

INSPECTION REPORT

STANTON ST QUINTIN COMMUNITY

PRIMARY SCHOOL

Stanton St Quintin, Chippenham

LEA area: Wiltshire

Unique reference number: 126204

Headteacher: Mr R Parsons

Reporting inspector: RWG Thelwell
20977

Dates of inspection: 23rd – 25th September 2002

Inspection number: 248741

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Stanton St Quintin
Chippenham
Wiltshire

Postcode: SN14 6DQ

Telephone number: 01666 837602

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Appropriate authority: The Governing Body

Name of chair of governors: Mr A Bisping

Date of previous inspection: 24th – 26th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20977	Mr RWG Thelwell Registered inspector	Areas of learning for children in the Foundation Stage; Educational inclusion; Information and communication technology; Science; Physical education.	The school's results and achievements; How well are pupils taught? How well is the school led and managed?
9030	Mr R Love Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
22058	Mrs C Richardson Team inspector	Special educational needs; Art; Mathematics; History; Religious education.	
2758	Mr M Barron Team inspector	English as an additional language; English; Design and technology; Geography; Music.	How good are curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
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

Stanton St Quintin Primary School is set in the village of Stanton St Quintin, five miles north of Chippenham and draws pupils from a wide socio-economic background. When last inspected in November 1997, there were 88 pupils on roll. At present, 122 attend, including 22 children in reception. Nearly a third of pupils are from service families stationed at a nearby army barracks. Many of these pupils stay at the school for only two years before they move on. As a consequence, the turnover of pupils in and out of school at times other than those usual for admissions or leaving, is very high relative to other schools. There are four classes with an average of 30 children. Each class caters for pupils from more than one year group. Nearly all children attend pre-school groups before joining reception at the start of the school year in which they become five. Assessment on entry shows overall attainment to be in line with that expected for this age. The proportion of pupils with special educational needs is average; one pupil has a statement of special educational needs allocated under the terms of the DfES Code of Practice¹. The proportion of pupils eligible for free school meals is below average. Six pupils have English as an additional language. Proportionally, this is above average and includes three pupils who are at an early stage of English language acquisition.

HOW GOOD THE SCHOOL IS

Stanton St Quintin is a good school that serves its pupils and community well. It is very well led and managed. The headteacher, staff and governors work very well as a team and have established a very positive and caring ethos that successfully supports and promotes pupils' learning. Excellent relationships, together with very good behaviour are the norm. Good teaching across the school results in pupils' very good attitudes to learning. Pupils' personal development is very good. Standards for pupils at the end of Year 6 are consistently above nationally expected levels in English, mathematics, science and religious education. When considering pupils' average attainment on entry to the school, and the high rate of pupil turnover, this represents good achievement. Effective use is made of time, money and resources. Although the unit cost per pupil is above average, this is an effective school that gives good value for money.

What the school does well

- Achieves standards for pupils currently in Years 2 and 6 that are above national expectations in English, mathematics, science and religious education.
- It provides a caring community where pupils are known well and valued as individuals.
- Teaching is good across the school.
- The school provides good learning opportunities that are enhanced by a very good range of extracurricular activities.
- Relationships are excellent and pupils display very good attitudes and behaviour.
- The school makes very good provision for pupils' personal development.
- Good provision for pupils with special educational needs, and those with English as an additional language, results in them achieving well.

¹ The Department for Education and Skills' Code of Practice gives practical advice to school about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What could be improved

- Statutory compliance with National Curriculum requirements for information and communication technology (ICT) for pupils between Years 3 and 6.
- Information for parents regarding the school's policy on homework.
- Marking of pupils' written work, to give them a clear understanding of how to improve.
- Resources for Foundation Stage² children's ride-on play equipment to support outdoor structured play.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has successfully addressed all issues arising from the last inspection of November 1997. The quality of writing opportunities across the school has improved, and has resulted in an improvement in the standard of writing at the end of Years 2 and 6. Children in reception now benefit from a secure area for outdoor structured play. A policy is now in place to support the planning, monitoring and evaluation of pupils' personal development. National strategies for literacy and numeracy have been introduced and used to good advantage, and the performance management of teachers is now in place. Provision for ICT has improved, with all staff having received government funded training for the subject. Governors have overseen a number of structural improvements that have led to the provision of an improved library, food technology room, together with office and staff areas. The inspection team considers the school is well placed to continue its development and improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores³ in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	A*	B	B	C
Mathematics	A*	B	B	D
Science	A*	A	B	C

Key

well above average A

above average B

average C

below average D

well below average E

End of Year 6 assessments for 2001 were noteworthy when considering overall attainment on entry to reception was average. In science, all pupils reached at least the expected level. Results of assessments for 2002, for which no national figures are yet available, show the overall proportion of pupils reaching the expected or higher levels⁴ for each subject has been maintained. As for last year, all pupils gained the expected level for science. The school's focus on improving standards in writing resulted in a marked improvement in the proportion gaining the required level. The school met the challenging targets set by the local authority for the proportion of pupils gaining the expected level in English and mathematics. Care should be taken when comparing standards from one year to another as the size of year groups varies considerably and is often small; as was the case in 2002.

² The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

³ Average points scores refer to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

⁴ The national expectation is that, when assessed at the end of Year 2, pupils should achieve Level 2. The higher level is Level 3. When assessed at the end of Year 6, the expectation is that pupils achieve Level 4, with the higher level being Level 5.

Since 1999, standards in reading, writing and mathematics at the end of Year 2, have been consistently above national averages. Results for 2002, in which a larger than usual year group was assessed, showed the positive trend had continued.

For pupils currently in Years 2 and 6, attainment in English, mathematics, science and religious education, is above nationally expected levels. There is every indication that standards will be maintained through to the end of the present school year. Whilst performance in ICT meets expected levels by the end of Year 2, because the full requirements of the curriculum are not met between Years 3 and 6, attainment at Year 6 is below expectation. At Years 2 and 6, attainment meets expectations for pupils' ages in art, design and technology, history, music and physical education. In geography, attainment exceeds requirements at Year 2. It meets expectations by the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They are interested in their work and respond well to good teaching. This has a positive effect on the progress pupils make.
Behaviour, in and out of classrooms	Pupils' very good behaviour allows maximum time to be spent on teaching and learning.
Personal development and relationships	Pupils' personal development is very good. Relationships between pupils and amongst pupils and staff are excellent, and make a significant contribution to pupils' learning.
Attendance	Overall attendance is very high when compared with the national average. Pupils are punctual and keen to attend.

TEACHING AND LEARNING

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

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

Across the school, teaching in lessons observed was never less than satisfactory. Good teaching accounted for three-quarters of lessons, including six judged very good. Teaching of the basic skills of literacy and numeracy is good, with instances of very good teaching. Strengths lie in good planning, together with effective ongoing assessment to help determine what is to be taught next. Pupils know exactly what is expected of them because teachers explain objectives clearly at the start of lessons. In literacy, teachers' enthusiasm and skilled questions, together with interesting activities, are underpinned by good subject knowledge. Mathematics lessons contain enjoyable tasks that reinforce pupils' understanding of concepts taught. Pupils are challenged regularly through mental arithmetic sessions, and are given many opportunities to explain how they arrive at their answers. Teachers successfully meet the needs of pupils at different stages of learning, ranging from those with special educational needs, to higher attaining pupils. With advice given by support staff from the local authority, teachers enable pupils with English as an additional language to develop their understanding and use of English, and to access the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Whilst provision in reception is good overall, children do not have access to ride-on play equipment to support their physical development. The curriculum for pupils between Years 1 and 6 is broad and balanced, and is supported by a very good range of out-of-class activities and visits. However, the full requirements of the National Curriculum for ICT are not met for pupils in Years 3 to 6.
Provision for pupils with special educational needs	Pupils receive good provision that is well managed. They make good progress in relation to prior attainment and targets in their individual education plans.
Provision for pupils with English as an additional language	The effective support given by school staff, and teachers from the local authority support service, enables pupils to make good progress in acquisition of English and to participate in the required curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social development is excellent. Very good provision is made for pupils' spiritual, moral and cultural development.
How well the school cares for its pupils	Child protection, together with procedures for health and safety are good. Effective provision is made for monitoring the academic development of children in reception, and of pupils' performance in English, mathematics and science. Information gained from assessments is used well.

The school's good partnership with parents has a positive effect on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives very good leadership and manages well. The good support he receives from staff and governors results in the school having a very positive and caring ethos that supports and promotes pupils' learning.
How well the governors fulfil their responsibilities	Governors are closely involved in strategic and financial planning, monitoring and evaluation. However, they have not ensured all curriculum requirements for ICT are met for pupils between Years 3 and 6, or that children in reception have the full range of outdoor resources to support physical development. All other responsibilities are met well.
The school's evaluation of its performance	A good range of procedures is in place to evaluate performance. Effective use is made of data from assessments to improve curriculum provision, set targets for learning, and to raise standards. Appropriate procedures are in place to monitor the quality of teaching.
The strategic use of resources	Good. The school makes efficient use of all resources to support learning. Governors apply the principles of 'best value' well at every stage of planning and evaluation.

The school is sufficiently staffed to meet the needs of children in reception, for pupils in Years 1 to 6, together with those with special educational needs or, who have English as an additional language. The school's satisfactory accommodation is soon to be improved through a building programme. Resources for learning are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like coming to school, they are taught well and make good progress. • The school expects pupils to work hard and achieve their best. • The school helps pupils become mature and responsible, and behaviour is good. • The school is well led and managed • Parents feel comfortable about approaching the school with a question or a problem. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • The amount of homework given to pupils. • Information about how their children are getting on. • How closely the school works with parents.

Fifty-seven parents returned the Ofsted pre-inspection questionnaire, and thirty parents attended the meeting with the Registered Inspector. Inspection evidence confirms the positive views expressed by parents. The inspection team considers that although an appropriate amount of homework is provided for pupils, relative to their age and understanding, parents have not been given sufficient information about the school's homework policy. The team is of the opinion that arrangements for reporting pupils' progress are good, and, contrary to the views of a small number of parents, that the school works closely with parents; a partnership that has a positive impact on pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. A review of past years' assessment of children on entry to reception shows attainment to be in line with that expected for their age. For pupils who have recently started Year 1, good learning throughout the year resulted in nearly all achieving the officially recommended learning goals for each area of learning by the end of reception. A quarter reached the expected levels earlier. Although local authority entry profiles for children currently in reception have yet to be completed, inspection evidence confirms nearly all children are at stages expected for their age in each area of learning, and are on course to reach the appropriate levels by the time they leave reception.

2. End of Year 2 National Curriculum assessments from 1999 have been above, or well above the national average in all subjects. Results for 2001 showed the school's overall performance in reading and mathematics to be well above average. In mathematics, all pupils achieved the expected level. Performance in writing and science was above average. When compared with results of similar schools, based on pupils' eligibility for free school meals, performance was above average in reading, and average in writing and mathematics. Results are impressive when taking into account pupils' average attainment on entry to school. However, even when assessment results are positive, care should be taken when comparing results of relatively small year groups with national results, as the performance of each pupil has a significant impact on statistics.

