

INSPECTION REPORT

WANBOROUGH PRIMARY SCHOOL

Wanborough, Swindon

LEA area: Swindon

Unique reference number: 126231

Headteacher: Mr Stewart Smith

Reporting inspector: Mrs Carole Skinner
23160

Dates of inspection: 6th-9th May 2003

Inspection number: 248745

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	The Beanlands Wanborough Swindon
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Appropriate authority:	The governing body, Wanborough Primary School
Name of chair of governors:	Mr Gordon Heywood
Date of previous inspection:	February 1998

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9691	Jon Vincent	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?
14596	Tony Fiddian-Green	Team inspector	Mathematics, physical education, religious education, special educational needs, educational inclusion, including racial equality.	
18083	Judith Howell	Team inspector	Design and technology, history, music, the foundation stage curriculum.	
19142	Audrey Quinnell	Team inspector	English, art, geography, English as an additional language.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wanborough Primary School caters for 257 pupils between the ages of five and 11. Although there are similar numbers of girls and boys overall, there are significantly more girls than boys in Year 6. The school is about the same size as other primary schools. At the time of the inspection, 37 children were attending full-time in two Reception classes. Approximately three per cent of the pupils come from minority ethnic groups, which is a little higher than most schools. Four pupils speak English as an additional language, all of whom are fully fluent. Thirteen pupils (five per cent) are on the school's register of special educational needs, none of whom has a statement. This is much lower than most schools. Most of these pupils have minor learning difficulties. Ten pupils (four per cent) are eligible for free school meals, which is below average. The turnover of pupils is low: in the previous year, nine pupils joined the school and one left it at times other than those of the usual admission or transfer. Attainment on entry to the school is above average.

HOW GOOD THE SCHOOL IS

This is a very good school. The very good leadership and management provide clear direction for the school's continuing development. Pupils achieve very high standards in English, mathematics and science. The quality of teaching is consistently good, and often very good, and helps pupils of all abilities to achieve very well. The school gives very good value for money.

What the school does well

- Pupils reach very high standards in English, mathematics and science and make good progress in most other subjects.
- The leadership and management of the school are very effective in determining priorities for improvement and implementing strategies to raise standards.
- Overall, the quality of teaching and learning is good; it is very good in Years 3 to 6.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development which is reflected in their very positive attitudes to learning, their good behaviour and the very good relationships that exist throughout the school.
- The school provides a varied and interesting curriculum which is enhanced by a very good range of extracurricular activities and excellent provision for pupils' personal, social and health education.
- There are very good procedures for assessing, monitoring and supporting pupils' academic and personal development.

What could be improved

- The school's accommodation, particularly the library and outdoor provision for children in the Reception class.
- The effectiveness of the school's communication with parents.

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 made a very good improvement since it was last inspected in February 1998. There has been a significant improvement in standards of attainment, especially in Years 1 and 2, and the rate of pupils' progress has increased throughout the school. Very good improvement in the leadership and management of the school has been a key factor in improving the quality of teaching and learning and raising standards. There have been good improvements in the quality of provision for children in the Reception class, enabling them to make better progress. Assessment procedures have been refined and assessment information is now used very well to guide teachers' planning. The introduction of target setting for individual pupils and systems for tracking their progress have also helped to raise standards. The analysis of test data and the rigorous monitoring of the quality of teaching and learning have been important factors in the school's improvement. The provision for information and communication technology now meets statutory requirements and pupils achieve well. The school has a very good capacity for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A	C
mathematics	A	C	A	A
science	A	B	B	C

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

Standards in English and mathematics were higher than those in science in 2002 because more pupils reached Level 5 (above average) compared to national averages. The trend in the school's performance in national tests over the past five years is broadly in line with the national trend. The school's results have been above or well above the national average each year. Very challenging targets have been set for pupils in Year 6 to reach in English, mathematics and science in the national tests in 2003, and the school is on course to achieve these. Inspection findings show that standards in the current Year 6 are well above average in English, mathematics and science. Improved standards in science have resulted from very good curricular planning and teaching. Pupils also achieve above average standards in information and communication technology, art, geography and physical education. Standards in other subjects are similar to those seen in most schools. There are no significant differences in attainment between boys and girls. Pupils achieve very well in Years 3 to 6.

