunities for pupils to take part in a range of competitive sporting fixtures and after school activities with some notable successes for example, in netball and soccer. These out of school activities are well supported by pupils and parents. There is a very good range of resources which are in very good condition and are easily accessible.