3. Since 1998, assessments for pupils at the end of Year 6 have been at least above the national average in English, mathematics and science. Results for 2001 showed overall performance in each subject to be above average, with all pupils gaining the expected level in science. When compared with similar schools, results were average for English and science, but below average in mathematics. However, as noted earlier, in a small year group, the adverse performance of one pupil, who may have special educational needs, has a disproportionate effect on results. Analysis of assessment results led to a focus on the quality and breadth of provision for pupils' writing activities.

4. End of Year 2 assessments for 2002, for which no national figures are yet available, showed that in all assessed subjects, standards have been maintained since the previous year. A good achievement considering the year group was much larger than usual. Results for end of Year 6 assessments are equally positive in that overall standards in English, mathematics and science have been maintained. Particularly positive features include the marked improvement in the quality of writing and standards in mathematics, as indicated by the proportion of pupils gaining the expected or higher levels. In science, as for 2001, all pupils gained the expected level. Notwithstanding the small number of pupils assessed at Year 6 (12), results are noteworthy when considering the high rate of pupil mobility.

5. For pupils now in Years 2 and 6, inspection evidence based on previous and current work, together with lesson observations, confirms current attainment in English, mathematics and science to be above nationally expected levels. There is every indication that standards will be maintained through to the end of the school year. There are no marked differences between the performance of boys and girls. Pupils achieve well because of good teaching and learning, together with the effective provision of individual targets in English and mathematics.

6. In lessons observed, pupils' progress across Years 1 and 2 is good in terms of the development of their speaking and listening skills. By Year 2, attainment in this aspect of English is above average. Pupils show confidence in asking and answering questions, talk sensibly about their work, and are keen to read aloud. Good progress is maintained between Years 3 and 6. By the time pupils leave the school, standards are above average. Pupils listen attentively, make thoughtful contributions to discussions, and use a breadth of vocabulary, including subject specific terms, well.

7. In reading, good learning across the school results in standards at the end of Years 2 and 6 being above expectations. Pupils in Year 2 read confidently and clearly, observing punctuation. Those in Year 6 read a wide range of texts with fluency and accuracy. Pupils have a good understanding of how punctuation determines how text is to be read. They discuss character and plot, and talk about authors and favourite books confidently, giving considered reasons for their preferences.

8. Standards in writing are above average for pupils currently in Years 2 and 6. Pupils write for a range of purposes, and draft and edit their work. Effective use is made of pupils' writing skills when producing work in other subjects, including history and religious education. Pupils acquire good strategies for correct spelling, and make effective use of dictionaries and thesauruses to support writing. By the end of Year 6, the quality of handwriting is satisfactory. Most pupils write in a fluent and clear style.

9. In mathematics, good learning across the school results in attainment exceeding nationally expected levels at the end of Years 2 and 6. Throughout the school, mental arithmetic is developed well through regular 'mental agility' activities. Numeracy skills are used to good advantage across the curriculum

10. Evidence based on pupils' previous work, together with lesson observations indicates standards in science to be above average at the end of Years 2 and 6. Across the school, a strong emphasis is placed on investigational science. Pupils have a broad knowledge of science, and observe, experiment, predict and use the skills of scientific enquiry. They have a clear understanding of what makes a test 'fair', and use an increasing range of scientific language with confidence.

11. Across Years 1 and 2, sound progress in developing skills of information and communication technology (ICT) results in pupils reaching nationally expected levels by the end of Year 2. However, by the end of Year 6, pupils have not covered the full requirements of the National Curriculum. As a consequence, by omission, standards are below expectation. In religious education, standards at age seven and eleven exceed the requirements of the locally agreed syllabus. This represents good learning with pupils having a good knowledge of Christian beliefs and other world faiths.

12. A review of past and present work, confirms pupils' sound progress in art and design, design and technology, history, music and physical education. There is every indication that their current satisfactory attainment will continue through to the end of Years 2 and 6. Whilst attainment in geography exceeds expectations at Year 2, it meets requirements by the end of Year 6. Differences in performance should be viewed in the context of the size and nature of the year groups concerned.

13. Pupils with special educational needs make good progress in relation to prior attainment and to targets in their individual education plans. Higher attaining pupils are provided with suitably challenging work and make sound progress. In keeping with the school's good procedures for inclusion, a small number of pupils at the early stages of learning English, are given good support in order to access the curriculum. This results in them making good progress.

14. Results of the end of Year 6 assessments in English and mathematics for 2002 met the challenging targets set by the local education authority. The school is now working towards targets to ensure pupils currently in Year 6 achieve their full potential. The school has a positive attitude to raising standards, and the staff and governors work together to this common end.

Pupils' attitudes, values and personal development

15. The last inspection reported the quality of the pupils' attitudes, behaviour and personal development to be a strength of the school. This continues to be the case. Pupils enjoy school and have very good attitudes to their learning. Their personal development is very good and the quality of relationships throughout the school is excellent. Pupils' positive attitudes and very good behaviour impact significantly on their learning. Through Ofsted pre-inspection questionnaires and discussions, parents indicate their pleasure with their children's attitudes and personal development.

16. Children in reception join in enthusiastically with activities and are eager to respond to adults' questions. When playing and learning in the outdoor area, they willingly change activities when asked, and take turns sensibly. They play with one another and join in with their Year 1 friends with confidence, whether it be helping the puppet Sooty learn his letter sounds, or when participating enthusiastically in a music and movement lesson.

17. Pupils know that they are expected to learn and participate as much as they can. They enjoy their lessons. Pupils work hard and show considerable determination, effort and perseverance. They work well together and are co-operative and supportive of each other in class. Pupils enjoy the very good extracurricular activities provided for them.

18. Behaviour is very good both in class and around the school. Pupils behave sensibly when moving about. They are polite and helpful to each other and to visitors. The quality of all relationships is excellent. All staff share a commitment to ensuring that each pupil is able to achieve his or her academic and personal goals. There is a mutual respect between staff and pupils with each wanting to do their best for each other. Pupils, including those with special needs, together with those from minority ethnic backgrounds, are fully integrated into school life. Pupils care for each other well. An example of this care was that shown by two older pupils who were seen comforting a younger pupil who was distressed after a fall in the playground.

19. Pupils mix well together in lessons and at play. There is good social harmony and the school has not had to exclude any pupils in recent years. Racial incidents are almost unheard of and the only recorded incidence was the use of inappropriate language by one pupil when referring to another.

20. Pupils' personal and social development is given very high priority by staff and is fostered through the good provision for personal, social and health education. Older pupils are given a number of opportunities to take responsibility such as acting as helpers, and assisting at lunch times and wet play times. Pupils enjoy carrying out these duties and do so in a mature way. Younger pupils are given appropriate opportunities for taking responsibility, and enjoy such tasks as helping to keep their classrooms tidy, returning dinner registers or ringing the bell to end playtime, they enjoy doing so.

21. Each class elects its own representatives to the school council, and all representatives, including the very youngest take their responsibilities seriously and have their views listened to and respected

22. Attendance in the last completed year before the inspection was very high in comparison with other schools; unauthorised absence was below the national average for

primary schools. Absence is mainly the result of sickness or other medical reasons. Nearly all pupils arrive on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. Inspection evidence confirms the good quality of teaching reported in the last inspection has been maintained. Teaching was judged to be satisfactory or better in all lessons observed. Overall, it was good in three-quarters of lessons seen, of which nearly one in every five lessons was very good. All teachers and support staff work very well as a team, sharing good knowledge and expertise. The quality of teaching has a positive effect on pupils' learning and the standards they achieve.

24. Teaching of children in reception was good in four-fifths of lessons observed, including one fifth very good; the remainder was satisfactory. Planning is very thorough and is based on the Early Learning Goals⁵. It covers all required areas of learning for children of this age, and links well with the early stages of the National Curriculum. Children are provided with a good range of relevant and interesting experiences. Good knowledge and understanding of the educational needs of the age group are reflected in the preparation and delivery of lessons, and in the careful monitoring of children's performance. Staff co-operate well in providing children with an appropriate balance between teacher directed activities and those children choose for themselves. Many opportunities are created to develop and extend children's language, and they are a marked feature of the good practice observed.

25. The quality of teaching in Years 1 to 6 was judged to be satisfactory or better in all lessons observed. It was good in three-quarters of lessons, including four that were very good. Examples of good teaching were observed from all teachers. Across the school, teachers have benefited from a good range of professional development, particularly in literacy, numeracy, and more recently in ICT. Teachers are secure in their knowledge and understanding of subjects taught. They are enthusiastic, and this contributes well to positive, well managed classes. In nearly all lessons, teachers explain objectives at the start of the session to ensure pupils understand fully what they are expected to achieve. Teachers have suitably high expectations of pupils and give them good ongoing support and reassurance. A noteworthy feature in all lessons is the attention staff pay to good effort. Inspection evidence confirms parents' views that teachers know pupils' individual needs well, and plan for them accordingly. Within each class, pupils of different ages are given challenging tasks that are well matched to their stages of learning.

26. Across the school, classrooms are well organised to promote learning. Teachers were observed using a range of strategies, including individual, group and whole class teaching to good advantage. The use of questioning techniques by staff is very effective and has a positive impact on pupils' learning, especially speaking and listening skills. Particularly successful is the use of open questions that require pupils to consider and organise their thoughts before giving an explanation by way of response. For example, in a religious education lesson, pupils in Years 4, 5 and 6 gave full and well structured replies to questions related to how people's decision making could be affected by their religious beliefs. Another feature that impacts well on learning is teachers' encouragement of pupils to use correct vocabulary in lessons, particularly in mathematics and science. Good examples of both practices occur regularly at the end of lessons when pupils talk about what they learnt.

⁵ The 'Early Learning Goals' comprises a set of skills, knowledge and understanding that children might be expected to achieve by the end of the reception year. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; creative development.

27. Teachers regularly recap on what pupils have learnt previously, and make effective use of time to advance learning. They often capture pupils' imagination by thoughtful and effective use of resources. For example, in a history lesson concerning the first landing on the moon, pupils were able to appreciate some of the difficulties of movement experienced by astronauts as they dressed up in a simulated space suit. In a literacy lesson related to characterisation within stories, the teacher for Years 4, 5 and 6 role played in costume, an alien from outer space who answered pupils' questions about her lifestyle. A significant contribution to the effective teaching observed came from the school's team of support assistants. They work in close partnership with teachers to enhance pupils' learning. Teachers ensure all those working with them have a clear understanding of lesson objectives, together with the methods and resources to be used.

28. Teaching and learning for pupils with special educational needs is good. This is the case whether pupils are given support in class or withdrawn to work in small groups. Individual education plans relate well to the needs of those for whom they are written. Staff use these plans well to meet specific needs. Teachers give clear instructions and use praise constructively. As a result of good support, such pupils make good progress in relation to prior attainment and to targets in their education plans. Higher attaining pupils are provided with work well matched to their levels of attainment. The small number of pupils with English as an additional language receives good support from class teachers and staff from the local authority support service. This results in pupils making good progress in their understanding and use of English, and access to the curriculum.