In Year 2, standards are well above average in English, mathematics and science. Standards are above average in information and communication technology and geography and average in all other subjects. Pupils achieve well in Years 1 and 2. Children in the Foundation Stage make good progress and reach above average standards in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and personal, social and emotional development by the end of the Reception year. They achieve average standards for their age in creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very well-motivated and enthusiastic about learning. They show great interest in lessons and are eager to make a contribution to discussions.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons, at playtime and around the school. They are courteous and considerate and show respect for others.
Personal development and relationships	Very good. Pupils enjoy taking responsibility and show high levels of initiative and maturity. Relationships between pupils and with adults are very good and contribute significantly to the positive ethos of the school.
Attendance	Very good. Attendance is much higher than the national average and there is no unauthorised absence. Pupils arrive punctually and lessons start promptly.

TEACHING AND LEARNING

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

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

Some good teaching was seen in every class, and there was no unsatisfactory teaching. There is a high proportion of very good teaching in Years 3, 5 and 6. The daily activities in the Reception classes are well planned and prepared and teachers make effective use of a range of resources, indoors and outdoors, to stimulate children's interest and participation. The quality of teaching in English, mathematics and science is very good in Years 1 to 6, and literacy and numeracy skills are taught very effectively. This enables pupils to progress at a fast pace and to achieve very high standards. Work is planned carefully to meet the needs of lower, average and higher attaining pupils in each class and there is very effective provision for pupils with special educational needs. All teachers have high expectations of the pupils, and this helps pupils to acquire knowledge, skills and understanding at a good pace. Pupils are very well motivated and show good levels of interest, concentration and independence, because teachers use a varied range of teaching methods, and achieve a good balance between imparting knowledge and enabling pupils to learn through enquiry and work things out for themselves. Teaching assistants work very well in partnership with teachers and provide valuable support for pupils in lessons. The management of pupils' behaviour is sometimes not as effective in Years 1 and 2 as it is in the junior classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, varied and interesting and curricular planning is good. There are very effective strategies for teaching literacy and numeracy and excellent provision for pupils' personal, social and health education. The Foundation Stage curriculum is satisfactory: it is relatively new and has yet to become firmly established. Provision for extracurricular activities is very good and significantly enhances pupils' learning. There are very good procedures to ensure the curriculum is socially inclusive.
Provision for pupils with special educational needs	Very good. The targets in pupils' individual education plans are well thought out and are reviewed every half term. Pupils are fully included in all activities and lessons. Occasionally, pupils are withdrawn from a lesson for specialist help, and this enhances their learning well.
Provision for pupils with English as an additional language	Very good. There are four bilingual pupils in the school, all of whom speak English fluently. All are integrated very well into the school and take part in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual development is promoted well through religious education and assemblies. Moral development is fostered very well through stories, discussions of issues and the consistent implementation of agreed rules and expectations. There are very good opportunities for pupils to take on responsibilities and develop social awareness. The school develops pupils' appreciation of cultural diversity very well through art, music, dance and religious education.
How well the school cares for its pupils	Very good. There are very good arrangements for ensuring pupils' welfare and for monitoring and improving their behaviour and attendance. Very good assessment

	procedures ensure that teachers base their planning on a thorough knowledge of pupils' needs and capabilities. Teachers set realistic targets for individual pupils to achieve and track their progress carefully throughout the school.
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The school's partnership with parents is satisfactory. Despite the school's efforts to communicate effectively with parents, some feel that it does not work closely enough with them or take account of their views. The school is aware of the need to improve communication with parents and is devising ways to achieve this.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership and clear direction for the school. This has created a very strong team spirit and shared commitment amongst all staff and governors. Two assistant headteachers provide very effective support in the management of the school. The aims of the school are reflected strongly in its very positive ethos.
How well the governors fulfil their responsibilities	Good. Governors fulfil their statutory duties well and play an effective role in shaping the future direction of the school. They have a good understanding of the school's strengths and weaknesses and work closely with the headteacher and staff to bring about improvement.
The school's evaluation of its performance	Very good. There is a very strong commitment to self-evaluation amongst staff and governors. The detailed analysis of performance data and rigorous monitoring of the quality of teaching and learning throughout the school contribute significantly to raising standards. The school's procedures for appraisal and performance management are very good and form an integral part of school development planning.
The strategic use of resources	Very good. Resources are used very well to provide a high standard of education for all pupils. Financial management and administration are very good. Expenditure is monitored rigorously to ensure the school achieves best value for money. Staff and governors evaluate the effectiveness of spending by reviewing its impact on standards and the curriculum.