29. The basic skills of literacy and numeracy are taught well. Of the six literacy lessons observed, two were very good, three good, and one satisfactory. Lessons are well planned, with clear objectives, using the structure of the National Literacy Strategy to good advantage. Teachers successfully take into account the wide spread of pupils' levels of attainment in each class. Interesting activities are provided for pupils, and good use is made of end of lesson discussion time. Lessons are characterised by the enthusiasm of teachers' expressive reading and leading of stories, and skilled questioning to ensure pupils understand the content and structure of texts. Teaching of the daily mathematics lesson was good in all lessons observed, including one judged very good. Lessons are thoroughly planned with interesting and relevant activities that reinforce pupils' understanding of concepts taught. Good opportunities are given to pupils to develop their mental arithmetic skills and to explain how they arrived at their answers.

30. Teachers' planning is good. Policies and schemes of work are in place for all subjects to support the systematic development of pupils' knowledge, skills and understanding. Teachers make effective use of day-to-day assessment to help plan what is to be taught next. Although teachers give pupils good oral feedback during lessons, marking in pupils' books is inconsistent and does not conform to the recently written marking policy. Whilst teachers' comments acknowledge effort, pupils are given insufficient guidance on how to improve their work. Although a number of Ofsted pre-inspection questionnaires recorded parental concerns over homework, inspection evidence finds teachers make satisfactory use of homework to support learning; the amount and challenge of work given is suitably matched to the age and capability of pupils concerned. However, in order to support their children's learning at home, parents would benefit from being provided with information about the school's homework policy.

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

31. As at the time of the last inspection, the overall quality and range of learning opportunities offered to pupils is good. With the exception of not having access to suitable wheeled, ride-on toys, provision for children in reception is good and meets the recommendations of provision for the six areas of learning. The school has responded well to

the recommendations of the last report, and has provided a secure play area to support children's outdoor structured play. For pupils in Years 1 to 6, the curriculum is broad, balanced and relevant. It includes all subjects of the National Curriculum and religious education. With the exception of ICT for pupils in Years 3 to 6, provision meets statutory requirements. Sex education is provided as part of a broader programme of health education, whilst drugs awareness education is integrated into personal, health, social and citizenship education and reinforced through the science curriculum. The school conducts a daily act of collective worship for its pupils, which meets statutory requirements.

32. Policies and schemes of work are in place for all subjects to ensure the National Curriculum programmes of study are followed. Because of the mixed year groups in all classes, the school has adopted a two-year cycle for teaching the curriculum, which it successfully implements even though the school has a high turnover of pupils. Long term and medium term planning is thorough and effective, whilst weekly and daily planning is detailed and matches tasks well to pupils' different stages of learning.

33. The effectiveness of strategies for teaching literacy and numeracy skills are very good and this is directly reflected in the continued good standards the school achieves in both these subject areas. Teaching staff work co-operatively to plan the curriculum carefully; the overall match of teaching and support staff to the demands of the curriculum is good and assists pupils to make at least satisfactory, and normally good, progress in all classes.

34. The school is very inclusive and successfully ensures very good equality of access to the curriculum for all pupils. During the inspection, for example, all the pupils in the school used sign language when singing in assembly for the benefit of one pupil with a hearing disability. Provision for pupils with special educational needs is good throughout the school and meets the requirements of the Code of Practice. Individual education plans are detailed and meet individual requirements. Nationally funded initiatives, together with the caring and supportive atmosphere in the school have a significant impact on pupils' progress. Because a small number of pupils speak Nepali as a first language, the school has translated all home/school documentation into Nepali to ensure equality of access to school life for these families.

35. Provision for pupils' personal, social and health education is very good overall, and pupils' behaviour reflects this. Yoga is taught to the whole school as part of the curriculum. Younger pupils learn about themselves as developing individuals and members of their communities whilst older pupils are given opportunities to see themselves as growing and changing individuals with their own experiences and ideals. Throughout the inspection pupils were extremely polite and seemed to genuinely enjoy each other's company. There was a total absence of any oppressive behaviour, including bullying, sexism and racism, and pupils showed that they had an excellent understanding of the impact of their actions on others. Pupils respect each other's feelings, values and beliefs and their individual relationships with other pupils and with teachers and adults in the school are very good.

36. Provision for extracurricular activities is very good. Although the school has a relatively small staff, because of the good level of parental support and help, it provides between eight and twelve activities for pupils each week. Older pupils have regular opportunities to take part in activities ranging from learning French and country dancing, to gymnastics and rugby, regardless of gender. However, younger pupils are given a more limited range of opportunities. The school enters teams in several competitions including gymnastics, netball and bridge.

37. The provision for pupils' personal development is very good overall. It is excellent for social development, and very good for spiritual, moral and cultural development. Standards have improved since the last inspection. The introduction of a thoughtful system of monitoring provision has contributed much to the improvement. Religious education, assemblies and visits to churches, make a good contribution to pupils' spiritual development. Pupils are quiet

and reverent during prayers. They make sensible and thoughtful contributions, reflecting on the questions posed by the adults taking the assemblies. In religious education lessons teachers ask probing questions and encourage pupils to reflect and discuss wider issues in the world. Curiosity, interest and appreciation are developed through for example, science. Children in Years 1 and 2 were amazed when bulbs lit up when they completed a circuit with a battery, bulbs and wires. Excitement could not be contained. "Look! We've made ours light! Look!" cried one delighted pupil to a visitor. Examples of pupils' work around the school make a good contribution to the school's supportive climate, in which pupils are able to mature, respect others and be respected.

38. The school promotes a clear code of behaviour, which is implemented in a consistent manner. Pupils know how the rules are to be applied and have a clear understanding of right and wrong. They are encouraged to express their views and consider moral aspects of people's behaviour in life and through stories and literature. Teachers give pupils time to reflect and discuss with a partner any moral or spiritual aspects they hear about in stories or introductions to lessons. Pupils value the rewards they earn and the public recognition of their efforts in assemblies demonstrates that the school values their hard work. There are quiet smiles of pleasure when pupils are praised for good behaviour and effort in lessons, and they enter stamps on their books proudly. Pupils are trusted to mark each other's work at times and they take this responsibility seriously, writing good comments on the work with pleasure. Relationships in the school are excellent and adults provide pupils with very good examples on which to model their own behaviour.

39. The school's very appropriate policy for inclusion provides a firm foundation for social development and it is put into practice in an exemplary manner. Most lessons have opportunities for partner or group work so pupils share ideas, discuss issues raised and support each other in joint tasks. Pupils raise funds for local, national and international causes, often initiating their fundraising through the school council. They are proud to be members of this group and understand that the responsibilities of the role of an elected member are demanding. Pupils contribute well to the life of the school by clearing away efficiently after lessons and helping where they see a need, not always waiting to be asked to do a job. Visits to museums and places of interest provide valuable links with the outside world and residential visits foster a sense of community. These experiences make an important contribution to pupils' development and learning, as do involvement in productions and performances.

40. The very good provision for pupils' cultural development begins in the classroom and playground where pupils learn to value the contributions of people from other cultures. This gives them important opportunities to broaden their knowledge and understanding of the multicultural nature of society, both here and in other countries. In religious education pupils demonstrate their understanding of the symbols, traditions and festivals that are special to each religion. For example, they understand that people who follow different religions pray in various ways. Stories, music, art and literature are used well throughout the school to extend pupils' knowledge and use of cultural language and imagery. Pupils often answer the register using a greeting in another language. Visiting artists support pupils' awareness and appreciation of the different rhythms of music and dance. Pupils extend their cultural awareness through visits to museums, theatres and churches. Through involvement in local activities they become involved in traditional experiences, such as maypole dancing and the re-enactment of the coronation.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The provision for the support, guidance and welfare was described in the previous report as being good. The school continues to make good provision for the care for its pupils. The caring and supportive environment that the school provides makes a significant

contribution to pupils' learning. Parents report they are very happy with this aspect of the school

42. The supportive ethos of the school makes a valuable contribution to the provision of the safe and caring environment in which every pupil is well supported and valued. The staff know pupils very well and work well as a team to promote pupils' personal welfare and to make pupils feel safe and secure. Pupils with special educational needs and the small number from minority ethnic groups are integrated fully into all aspects of school life, and receive the same care and support. There are excellent relationships between pupils and staff and the staff provide good role models. The school's programme of personal, social and health education (PSHE) provides a good framework for raising pupils' awareness of healthy and safe living. The guidance pupils receive: for example in the form of sex education; helps prepare them for later life.

43. The school's health and safety policy forms a good basis for ensuring the safety and welfare of pupils and staff. The governing body takes an active interest in monitoring health and safety matters. Regular risk assessments are carried out and documented. Electrical appliances, fire extinguishers and physical education equipment are checked regularly for safety. There are good procedures for fire safety and regular fire drills are held.

44. There are several trained first aiders on the staff and training is planned for all staff later in the current school year. The child protection practices are good overall and are based on the locally agreed procedures. The headteacher is the designated teacher for child protection issues, and all staff know this. Staff have received training in child protection matters, and new members of staff are made aware of the procedures as part of their induction. Procedures for monitoring and promoting attendance are good. They result in very high levels of attendance. External agencies are involved as necessary.

45. The policies and procedures for promoting good behaviour are good and application of them results in very good behaviour, both in lessons and around school. Neither pupils nor staff nor parents regard bullying as a problem; but should it occur, good procedures are in place for dealing with it. The prevention of bullying, racism and sexism and the promotion of good behaviour are underpinned by the inclusive ethos of the school, and promoted through such means as the PSHE programme and assemblies.

46. The school uses information from assessments very thoughtfully to identify pupils' special educational needs and for the formation of groups for additional support. All who work with such pupils are aware of individuals' targets and programmes. Relationships are excellent within the school and this ensures that learning for pupils with special educational needs is inclusive and takes place in activities with a clear focus. Staff work well together to monitor and assess the work and progress of pupils. They share information effectively. There are good links with external agencies to gain additional support and advice when required, and the school's procedures for assessment and provision for pupils with special needs complies fully with the revised Code of Practice. Pupils with English as an additional language, or who are at an early stage of learning English, are assessed by members of the local education authority support service. Information from such assessments is used to good advantage to support subsequent learning.

47. Assessment and recording procedures across the curriculum are good, and have continued to be effective since the last inspection. There are good procedures for assessing and tracking the progress of individual pupils through information gained from school and national tests. Teachers record pupils' progress systematically so that they know what each child has achieved in each aspect of every subject.

48. Very good use is made of information gained from assessments to help modify curriculum provision and raise pupils' attainment. For example, the school identified the need to improve the quality of the written work of boys, and there have been improvements in this

aspect because of the measures implemented. The governing body is very involved in discussions of the results of national tests and makes a valuable contribution to improving the curriculum through committees and visits. All pupils have individual learning targets, and these are used effectively in lessons. This gives pupils valuable insight into their own learning and enables teachers and pupils to assess the effectiveness of lessons in helping pupils to progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The previous inspection reported the school to have good links with parents, and that it was successful in providing parents with information about their children's attainment and progress. This continues to be the case.

50. Parents state their children enjoy coming to school, that behaviour is good and that their children make good progress. They believe the school is well managed and that the quality of the teaching is good. Parents feel comfortable about approaching the school. The judgements of the inspection team support these positive views of the school.

51. A significant number of parents have concerns regarding homework. Whilst the inspection team considers an appropriate amount of homework is set, relative to pupils' ages and stages of learning, it finds the school's statement on homework published in the prospectus gives insufficient detail, and causes a mismatch between the expectations of some parents and those of the school. Parents would benefit from receiving clear information regarding the school's homework policy.

52. A minority of parents do not think the school keeps them sufficiently well informed about how their children are getting on, or that the school works sufficiently well with them. The findings of the inspection do not support this minority view. The information provided for parents in the form of newsletters is good. End of year reports contain appropriate information about the curriculum topics covered during the year, and give information on individual pupils' attainment and progress. Parents have the opportunity to meet with teachers to discuss specific or unclear elements of the annual reports at one of the termly meetings for parents. The prospectus contains much useful information and meets statutory requirements. The school has recently, with the help of a parent, started to translate documents for parents into the home language of the parents of the few pupils from minority ethnic backgrounds.

53. Parents of pupils with special educational needs are fully involved in the monitoring of their child's progress and are regularly invited to discuss the child's learning targets. Parents and pupils sign individual education plans, in which targets are stated in the child's own words. This ensures all are clear about what pupils need to learn next and how they are to improve.

54. A good number of parents help out in the school and in the running of after school clubs. Several have helped decorate the buildings. The Friends of Stanton School to which all parents belong raises considerable sums of money for the school. The school prospectus states the 'developing bond between home and school is an essential and exciting partnership' that will ensure the success of the children. The school works hard and successfully at creating and maintaining the partnership between school and parents, which undoubtedly, has a positive impact on pupils' learning.

55. The school is regarded as an integral part of the village and has strong links with the community as a whole. Community and village information is included in the school's prospectus and several local people and organisations had written letters to the school previous to the inspection in support of its policy of strong community links. Guest speakers

from the locality, including the vicar, representatives from the local army barracks and local Christian Association, are regular visitors to assemblies. In addition, the school has very good links with the local parish and celebrates key events in the church. Furthermore the school hosts many musical events and concerts, and once a year invites parents and friends of the school to a very well supported all night 'Camp Out' and barbecue. The flourishing parent-teacher association provides additional facilities for the school through an annual calendar of well supported fundraising activities.

56. The school has good relations with local institutions. It belongs to a cluster of small schools around the Chippenham area and has additional links to local rural schools. Relationships with playgroups and nursery schools are good, and assist the youngest pupils to transfer easily to the school at the beginning of the academic year. The school's partnership with local secondary schools, to which most pupils transfer, is good overall; older pupils begin their induction to these schools when they are in Year 5 and continue in Year 6.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher, appointed since the last inspection, gives very good leadership. He sets a very clear direction for the school's development, based on his thorough understanding of the needs of pupils. This has resulted in the successful management of the school's considerable growth since the last inspection, and the high turnover of pupils associated with the nearby army barracks. Notwithstanding these factors, standards at the end of Years 2 and 6 have remained above national averages over the last three years. The headteacher is given very good support by a hard working staff, who, along with the governing body, have a strong commitment to providing quality education. This has resulted in the school having a clear set of aims and values that are reflected in its day-to-day life. Together, staff and governors have successfully created a very caring and supportive ethos that reflects fully the school's mission statement: 'To motivate, to educate, to nurture'.

58. Together with the governing body, the headteacher manages the school very well. Day-to-day management and organisation are good. Roles and responsibilities are clearly defined, and staff have specific management responsibilities that support the school well. Written communication regarding all aspects of school life is regular and informative. This aspect of management is undertaken well and has a positive impact on pupils' attainment.

59. Management of the curriculum is successfully delegated to teaching staff, all of whom take responsibility for co-ordinating subjects or aspects of school life. In addition to being fully involved in planning and resourcing, they evaluate pupils' standards in the subjects for which they are responsible. The headteacher monitors regularly the quality of teaching across the curriculum. Information from statutory and other assessments is used to good advantage by staff. It enables teachers to modify and improve curriculum provision, raise attainment, monitor and record individual pupils' skills and knowledge across the curriculum, and to set targets for learning.

60. There is regular and productive communication between headteacher and chair of governors. The governing body is supportive and committed to raising standards, including its own. As such, governors undertake self evaluation activities to determine how they too can improve performance. In addition to discussing subject policies, documents and assessment data, governors have oversight of subjects and receive presentations from subject co-ordinators. Through visiting, observing and working alongside pupils, collectively, governors have a good understanding of the school's curriculum provision and standards achieved.

61. The preparation of the school development plan is well managed, with governors and staff successfully involved. The resulting document is clear and well structured. It establishes relevant priorities, responsibilities and resource requirements, together with criteria that will

be used to evaluate success. The provision of in-service training associated with the plan's targets, together with agreed personal development resulting from performance management targets for teachers, is well managed by the headteacher in his capacity as staff development co-ordinator.

62. National Curriculum requirements in ICT for pupils in Years 3 to 6 are not met. Children in reception have insufficient access to wheeled, ride-on toys, part of the programme of activities to support physical and social development. In all other respects, the governing body meets its statutory obligations well, including those relating to a daily act of collective worship. The school has good procedures that comply with the revised Special Educational Needs Code of Practice⁶ for the identification and provision for pupils with special educational needs. The school has a helpful policy that informs the management of special educational needs. The special needs co-ordinator, engaged by the school part time, carries out her duties well, and liaises effectively with teachers, support staff and outside agencies.

63. This is a very inclusive school, where procedures and practices ensure all pupils have equal access to the curriculum. Pupils with English as an additional language receive good support from both school and local authority staff, and the school is currently reviewing its policy for pupils identified as gifted and talented. Good procedures are in place to cater for the needs of pupils with sensory or physical impairment. As such, the school is well placed to meet the requirements of the Special Educational Needs and Disability Act.

64. The school is sufficiently staffed with suitably qualified teachers for the number and age of pupils on roll. Good procedures are in place to support newly qualified teachers or those new to the school. Since the last inspection, good procedures have been introduced for the performance management of staff. Teachers are given good assistance by support staff who are deployed well and give valuable support for pupils' learning. Teamwork throughout the school is of a high standard. Staff responsible for administration, premises upkeep and school meals are efficient and contribute well to the smooth running of the school.

65. Accommodation is satisfactory overall. Improvements have been made since the last inspection. For example, there is now a separate office for the headteacher and a small library. The school has responded well to the recommendations of the last report and has provided a play area for children's outdoor structured play. New building work is planned for the near future to replace a sub-standard temporary classroom and improve storage space for equipment. The present buildings are maintained well, and are decorated with interesting displays of pupils' work. Learning resources are satisfactory for all subject areas, with the exception of ride-on toys for children in reception. Whilst most resources are easily accessed, some older resources are located outside the school campus because of the constraints on storage.

66. The standards of financial planning and management, together with that of financial control, are good. The last audit of the school's financial management systems, undertaken on behalf of the local education authority, raised few minor recommendations for improvement. These have since been addressed. Governors are closely involved in budgetary matters and are given further guidance through employing the services of an 'accounting technician' from the local authority. All expenditure is carefully targeted and used appropriately. At the time of inspection, the school's 'carry forward' from the previous year's budget was in excess of recommended levels. However, discussions with governors and headteacher confirm it included sums allocated for an appropriate range of initiatives and development, together with funds for forthcoming building works. In keeping with the principles of 'best value', all spending decisions are evaluated for cost effectiveness.

67. Although the school's unit cost per pupil is above average, when taking into account:

⁶ The Special Educational Needs Code of Practice, published by the Department of Education and Skills, became effective as from January 1st 2002. It replaced the Code of Practice published in 1994.

- Attainment on entry, and the good added value in terms of performance when pupils leave at the end of Year 6;
- The good quality of the school as a community and the education it provides;
- The efficient deployment of staff and use of resources;

Stanton St Quintin Community Primary School gives good value for money; a judgement consistent with that of the previous report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to develop and improve further the school's good overall performance, governors, headteacher and staff should now:

Raise attainment in ICT between Years 3 and 6 by:

- Ensuring the requirements of the National Curriculum are met;
- Covering all elements of the curriculum in sufficient depth;
- Providing sufficient opportunities to use ICT across the curriculum, particularly in mathematics and science.

(Paragraphs: 11,31,62,94,96,103,107,114,119,121,123,130,132,133,134,136,143.)

The following minor issues should be considered for inclusion in the governors' action plan:

- In order that they can support their children's learning, ensuring parents have a clear understanding of the school's homework policy.

(Paragraphs: 30,51.)

- Implementing the marking policy in a consistent manner so as to ensure pupils are given clear information as to how they can improve their work.

(Paragraphs: 30,93,96,100,121.)

- Improving further the provision for Foundation Stage children's outdoor structured play by providing suitable ride-on toys.

(Paragraphs: 31,62,65,69,80.)

It is acknowledged that the school has already identified several of the issues raised, and is in the process of developing suitable action plans to address them.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	18	8	0	0	0
Percentage	0	19	56	25	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	122
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	3.1
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	6	13	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	12	12	13
	Total	18	18	19
Percentage of pupils at NC level 2 or above	School	95 (85)	95 (92)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	12	12	12
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95 (92)	95 (100)	95 (100)
	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	8	9	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	8
	Girls	9	7	9
	Total	16	13	17
Percentage of pupils at NC level 4 or above	School	94 (94)	76 (88)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	8	7	9
	Total	14	14	17
Percentage of pupils at NC level 4 or above	School	82 (88)	82 (82)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
113	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
6	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	26
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	65

FTE means full-time equivalent.