The school has a good number of staff who are deployed effectively to meet the demands of the curriculum and the large class sizes in Years 3, 5 and 6. The curriculum is well resourced. The accommodation is satisfactory but the library is inadequate in size and poorly located and there are drawbacks with the outdoor accommodation for the Reception classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school and make good progress. • The teaching is good. • The school has high expectations of their children. • They feel comfortable approaching the school with questions or problems. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The way the school works with them and takes notice of their views. • The emphasis on national tests, which some parents feel is too great.

The inspection findings agree with the positive views of the parents. They also show that homework is used well to support pupils' learning. However, pupils in Years 1 and 2 have been given more homework than is seen in most schools and teachers are reviewing this. The school has acknowledged the need to work more closely with parents to ensure that all feel their views are taken into account. There is no evidence to suggest that the school is putting undue emphasis on tests at the expense of a broad and balanced curriculum

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment on entry to the school is above average for their age. The quality of teaching and learning is good in the Foundation Stage, and this helps the children to make good progress in almost all areas of learning. By the end of the Reception year, most children are on course to exceed the recommendations in communication, language and literacy, mathematical and physical development and in their knowledge and understanding of the world. In creative development, standards are similar to those found in most schools and pupils make sound progress. In personal, social and emotional development, there are variations in their attainment and although most make rapid progress and are on course to exceed the Early Learning Goals, a few children find it difficult to take turns and share fairly. Most children are very independent and able to organise themselves in a responsible way. They are confident and take part in discussions eagerly.

2. In the national tests for Year 2 pupils in 2002, standards were well above the national average in reading and writing. Compared to similar schools, standards in reading were well above average, while in writing they were above average. The difference is because fewer pupils reached Level 3 (above average) in writing. In mathematics, the results were in the top five per cent of schools in the country and of similar schools, which is an outstanding achievement. The school has maintained these very good results over the past four years. The findings of this inspection also show that standards in Year 2 are well above average in reading, writing and mathematics. Pupils achieve very high standards because they receive teaching of a consistently high calibre in literacy and numeracy. The national strategies have been implemented very well and tailored to meet the needs of the pupils. A continuing focus on raising standards in writing, particularly for the most able pupils, has been successful in improving attainment. Compared to the findings of the previous inspection, standards are higher in English and mathematics and pupils are making better progress. The school has set its own challenging targets for pupils to achieve in 2003.

3. In science in Year 2, teachers' assessments in 2002 showed that standards were well above average overall. The inspection findings show that standards in the current Year 2 are also well above average. This is a significant improvement since the previous inspection, when standards were average. There is a strong emphasis on teaching experimental and investigative science and a very good balance between investigations, acquiring knowledge and recording findings. This has contributed very well to the rise in standards. In Year 2, standards are also above average in information and communication technology. This is a very good improvement since the last inspection, when they were below average. Teachers' expertise in the subject has improved, as have the school's resources, and pupils now receive good teaching of skills and have plenty of opportunity to practise and refine them. Standards have also risen in geography and are now above average. This is because teaching has improved and a good scheme of work has been introduced. In all other subjects, standards are similar to those seen in most schools, as at the time of the previous inspection. Overall, pupils achieve well in Years 1 and 2 because good teaching builds effectively on the good foundations laid in the Reception class.

4. In the national tests for Year 6 pupils in 2002, standards were well above the national average in English and in line with those of similar schools. In mathematics, they were well above both the national average and that for similar schools, while in science they were above the national average and in line with that for similar schools. The school has achieved high standards in all three subjects over the past four years, although there was a dip in mathematics in 2001. The findings of this inspection show that standards are well above average in English, mathematics and science. Very good, often inspirational, teaching in all three subjects and very high expectations of the pupils are key factors in this very good achievement. Standards have improved since the previous inspection because the school has continued to focus on improving the quality of pupils' learning. Very challenging targets have been set for pupils in the national tests in 2003, and they are on course to achieve them.

5. In Year 6, standards are also above average in information and communication technology. This represents an outstanding improvement since the last inspection, when they were found to be well below average. Teachers' expertise has improved considerably, and they make very effective use of all available resources to enhance pupils' learning. Pupils also achieve above average standards in art, geography and physical education, which are further improvements since the previous inspection. Teaching is particularly strong in these subjects and they are enhanced by a wide range of extracurricular activities, visits and visitors to the school. Standards are similar to those seen in most schools in religious education, design and technology, history and music, as at the time of the last inspection. Overall, pupils achieve very well in Years 3 to 6.