Financial information

Financial year	2001 – 2002
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	£
Total income	307386
Total expenditure	294337
Expenditure per pupil	2537
Balance brought forward from previous year	30903
Balance carried forward to next year	43952

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	121
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	14	0	0	0
My child is making good progress in school.	65	26	7	0	2
Behaviour in the school is good.	70	25	4	0	2
My child gets the right amount of work to do at home.	39	32	20	9	0
The teaching is good.	76	22	2	0	0
I am kept well informed about how my child is getting on.	59	29	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	77	14	9	0	0
The school expects my child to work hard and achieve his or her best.	66	30	4	0	0
The school works closely with parents.	54	32	12	2	0
The school is well led and managed.	73	18	5	0	4
The school is helping my child become mature and responsible.	72	28	0	0	0
The school provides an interesting range of activities outside lessons.	66	30	2	2	0

Figures may not total 100 per cent due to rounding

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

69. At present, 22 children are in reception. They share a class with pupils in Year 1. Children enter reception at the start of the school year in which they become five. Nearly all attend pre-school groups before joining the school. Whilst the school has yet to complete initial entry profiles for children who have recently joined, on average, assessment on entry shows overall attainment to be in line with that expected of children of this age. The school has responded well to the recommendation of the last inspection and has provided a secure area for children's outdoor structured play. With the exception of not providing appropriate ride-on toys, the school makes good provision for its young children. Teaching is good overall, and on occasions, very good. Children benefit from a curriculum that provides a good range of interesting and relevant activities for each area of learning, well matched to children's different stages of learning. Whilst nearly all pupils who have recently entered Year 1 achieved the requirements of officially recommended learning goals by the end of reception, a quarter gained the expected levels in personal, social and emotional development, communication, language and literacy, and mathematical development earlier. For children currently in reception, inspection evidence indicates nearly all are on course to reach the recommended levels in each area of learning by the end of reception.

Personal, social and emotional development

70. Children's progress in personal, social and emotional development is good. Staff are extremely sensitive to the needs of children in their early years of schooling. They successfully create a happy and purposeful atmosphere where children settle quickly into the routines of school. Children work together in a friendly and supportive manner, and show respect for each other, friends and visitors. Sensitive talk and guidance from adults help children understand the difference between right and wrong, and reinforce their understanding of what is acceptable and unacceptable behaviour. This strategy results in children being well behaved, able to show growing independence in making sensible choices from a range of activities, and to sustain concentration when working. Children take part in a good number of self chosen and adult led activities, and handle resources with care. When staff set up activities that require children to share or take turns, children do so willingly. Adults give well paced, clear instructions. As a result, children listen to what they are told, follow instructions well, and begin activities eagerly. Children are sensitive to the needs of others and show much pleasure in friends' successes as well as their own.

71. Teachers' planning successfully provides many opportunities for the development of children's self esteem and independence: for instance when children 'register themselves' by placing their name card on the 'we are here' list. Children carry out their class helper and monitor responsibilities with pride. In all activities, staff give children good encouragement and praise for noteworthy effort. Children line up and move around the school in a sensible manner, put on and take off aprons when working with paint and water, and clean up after themselves sensibly and quickly. They undress and dress for physical activities with increasing speed and ability. A range of food technology activities reinforces children's awareness of the importance of washing hands before handling food.

Communication, language and literacy

72. Children make good progress in this area of learning. From the start of their time in school, children are taught the importance of listening carefully, taking turns to speak, and looking at the person to whom they are talking. Children have many planned opportunities to talk and listen to adults and to each other in groups or as a whole class. For example, they listen attentively, and, when required, answer questions about, or join in with the story of

'We're Going on a Bear Hunt'. The use of talk and questioning by staff is effective, and the many opportunities created to develop and extend children's language are a marked feature of the good practice observed. Children show growing confidence when answering questions. They retell known stories accurately, and successfully predict what will happen in new stories they have read to them. Communication skills are developed further as when during the inspection, children discussed what it must feel like to have nobody to play with. This resulted in an effective role play where one child enacted a lonely bear without anyone to play with. The rest of the class took it in turns to telephone him offering to play with him, suggesting games they could play.

73. Children's understanding that we read from left to right, and from the top of the page to the bottom was demonstrated clearly when the children quickly corrected the teacher as she began to read from the bottom of the page, back to the start. Carefully chosen stories are used well to help children recognise an increasing number of words in familiar contexts. Through a well structured and taught programme of phonics (sounding out), children recognise the letters of the alphabet, and associate sounds with them. Children reinforce their knowledge of letter sounds when helping the teacher's puppet 'Sooty' with his initial letter sounds of words. Whilst a small number of higher attaining children already read texts from the reading scheme, others use picture clues to interpret and enjoy stories.

74. Children undertake much 'pretend' writing as part of their activities in their role play and writing areas, where they make lists, write cards and take down telephone messages. For example, during the inspection children wrote, with assistance, letters to Baby Bear, offering to play. A review of work from children now in Year 1, confirms that by the end of reception, most children write sentences unaided. Children are taught the correct way to shape letters, and copy examples of writing with increasing control.

Mathematical development

75. Mathematical development is good. Children count and recognise numbers to ten, several to 20 and beyond. They sing and play a range of number rhymes and finger games, and put together number puzzles and jigsaws to reinforce learning. Through a variety of carefully directed activities, children develop understanding of addition and subtraction. Children count the number of letters in their names, compare this with others and decide which names have most letters. They sort objects in a variety of ways, for instance, by colour, shape and size; by threading objects and repeating patterns.

76. Children use correct mathematical language for simple shapes. In an observed lesson, children correctly identified the features of a square, circle, rectangle and triangle. Their understanding is reinforced through a range of interesting and enjoyable activities, including making mathematical shapes from clay. Having completed her clay shape, a child was asked, "What shape have you made?" On replying, "A rectangle," she was asked, "How do you know?" Her detailed reply showed a clear understanding of what constitutes a rectangle. Children compare measurements of length, height and weight, using vocabulary such as, 'more than' and 'less than', and arrange objects in size order. Children develop an awareness of capacity and volume through regular play tasks with sand and water. In so doing, they use quantitative words such as 'full' and 'empty'. Throughout all activities, adults work directly with children to support, reassure, question and praise.

Knowledge and understanding of the world

77. Although little direct teaching of this area of learning was observed, a review of displays and children's work, confirms a wide range of purposeful activities are planned that enable children to make satisfactory progress. Children observe and discuss weather, and understand why we wear different clothes for each season. They develop an awareness of place when they study and draw the layout of their classroom and school. Understanding of

chronology is helped by comparing modern toys and household items with those of days gone by. The past came alive when children dressed as Victorian school children and experienced a school day of that era. Children understand the difference between living and non living things and, during the inspection, carried out a range of well planned and managed investigations related to their senses. Each day, the garden area became the centre of interest as children noted the growth of their pumpkin, checked whether the tomatoes had turned red, and counted how many strawberries were sufficiently ripe to eat!

78. Children receive a good introduction to 'design and make' activities. In addition to a display of cardboard teddies with moving limbs, children used construction kits to design and make vehicles. On completion, they considered how well their models moved, together with how they might be improved. A review of teachers' plans shows appropriate provision for Bible stories and how they relate to everyday life. Good provision relating to food technology gives children many opportunities for observation, language development and preparation skills. Good opportunities are made for children to develop skills of ICT. Children handle computers with growing confidence to enjoy interactive programs, and to use the mouse to control, colour and move items on screen.

Physical development

79. Children make satisfactory progress in their fine manipulative skills. They handle tools, scissors, paintbrushes, construction kits and malleable materials safely and with increasing control. In an indoor activity lesson, children showed good control of movement as they moved at different speeds and changed direction as they went on a 'bear hunt'. Throughout the session, children made effective use of space and were aware of those around them. In such lessons, adults have suitably high expectations of children's performance, and praise is used well to encourage good effort.

80. In outdoor structured play, children made good use of large building bricks to engage in valuable imaginative play with friends. Structures built during the inspection included a pirate ship and a bear's cave. In such activities, children show growing confidence, together with a willingness to share and take turns. However, children do not yet benefit from suitable, ride-on, wheeled toys. Such provision would develop further children's physical development in terms of their control of speed and direction, together with aspects of co-operative and imaginative play.

Creative development

81. Progress in this area of learning is satisfactory. Children use a range of media to draw, paint, print and make models. They create many small imaginary environments and act out scenes in them, exploring ideas and feelings. Children have good opportunities for structured role play, with adults often supporting activities to add realism. During the week of inspection, the 'Three Bears' Cottage' enabled children to play Goldilocks or one of the three bears. Children enjoy singing songs from memory. During the inspection, children were heard to sing enthusiastically, tunefully, and with a developing sense of rhythm.

82. Provision for children in reception is well managed. Good procedures are in place to support children's induction into reception. A helpful policy and scheme supports planning for the six areas of learning. The local authority initial assessment of children's skills and understanding is carried out shortly after entry, and provides information that is then used to inform subsequent planning and teaching. Children's development in learning is aided by careful observations and record keeping, and ongoing assessment.

ENGLISH

83. Inspection evidence, based on lesson observations, a review of pupils' work, and discussions with pupils, confirms that attainment in English for pupils now in Years 2 and 6 is above that expected for pupils of their ages. There is every indication that standards will be maintained through to the end of the school year. All pupils, including those with special educational needs, and those for whom English is an additional language, make good progress in all aspects of the subject as they move through the school.

84. The school has, therefore, maintained, and in some ways improved standards since the last inspection, which reported that, although standards of attainment in English were in many aspects above the national average at the time, writing in Year 1 and Year 2 was less well developed. It further reported that all groups of pupils made good progress in all areas of the English curriculum with the exception of writing in Year 1 and Year 2.

85. The school has now addressed this issue. In National Curriculum assessments for pupils in Year 2 in 2001, standards in reading were well above average when compared with all schools. Attainment in writing was above average. When compared with similar schools, whilst results for reading were above average, those for writing were average. In Year 6 overall attainment in English was judged to be above the national average although it was average when compared to similar schools.

86. Results of the 2002 national assessments, for which no national figures are yet available, show that standards in reading and writing for pupils at the end of Year 2 have been maintained since 2001. Through rigorous target setting, focused on pupils' individual needs, pupils at the end of Year 6 have maintained the standards of the previous year and met the challenging target set by the local education authority for the proportion of pupils reaching the expected level in the English assessments.

87. Standards in speaking and listening are good throughout the school. Discussions with pupils in Year 1 and Year 2 confirm most develop a good knowledge and use of language, especially the skills associated with speaking and listening. Most pupils in both year groups were confident when talking, and discussed aspects of school life in a fluent manner. Most pupils in Year 2 spoke clearly and communicated their ideas and thoughts effectively. Their overall use of English displayed evidence of a wide vocabulary and correct grammar.

88. Pupils in Year 6 listened and spoke confidently when involved in discussions; this was the case in an imaginative literacy lesson observed, in which pupils entered into a class discussion with a very positive attitude and conveyed their opinions clearly. Several made good contributions to the ensuing debate and all pupils talked and listened with assurance and confidence.

89. Standards in reading are above the national average throughout the school, and are enhanced by the use of the school's good reading record system. Most pupils in Year 2 have a range of strategies to help them decode unfamiliar words, and read appropriate texts with fluency and confidence, and with a high degree of understanding. Nearly all are able to discuss clearly the content of the stories they have read. By the end of Year 6, most pupils have further developed their reading skills and use inference and deduction in a meaningful way. In class, pupils take part in paired reading sessions when the better readers help others to improve their reading skills; this has a beneficial effect on overall attainment. Pupils enjoy books and read with accuracy and precision; higher attaining pupils read with feeling and convey meaning through intonation. Nearly all pupils make reference to texts when justifying their views, and most use reference books to gain information to support learning.

90. Standards in writing for pupils in Year 2 have improved since the previous inspection and are now above average. Pupils are given regular and structured opportunities to develop

their writing skills. Analysis of pupils' work confirms good progression in all areas of writing and, as written tasks are usually matched well to individual needs, pupils achieve well. A review of pupils' earlier work, together with current writing, shows punctuation in the main to be accurate, and ideas are often developed into phrases or sentences with monosyllabic words usually correctly spelt. The quality of handwriting is satisfactory overall. The majority of pupils write clearly with correctly shaped letters of a consistent size.

91. The standard of written work of Year 6 pupils is good and shows clear evidence of progression in the development of writing skills. Most pupils write with enthusiasm, fluency and accuracy. A review of pupils' work indicates pupils have a good knowledge of appropriate grammar and punctuation. Pupils plan, draft and edit interesting stories, usually with good detail regarding characters and plot. Punctuation is accurate and the beginning of the use of complex sentences within paragraphs is evident in the work of higher attaining pupils.

92. Pupils' attitudes in English are very good because teachers plan and prepare interesting lessons well. Pupils are keen to contribute to lessons and work sensibly in pairs or groups. Pupils work sensibly without direct supervision and concentrate on their tasks well in a good learning atmosphere.

93. The standard of teaching of English varies from very good to satisfactory and is good overall. As a result, pupils build on their learning well. Teachers plan very carefully to ensure that lessons build on previous learning for pupils in each of the year groups in the classes. This helps maintain the high quality of learning and reinforces many reading and writing skills very effectively. Teachers prepare activities that are challenging and enjoyable, and are clear about what pupils are expected to learn in the lessons. Learning support assistants work very well with teachers and give good levels of support. Relationships between adults and pupils are excellent and this provides a warm, supportive learning atmosphere for pupils. Teachers ask questions skilfully, and this encourages pupils to contribute to discussions and to extend their answers and thinking. However, whilst teachers give pupils good oral feedback during lessons, the standard of marking of written work is of a variable quality. Although it acknowledges pupils' efforts, marking often gives insufficient guidance on how pupils can improve their work.

94. The subject is managed well by the co-ordinator, and the school has implemented the structure of the National Literacy Strategy to good advantage. The school is well aware of the continued need to maintain and raise standards in this subject and, as a result, the further development of English plays an important part in school improvement planning. Information from end of year and other assessments is used well to monitor and modify curriculum provision, track pupil performance, and set individual targets to raise attainment. Resources for teaching the subject are managed and used well, and the school is now in the process of improving the quantity and quality of books in the school library. Links between English and ICT were evident in only a minority of observed lessons during the inspection.

MATHEMATICS

95. Inspection evidence, based on lesson observations and a review of previous work, shows attainment in mathematics of pupils currently in Years 2 and 6 to be above national expectations. There is every indication that current standards will be maintained through to the end of the school year. Overall results of end of year assessments for pupils at the end of Year 2 in 2001 were well above average. They were above average for pupils in Year 6. In assessments for 2002, pupils have maintained levels of attainment and achieved the challenging targets set by the local education authority for those at the end of Year 6. There are however, no comparative figures for 2002 yet, and interpretation of results is difficult because of the small number of pupils assessed. The results of one pupil, or any pupils with special educational needs, can affect the overall outcome significantly. Results have

remained above national averages for four years and have improved since the last inspection. The high standards are due to a number of factors, including:

- Very good use of information from school and national tests to track and monitor pupils' attainment and progress;
- Very good implementation of the numeracy strategy;
- Consistently good teaching which encourages pupils to learn;
- Carefully planned 'booster' groups to help some pupils raise their level of attainment;
- Pupils' understanding of the targets set for them in numeracy;

96. Areas for improvement feature:

- Greater use of ICT in the subject, especially for data handling;
- More guidance in marking as to how pupils can improve their work.

97. Achievement in mathematics is good and pupils make good progress to the end of Year 2. A high proportion of the pupils enter or leave the school between Years 3 and 6 but overall the good progress is maintained to the end of Year 6. There are no significant differences between the achievements of boys and girls. Lower attaining pupils, those with special educational needs, and those who learn English as an additional language, make good progress. Teachers are sensitive to their needs, set them suitable tasks, and encourage them to work hard and gain confidence. Higher attaining pupils are given challenging work and teachers enable these pupils to achieve at an above average level.

98. Pupils in Years 1 and 2 recognise coins to the value of £1.00. Higher attaining pupils add up coins of different values as they find treasure boxes around the classroom. They undertake calculations of increasing difficulty as they make sums out of the numbers of pence on 5 dice and write them in their books. Lower attaining pupils work with the teaching assistant in the shop buying items for small amounts and exchanging coins for goods. Most pupils know doubles for numbers up to 20 and count reliably to 20. They order numbers to 20 on the number line and are learning to explain the strategies they use to decide on the position of a number.

99. Pupils in Years 3 and 4 know the 10 times table and use this to calculate differences between numbers: for example 30 and 70. They find it challenging when the numbers are taken out of order, but most succeed because they see the patterns emerging. Higher attaining pupils work out differences between numbers ending in 5: for example 35 and 95, accurately. Pupils work confidently when writing out shopping calculations. Year 4 pupils competently complete grids. Pupils in Year 3 learn how to organise their work and construct their own grids. Lower attaining pupils find this takes time because they have to look at the model grid carefully. The majority of pupils find the correct answers to the questions and show they have clear strategies for solving problems. Pupils in Years 4, 5 and 6 enjoy challenges in mathematics. They improve their skills in asking useful questions to help them find a missing number because they realise that the answer to each question should give them a helpful clue. Pupils explain their strategies well when solving problems to find missing numbers for a grid.

100. The quality of teaching and learning is good. An enjoyment of mathematical learning is created by teachers' interesting methods and enthusiasm. They make learning fun. For example, pupils search for 'treasure' in the sand and boxes of treasure around the classroom. They walk the pirate's plank when they count the value of the coins in his moneybags correctly, so everyone wants a turn. Lessons proceed at a brisk pace. There is an increase in the speed of an activity or the level of questioning and challenge as pupils grow in confidence. Teachers are very good at not giving the right answer away so that pupils have to justify their reasoning. Planning is thorough and ensures work is well matched to the wide range of ages and levels of attainment of pupils. Teachers plan more advanced

activities for higher attaining pupils so that they do not spend time on repetitive exercises, and lower attaining pupils are given work that helps them consolidate their learning. Work is marked regularly, and pupils frequently mark and comment upon each other's work, but the school's marking policy is yet to be implemented in full. Pupils are not given sufficient guidance as to how to improve their work and meet their targets.

101. Pupils enjoy mathematics lessons because teachers plan and prepare interesting lessons well. They are very keen to contribute and settle well to their work. Pupils know what is expected of them and move quickly to tables, organising themselves to get on with their work straightaway. Pupils work without direct supervision and concentrate on their tasks well because they want to learn and succeed.

102. The structure of the daily mathematics lesson is used very effectively. The initial mental mathematics sessions are used well to sharpen pupils' thinking and to prepare pupils for subsequent activities. Teachers use mathematical terms skilfully and pupils learn to use these in their work. This helps pupils to learn to express what they have learnt and to understand it more fully. For example, pupils in Year 4 know what 'multiples' are and describe them accurately.

103. The subject is very well managed in the school and the National Numeracy Strategy has been implemented very well. Numeracy is used effectively across the curriculum, but there is insufficient use of ICT in mathematics lessons.

SCIENCE

104. Results of end of Year 2 National Curriculum teacher assessments for 2001 in science showed that whilst an average proportion of pupils reached the expected level, that gaining the higher level was well above average. Statutory assessment of pupils at the end of Year 6 showed all pupils reached at least the expected level. An average proportion gained the higher level. Whilst overall performance was above average, it was in line with that of similar schools. Since 1998, attainment in science at the end of Year 6 has been well above, or above average, when compared with all schools nationally. Results of statutory assessments for 2002, for which no national figures are yet available, indicate above average standards at the end of Years 2 and 6 have been maintained.

105. Inspection evidence based on prior work and lesson observations shows attainment of pupils currently in Years 2 and 6 to be above that expected for their ages. There is every indication that standards will be maintained through to the end of the school year. Whilst this is a similar picture to that reported at the time of the last inspection, it represents good achievement when taking into account average attainment on entry and the high mobility rate of pupils. Of those now in Year 6, half have joined since the start of Year 3. A review of teachers' planning shows provision for science meets requirements of the National Curriculum. Pupils' learning of scientific skills, knowledge and understanding as they move through the school is good. No difference was noted between the performance of boys and girls. Those with special educational needs, and pupils who have English as an additional language receive good support; this enables them to achieve well in relation to prior attainment. Across the school, investigative science is undertaken well. Pupils observe, experiment, predict and use the skills of scientific enquiry effectively.

106. By the end of Year 2, pupils know the features of living things. Effective use of the school's environmental area and pond helps develop a clear understanding that different species of animals are found in different localities and habitats. Nearly all pupils know and can name the main parts of the human body and of plants. Through conducting a series of investigations, pupils develop a clear understanding of their senses and their importance to us in everyday life. Pupils work confidently with a range of materials that they classify according to a number of criteria. They have a good understanding of natural and man made

objects, and of those items attracted by magnets and those that are not. During the inspection, work related to electricity confirmed pupils' good understanding of the uses of electricity and their ability to construct simple electrical circuits. Pupils have a good understanding of what makes a test 'fair'. For example, when investigating the most appropriate material for keeping dry, or when finding out which model car would travel furthest down a ramp, pupils devised several ways to ensure their activity was undertaken in a fair manner.

107. Pupils currently in Year 6 have a clear understanding of the major body systems and main organs, including the workings of the heart. They understand the importance of the skeleton, and how muscles work to help our movement. Observed work relating to food enables pupils to have a good understanding of the nutritional content of several food types, and appreciate the importance of a varied and balanced diet. A review of work confirms investigations have given pupils a clear understanding of what plants require for healthy growth, and that whilst changes of state in some materials can be reversed, some changes are irreversible. Activities relating to forces give pupils a good awareness of friction, gravity and air resistance. When investigating the forces required to move objects across different surfaces, together with the rate of descent of parachutes, pupils include controls to ensure tests are 'fair'. Further evidence confirming pupils' good ability to conduct fair tests include those relating to finding the best materials to use for thermal insulation, and to discover the effect different surfaces have on objects moving over them. Although there is evidence of pupils using ICT to support learning, it is insufficient. There is not enough use of computer skills to report, record and illustrate findings of investigations. In nearly every case, reports, graphs, charts and conclusions are written or drawn by hand.

108. Pupils' attitudes to science are very good. Pupils show much interest and enthusiasm, discuss their work sensibly, sustain concentration and become thoroughly involved in what they are doing. They benefit from many opportunities that allow them to find things out for themselves and make decisions based on observation and investigation. The level of collaborative work undertaken makes a positive contribution to pupils' social development.