6. Throughout the school, there are no significant differences in attainment between boys and girls because teachers are alert to the need to ensure that all pupils are motivated by and interested in all aspects of the curriculum and take this into account when planning lessons. Higher attaining pupils achieve very well because they find the work stimulating and interesting and are highly motivated. Lower attaining pupils are given work that addresses the weaker aspects of their learning and seeks to build on and reinforce their knowledge and understanding. Pupils with special educational needs make very good progress and reach good standards compared to their previous attainment. These pupils do very well and most attain, or come close to, national standards by the time they take the national assessment tests in Year 2 and Year 6. Some pupils whom the school identifies as having special educational needs exceed national expectations. Parents are very pleased with their children's rate of progress, and the extent to which they grow in confidence. Pupils make particularly good progress in literacy and numeracy. They have clear targets to help them improve, and these are reviewed regularly. The school has developed very effective systems for tracking pupils' progress in English and mathematics.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to the school are very good and these high standards have been maintained and improved since the last inspection. Pupils are enthusiastic and enjoy coming to school. They settle quickly and enjoy their lessons, respond well to their teachers, concentrate and work hard. Relationships between pupils and staff are very good and built on mutual respect. These relationships are consolidated by the caring, family atmosphere promoted by every member of the school staff. Pupils show respect for each other and for school property, and collaborate and co-operate willingly with their teachers and each other. Their interest and involvement in activities are very good. They have a very good understanding of how their actions can affect others. Although the school has only a small proportion of pupils from minority ethnic backgrounds, there is very good racial harmony.

8. Behaviour in and around the school is good and parents appreciate the good standards promoted by the school. The majority of pupils are courteous, thoughtful and polite, both to one another and adults. A pleasant and friendly atmosphere is present throughout the whole school and

voices are only raised when it becomes a necessary part of a lesson. No bullying or oppressive behaviour was seen during the inspection. There has been one fixed-term exclusion during the past school year.

9. Pupils' personal development is very good and is constantly fostered by the school. Apart from the regular daily minor tasks which pupils help with, there is a 'Buddy' system whereby older pupils assist younger ones with reading. Pupils select their representatives on the school council where they discuss and propose improvements and changes to school life. In group tasks, pupils help and encourage each other without prompting and are keen to acknowledge each other's successes. All members of staff take every advantage of furthering pupils' personal development. Routine tasks are carried out with quiet efficiency and self-discipline and contribute very well to the smooth running of the school.

10. Children in the Foundation Stage have positive attitudes towards their work and play. They interact with adults well, but at times find it difficult to play harmoniously with other children when unsupervised. Children enjoy coming to school and take full benefit from the range of activities that is provided for them. Developing initiative and personal responsibility in learning is strongly encouraged by the teachers and most children are able to organise themselves well.

11. Pupils' attendance rate is well above the national average. Lessons start promptly, registers are completed correctly and the incidence of unauthorised absences is falling. This reinforces the parents' view that their children like school.

12. Overall, the attitudes, values and personal development of pupils are very good and a significant strength of the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The previous inspection found that the quality of teaching and learning was 'sound overall'. Good teaching was seen in approximately 30 per cent of lessons and just under 14 per cent of the teaching seen was unsatisfactory. There has been a very good improvement since then. The findings of this inspection are that the quality of teaching and learning is good, overall, and very good in Years 3 to 6. The proportion of good and very good teaching is much higher than at the time of the last inspection and no unsatisfactory teaching was observed. Of the 67 lessons observed during the inspection, four were excellent, 19 were very good, 32 were good and 12 were satisfactory.

14. The quality of teaching and learning for children in the Foundation Stage is good. Of the ten lessons observed during the inspection, two were very good, six were good and two were satisfactory. Overall, this represents a very good improvement since the last inspection, when teaching was judged to be unsatisfactory. This was because lessons were not planned to match children's experience, aptitude or ability and there was too much emphasis on control. Children did not have enough opportunities to learn through investigation and problem-solving. The two Reception teachers know the children very well as individuals and have developed warm relationships with them all. Consequently, children settle into school happily and successfully develop very good attitudes to learning.

15. The daily activities are well prepared and the suitable range of available resources indoors and outdoors is used effectively to stimulate interest and participation. The management of children is good and, overall, there is a suitable balance between activities that are directed by the teacher and those initiated by the children. The well-organised routines enable all children to become used to the pattern of the day and respond quickly to the high expectations for attentiveness and following instructions. The teachers and assistants in the Reception classes work closely as a team. They listen with interest to what the children have to say and through careful questioning maximise their learning.

The use of assessment to monitor the progress and development of the children is good and enables the teacher to plan effectively for the children's future learning.