109. Science teaching was good in all lessons observed, including one judged very good. Teachers' knowledge of the subject is good. Staff plan a sequence of activities with clear learning objectives that match the needs of pupils at different stages of learning. Most effective lessons observed were characterised by teachers' high expectations, good use of questioning to elicit pupils' understanding and prompt further enquiry, and good use of praise to motivate and encourage pupils. Specific scientific vocabulary is introduced and used well. Day-to-day assessments are used to good advantage in helping to plan what is to be taught next, and, at the end of each topic, staff make clear assessments of what pupils know and can do.

110. The subject is well managed. A clear and helpful policy, together with a thorough scheme of work provides effective support for staff in their planning. The quality of learning is monitored regularly through work sampling, with the headteacher monitoring the quality of teaching. The school's capacity to develop further with the current co-ordinator is good.

ART AND DESIGN

111. During the inspection only two art lessons were observable; it is therefore not possible to make an overall judgement on the quality of teaching. However, scrutiny of displays, pupils' work and teachers' planning, confirms standards at ages seven and eleven meet national expectations. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. Standards have been maintained since the last inspection.

112. By the age of seven pupils have a wide experience of using a range of media and techniques to produce interesting designs and pictures. They use delicate colourings to marble patterns on paper, and produce good observational drawing of animals and fruit. On a visit to Westonbirt pupils collected a range of leaves of exquisite colourings which they used to print and make leaf bookmarks. In science pupils make attractive collages with materials to produce appealing chinchillas, owls, frogs and millipedes. Pupils paint a series of pictures, one for each month of the year, and there is good awareness of the changes in foliage and weather as the year proceeds.

113. Pupils in Years 3 and 4 use sketchbooks effectively to practise drawings for bigger designs. They revise and practise techniques such as shading for observational drawings. These skills are used effectively in science. Pupils appreciate the work of other artists and work thoughtfully in the style of Monet to complete a watercolour of one of his pictures. They try hard to mix their paints to exactly the colour they want. Pupils select colours and use fine brushes carefully and effectively. They frame their work attractively with corrugated card so that everyone's work will be displayed. Pupils in Year 6 use skills learned previously when designing shields for a display about their hobbies and ambitions. Each shield is individual and completed very carefully. Pupils make interesting backcloths for their animated films and produce a range of colourful and thoughtful large pictures of verses from the Bible for display in the hall. All pupils work regularly with clay and there are delightful displays of previous projects: for example the glazed tiles showing Ordnance Survey grids and pictures in the entrance to the school.

114. Pupils enjoy their work in art and develop confidence in their skills. They discuss work thoughtfully with the teacher and listen to suggestions as to how it could be improved. They are aware of the skills of the artist in mixing colours and try hard to improve their own ability to select the right colours to obtain certain shades. Pupils enjoy opportunities to produce artwork in other subjects: for example in religious education and history, but at present there are few opportunities to produce artwork on the computer.

115. There are good guidelines for teachers and planning ensures that all aspects of art are covered over the year. Visits to museums and places of local interest provide opportunities for all classes to practise their skills. Art and design make a good contribution to pupils' spiritual, moral, social and cultural development through the visits, visitors to school and links within the curriculum.

DESIGN AND TECHNOLOGY

116. Although no design and technology lessons were observable during the inspection, a scrutiny of pupils' design folders, work on display, and pictorial records of pupils' work, indicate standards have been maintained since the last inspection. Attainment at the end of Years 2 and 6 is in line with national expectations. A review of teachers' planning confirms provision meets the requirements of the National Curriculum. All pupils, including those with special educational needs, and pupils who are at an early stage of learning English, make satisfactory progress in building up skills, knowledge and understanding in the subject as they move through the school. Photographic evidence confirmed that pupils in Year 1 and Year 2 have good opportunities to increase their designing, making and evaluation skills. Most pupils have developed the skills needed to use and handle a range of appropriate tools safely and effectively, as for example, when they constructed puppets, model stages, and quite frightening masks!

117. Older pupils are given regular opportunities to continue to develop their growing confidence in the subject. Year 6 pupils confidently discussed their work from the previous year and the processes they had used to evaluate and improve products they had made. Their attitudes to the subject are positive. In one class pupils had designed, made and evaluated free standing structures. Evidence to hand confirmed work was of a good quality

overall, and that pupils had continued to develop new skills and had been given opportunities to practise and refine their evaluation of products. This was evident in nearly all work, including the construction of toys with movement, designing model playgrounds, and in food technology. In many ways this was a reflection of the good standard of planning and teaching in the subject.

118. The headteacher, who has previously been an advisory teacher for design and technology, leads the subject well and has ensured that design and technology is delivered effectively throughout the school and that teachers are given opportunities to share best practice. As a result, pupils make satisfactory progress in developing their skills, knowledge and understanding in the subject in all year groups.

119. Resources for teaching design and technology are satisfactory overall. Younger pupils have access to a good range of construction kits whilst resources for clay work are satisfactory, even though the school does not have its own kiln. The school possesses a satisfactory range of equipment that is used well for teaching all aspects of design and technology. Links between design and technology and most other subjects were evident with the exception of ICT. There was little evidence of the use of computers to aid pupils in the design process, or to control structures made by pupils.

GEOGRAPHY

120. No lessons in geography were observable during the inspection. However, evidence from a scrutiny of pupils' work from previous years, together with displays and a review of planning, indicates provision meets the requirements of the National Curriculum and that attainment in geography exceeds expected levels at the end of Year 2. Attainment meets requirements at the end of Year 6. For pupils at the end of Year 6, this represents a decline in standards since the last inspection when attainment was reported to be above national expectations for eleven year olds. Such changes in performance should be viewed in the context of small year groups and a high turnover of pupils. All pupils, including those with special educational needs, and those for whom English is an additional language, make sound progress in developing skills, knowledge and understanding in geography as they move through the school.

121. Pupils in Years 1 and 2 undertake a detailed study of the village of Stanton St Quintin and its locality, and take great delight in following the adventures of 'Barnaby Bear' as he travels the world. Although much work is worksheet based it is usually well presented and contains clear evidence of pupils developing an awareness of localities other than their own. Written work shows pupils to be building up a simple geographic vocabulary as they progress through the two years. However, marking was not always evident. Inspection evidence shows pupils in Year 3 and Year 4 have a sound understanding of the geographical features and culture of Switzerland, whilst older pupils have engaged in a detailed study of Kenya. Such work, together with other studies: for example the life and courses of rivers; are well matched to pupils' stages of learning. A review of pupils' work showed evidence of pupils accessing approved Internet sites to gain further information to support learning. However, the school acknowledges this is an area for further development.

122. Whilst no lessons were observed during the inspection, scrutiny of pupils' work together with discussions with pupils and staff, indicate teaching is satisfactory throughout the school. Pupils are provided with a range of interesting activities that are suitably matched to their levels of attainment.

123. The subject co-ordinator's management and leadership of the subject are satisfactory. A helpful policy, together with a scheme of work, based on a two year rolling programme, supports teachers' planning. Resources for teaching geography are satisfactory. They are easily accessed, used well, and meet the needs of teaching all aspects of the National

Curriculum. During the inspection links between geography and other subjects, such as English and history, were apparent, but as noted earlier, there is a need to develop links between geography and ICT.

HISTORY

124. During the inspection only one history lesson was observable so it is not possible to make an overall judgement on the quality of teaching. However, scrutiny of displays, pupils' work and teachers' planning, confirm standards by the ages of seven and eleven are in line with national expectations. Pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress. Standards at the last inspection were above average, but the current position has to be viewed in the context of the year groups concerned together with the high turnover of pupils.

125. By the age of seven, pupils have a good understanding of the passage of time and how things change over the years. They learn about famous people, working back from 2002 and the Jubilee celebration, to the landing of Neil Armstrong on the moon. Pupils know the importance of the event and build up an interesting display about it. In an observed lesson, the teacher produced a bag with the spaceman's kit to try on and then added it to the display. Pupils watched the opening of the bag with great excitement and gasped when they saw the spaceman's suit emerge. The helmet and NASA space gloves followed and they knew they had the equipment to go into space.

126. Pupils in Years 3 and 4 write about the Tudors, researching information about Henry VIII and Elizabeth I effectively. They produce interesting and attractive folders about the Tudors, complete with accurate contents pages. These cover a wide range of topics, including possible menus, and the ship 'Mary Rose'. Pupils produce similar topic books on the Vikings. These are illustrated well and pupils consider sensibly why the Vikings invaded countries. Pupils in Years 4, 5 and 6 consider the meaning of 'primary evidence' and how they should use it to discover ways in which life has changed since 1930. Pupils have very clear ideas about sources of evidence and discuss their ideas with their discussion partners with animation. Pupils know that the photographs, old books and certificates they have brought in to put on the class timeline are good sources of evidence. Pupils look in depth at the large photographs and range of books the teacher has provided, very carefully checking with each other to extend their ideas of different decades. Some pupils search for information on the computer and, although they find it difficult to extract some of the information, they produce good notes of what they have found. Pupils have produced interesting booklets about the Aztecs that show good use of research skills.

127. Pupils find history a stimulating subject and are encouraged to search for further information by the enthusiasm of the teachers. They settle to their tasks quickly and use skills of note taking and scanning for information, well. Pupils ask sensible and relevant questions because of the skilled questioning of the teacher. This encourages them to extend their thinking and responses.

128. The school's planned programme of study for history ensures pupils cover different topics each year. There are appropriate guidelines for teachers and sufficient resources for the topics planned. Visits to museums and places of local interest give pupils an opportunity to extend their knowledge and understanding of events of the past. History makes a good contribution to pupils' spiritual, moral, social and cultural development through opportunities to empathise with people and events in the past as they work together.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

129. The previous inspection found attainment in information and communication technology to meet nationally expected levels at the end of Years 2 and 6. Since then, the school has

improved significantly its provision for the subject, and staff have completed nationally funded training for ICT.

130. During the current inspection, no direct teaching of ICT was observable. However, observation of pupils at work, together with a review of planning, and scrutiny of work, confirms that all pupils in Years 1 and 2, including those with special educational needs, make satisfactory progress. By the end of Year 2, attainment meets nationally expected levels. In work covered, pupils in Years 3 to 6 work at levels consistent with those expected for their age. However, the school does not yet address all requirements of the National Curriculum; so by omission, pupils' attainment is below expectation. Whilst this would suggest performance at the end of Year 6 has not progressed since the last inspection, it should be remembered that the National Curriculum requirements have changed considerably, and the school is working towards meeting them.

131. Across the school, pupils experience keyboard and mouse operated systems. Pupils operate tape recorders to listen to pre-recorded stories and music, and to record items themselves. By the end of Year 2, pupils understand the importance of switches, buttons and keys in operating functions of household items. Older pupils appreciate the importance of computer technology, and our increasing reliance on it for many aspects of everyday life.

132. In classrooms, computers are in operation for much of the day, providing pupils with opportunities to develop their skills in ICT. Pupils in Year 1 use interactive programs, allowing them to enjoy stories and games, and use the 'click and drag' procedure to move and draw items on screen. A review of pupils' work shows that by the end of Year 2, pupils write sentences direct to screen, and use the shift key to obtain upper case letters, together with the spacebar and backshift/edit. By the end of Year 6, pupils draft, edit, change size, style and colour of font, save and print work. However, the application of these skills to enhance the presentation of extended writing is underdeveloped. Pupils successfully manipulate and change size and position of items on screen. They produce texts that incorporate graphics, and use text handling skills across the curriculum through the use of CD based encyclopaedic programs. Whilst pupils have experience of using electronic mail and approved Internet sites for sending and receiving information, such activities have yet to become fully established in the day-to-day acquisition and use of information. The school has identified this aspect as an area for further development.

133. Pupils in Years 1 and 2 have satisfactory opportunities to investigate control technology. They use programmable toys to enter directions for them to follow. Such activities reinforce understanding of direction, angles and distance, as well as developing skills associated with writing sequenced commands for the toy to follow. Inspection evidence shows that by the end of Year 6, pupils operate logo style programs and devise and draw repeat commands, sequences and patterns. However, they have yet to use computer technology to program and control items such as model gates and lights. Pupils' use of sensors to monitor, record and display data from investigative activities is limited to work undertaken during their residential study week, where, for example, pupils monitor and evaluate their heart rate as they undertake activities including abseiling. Pupils have yet to carry out 'modelling' activities in which they learn how changing one variable can have an effect on overall performance or outcome. Whilst pupils have yet to produce multimedia presentations, a noteworthy application of camera and computer technology was observed in pupils' making of several high quality animations.

134. Across the school, pupils use computers for numeracy activities. However, in Years 3 to 6, evidence of ICT in support of data handling or spreadsheet activities is too limited. In both mathematics and science, pupils' computer skills have yet to be used sufficiently to support learning. In both subjects, pupils write their accounts and findings of investigations, and draw graphs and tables of results by hand.

135. Pupils clearly enjoy ICT activities, and are eager to make use of their developing skills. When using computers, they behave well and work sensibly, either by themselves or in pairs, and treat resources with care. At all times, when pupils require assistance, adult responses demonstrate confident expertise.

136. The subject is soundly managed. As co-ordinator, the headteacher gives good support and advice to colleagues. A thorough policy, together with a scheme of work support teachers' planning. Satisfactory procedures are in place to record the skills pupils have covered, together with their levels of competence. The school has already acknowledged that in order to develop pupils' attainment further, it should meet the full requirements of the National Curriculum, and make greater use of pupils' skills in ICT to support learning across the curriculum, particularly in mathematics and science. Under the leadership of the current co-ordinator, the school is well placed to make further gains.

MUSIC

137. Attainment in music at the end of Years 2 and 6 is in line with national expectations. All pupils, including those with special educational needs, and those for whom English is an additional language, make satisfactory progress in developing skills, knowledge and understanding in music. Whilst this may be viewed as a decline in standards since the last inspection, which reported attainment in music to be good throughout the school, current differences in overall performance from year to year should be viewed in the context of small year groups together with a high turnover of pupils.

138. During this inspection was evident that nearly all pupils thoroughly enjoy music making activities, and that attitudes towards the subject are good. This could be observed in assemblies when pupils from all year groups sang confidently and clearly, and displayed a very good grasp of melody.

139. Pupils in Year 1 and Year 2 make steady improvement in developing, performing, composing, appraising and listening skills. They recognise and explore the ways in which sounds can be arranged and use simple non standard notation for composition activities. When singing, pupils show satisfactory understanding of dynamics and pitch; the majority of pupils sing with good expression.

140. In an observed lesson, pupils in Years 4, 5 and 6 successfully maintained their own parts whilst singing 'rounds'; many were able to improvise melodic phrases within a group performance. They demonstrated a clear understanding of the importance of listening to others whilst performing their own melody line. The teacher's expectations of the pupils were very high and the greater majority sang impressively.

141. A visiting singing teacher taught all the music lessons observed during the inspection and the standard of teaching was satisfactory overall. Although the current emphasis is on improving singing and performing skills, a review of teachers' planning confirms pupils across the school have satisfactory opportunities to develop their knowledge, skills and understanding of music. The planned programme of activities for Years 1 to 6 meets the requirements of the National Curriculum.

142. The school offers pupils additional music tuition through the use of peripatetic teachers, and over half the pupils in the school learn to play a musical instrument. Although such tuition is paid for by parents, the school operates a scheme whereby all pupils have access to lessons irrespective of parents' financial circumstances. As a result the standard of instrument playing observed during the inspection was good. In one assembly the school listened to a pupil playing the trombone with fluency whilst on another occasion a pupil played the piano to a good standard as classes made their way out of assembly.

143. The school's resources are satisfactory overall and meet the needs of teaching the National Curriculum. Whilst all classes have access to a range of pitched and unpitched percussion instruments, the range of melodic instruments is more limited. The school does not, for example, possess any modern keyboard instruments with the ability to be linked to computers. However the provision of music reproduction equipment, such as compact disc players, is good and pupils have access to a range of books about most areas of the subject. No evidence of links between music and ICT were observed during the period of the inspection.

PHYSICAL EDUCATION

144. Evidence from lessons observed, together with discussions with teachers, confirms physical education has maintained its position since the last inspection, in that pupils make satisfactory progress as they move through the school. Performance of pupils currently in Years 2 and 6 is consistent with that expected nationally for these ages. Pupils with special educational needs, together with the small number of pupils who are at an early stage of acquiring the English language, receive good support, play a full part in all activities and make sound progress. All pupils understand the importance of warming up at the start of lessons and warming down at the end. They recognise the need for exercise to maintain healthy bodies. A review of planning confirms provision meets the requirements of the National Curriculum.

145. In a movement lesson, pupils in Year 1 went on a 'bear hunt'. They interpreted the rhythm and sounds of different instruments well, as first they moved over the imaginary terrain slowly and heavily in a 'squelchy squishy' manner, and then lightly and quickly as if on tiptoe. Pupils used space well, and showed good extension of fingers, hands and feet. When working in the hall, pupils in Year 2 moved with good control of speed and direction. They ran, hopped and skipped with agility and enthusiasm. Effective use was made of large gymnastic apparatus as pupils explored ways to travel along, through and over each piece of equipment. When dismounting apparatus, all jumped and landed correctly; many moving into a controlled forward roll before showing a finish position. Pupils in Year 3 worked co-operatively to devise, practise and perform a range of held balances on the several large pieces of equipment.

146. In outdoor games activities, pupils in Years 4 to 6 worked with enthusiasm to improve their techniques of throwing and catching. In so doing, they concentrated well and responded well to the effective coaching given by the teacher regarding correct body, hand and arm positions for either skill. When throwing, nearly all pupils had correct hand and body positions. Performance was improved further when pupils realised that the distance of a throw/pass could be increased by 'walking into' the throw. When receiving the ball, most pupils kept their eyes on the ball, held hands correctly, drawing the ball into them as they caught it. Pupils then successfully incorporated these skills in small games situations.

147. The school makes good provision for swimming. Pupils in Years 3 to 6 have swimming sessions at a pool in Chippenham. It is reported that by the time pupils leave at the end of Year 6, nearly all are able to swim the required 25 metres. Appropriate provision is made for pupils' outdoor adventurous activities. A variety of field trips, together with residential visits to outdoor activity centres, provide for orienteering, abseiling and a range of team building activities.

148. Pupils have positive attitudes to physical education. They enjoy physical activities and co-operate well individually, in groups and pairs. Pupils listen carefully to instructions, concentrate well, respond quickly and work sensibly. Pupils take pride in performing for the rest of the class, and appreciate the efforts of others. They evaluate sensibly the performance of friends, stating aspects they consider successful, and where improvements can be made.

149. Teaching was judged to be good in three of the four lessons observed; the fourth was satisfactory. Lessons are well planned and show a clear development of skills and activities. A common strength is the importance placed on drawing attention to good or praiseworthy attempts. In all lessons observed, teachers gave clear instructions and had high expectations of performance. Where appropriate, adults worked directly with pupils to support learning. Appropriate emphasis was placed on safety issues, particularly carrying, setting out and replacing large equipment.

150. The subject is well managed. Appropriate documentation supports teachers' planning for the development of pupils' skills across each element of the curriculum. Pupils take part in a range of seasonal games and tournaments, and benefit from a number of after school sports clubs. The subject contributes well to pupils' social and moral development through working in groups and teams, and by pupils complying with the various rules and requirements of the games and activities in which they participate.

RELIGIOUS EDUCATION

151. By the ages of seven and eleven, standards are above the expectations of the locally agreed syllabus for religious education. Pupils have a good knowledge of Christianity and other religions. They listen well to Bible stories together with stories of other faiths. Pupils engage in sensible discussions and older pupils in particular, pose perceptive questions regarding beliefs. Pupils, including those with special educational needs and those who learn English as an additional language, achieve well because of good teaching. Standards are similar to those at the last inspection.

152. Pupils in Years 1 and 2 have a good understanding of Islam and know that Muslims have special days and a holy book called the Qur'an. Pupils illustrate their writing very well, with very good drawings of a mosque, the stand for the Qur'an, and people at prayer. They understand that in Christianity there is a holy book, the Bible, and that people pray in church. Pupils are very aware of the importance of the family in these religions and that an important aspect of the story about Noah is that he was taking care of animals and his family.

153. Pupils in Years 3 and 4 recall the stories of Daniel and David quite clearly when they think about what they have in common with Elijah. They know that all had strength, courage, were brave, and believed in God. Pupils reflect upon the questions they would ask Elijah and show that they have understood the story of Elijah well. They express their opinions clearly and relevantly. Pupils in Years 4, 5 and 6 discuss with a partner the ways in which a Christian would make a decision when a problem arises. This helps them to suggest many possible ways, and teachers' skilful questioning encourages pupils to extend and clarify their thoughts. Some pupils find information about various sources of help for a Christian on the Internet confidently, and others write and illustrate their ideas whilst continuing their discussions with others.

154. Pupils contribute very well to lessons and show a mature approach to the topics under discussion. For example, when one girl quietly explained how you could clear your mind for prayer, there was a sensitive, thoughtful silence whilst she spoke. Pupils benefit from the approach to the topics through story, questioning and discussion and they enjoy hearing from members of the class who belong to different religions.

155. Teaching in religious education is effective because it is planned well, and builds on pupils' enthusiasm for learning and a willingness to develop thinking skills. Skilled questioning develops pupils' thinking and reasoning skills effectively. Teachers ensure there is a balanced approach to learning *from* the teachings of religions as well as learning the facts and information *about* religion. Pupils of different ages state that the Yoga sessions help to calm them and they think more clearly when reflecting. The ability to reflect on issues is developed

well in religious education lessons and assemblies. Teachers tell stories very expressively and this helps pupils to understand and follow events in the story well.

156. There are good links with other subjects including art, music and literacy. Assemblies, with regular visitors, contribute well to the religious education curriculum. The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development.