16. The quality of teaching and learning in Years 1 and 2 is good. Of the 23 lessons observed, three were very good, 13 were good and seven were satisfactory. In the previous inspection, there was some ineffective teaching in English, mathematics and science where work was not matched appropriately to the different needs of pupils and teachers' objectives were unclear. The use of assessment to inform planning and teaching was weak. These weaknesses have been addressed well. The quality of teaching in English, mathematics and science is now very good because work is planned effectively to meet the needs of all pupils in the class and teachers have high expectations of what pupils can achieve. As a result, standards in these subjects are very high. Ongoing assessment of pupils' work informs planning and teaching very well in English, mathematics and science and is generally good in other subjects.

17. Some of the best teaching in Years 1 and 2 was seen in literacy and numeracy lessons. In these lessons, pupils are taught in groups formed on the basis of their previous attainment. The teaching of basic skills is very good. In a very good literacy lesson for Year 2 pupils, the teacher used a 'mental starter' effectively to sharpen up pupils' thinking skills, using 'One sunny morning...' as a stimulus for writing an interesting sentence. Pupils exchanged sentences and looked for ways to improve them using varied and imaginative vocabulary. Later in the lesson, the teacher modelled expressive reading before asking pupils to read aloud extracts from a text. Skilful questioning about the story ensured that pupils understood its content and were able to give reasons for their ideas.

18. In a very good numeracy lesson in Year 2, the teacher extended pupils' knowledge of halving and doubling through a fast-paced 'round robin' which reinforced their understanding and use of mathematical vocabulary very well. The teacher used a very good range of techniques to show pupils different ways of approaching and solving word problems. The quality of teaching and learning is very good in science because there is a strong emphasis on learning through investigation. Skills in art, geography, information and communication technology and physical education are also taught well in Years 1 and 2. Where teaching is satisfactory rather than good, the teacher's strategies for managing pupils' behaviour are less effective, and this has an impact on the quality of their learning. On a few occasions work planned for pupils according to the appropriate scheme of work is not always matched to their individual capabilities. This was seen in one aspect of religious education where part of the lesson was too complex for some of the younger pupils to understand.

19. The quality of teaching and learning is very good in Years 3 to 6. Of the 34 lessons observed, four were excellent, 14 were very good, 13 were good and three were satisfactory. The highest proportion of very good teaching was seen in Years 5 and 6, where two thirds of the lessons were very good or excellent and all were at least good. Just over half of the lessons seen in Year 3 were very good and the rest were good. The work completed by pupils throughout the year shows consistently very good teaching in English, mathematics and science. Where teaching is very good, the teacher's own knowledge of the subject and enthusiasm for it inspire the pupils and motivate them to learn. This was evident in a Year 5 art lesson where pupils were designing and creating masks for a carnival. An excellent introduction immediately sparked pupils' interest and enthusiasm as the teacher opened and read out an invitation to a masked ball. After watching a short video about the carnival in Rio, pupils then used their knowledge of a wide variety of different cultures, such as Peruvian, American Indian and Chinese, to design, make and evaluate their masks.

20. Very good teaching in literacy and numeracy enables pupils to reach very high standards but also makes learning interesting and enjoyable for them. As a result, pupils have high levels of motivation and respond very positively to the demanding work. The quality of teaching and learning in

science is very good because teachers achieve an effective balance between imparting knowledge and enabling pupils to learn through enquiry and investigation. Teachers are developing ‘young scientists’ who think and question and work things out for themselves. Very good teaching in physical education develops pupils’ skills very well and helps them to reach high standards in games, gymnastics, dance and swimming. Teaching is also strong in art, geography and information and communication technology. Overall, there are many strengths in pupils’ learning which result from the good and very good teaching. Pupils show good levels of interest, concentration and independence and they acquire knowledge, skills and understanding at a good pace. At the end of each lesson, pupils show they have a good understanding of what they have learned because teachers return to and reinforce the purpose of the lesson.

21. Teachers are skilful at reinforcing and extending pupils’ learning through questioning. This was illustrated very well in a Year 6 science lesson, when the teacher questioned pupils very effectively to encourage them to explain how they would devise an investigation or how they had arrived at a particular conclusion. Teachers use a very good variety of methods and techniques to help pupils learn. In Years 3, 4 and 6, which have recently had interactive whiteboards installed, the teachers use these very effectively to enhance learning across the curriculum. For example, in a good Year 4 geography lesson, the teacher made effective use of the whiteboard to increase pupils’ understanding of the features on an Ordnance Survey map. Teachers have very high expectations of what pupils can achieve, as was seen in a Year 6 information and communication technology lesson. Moving at a very brisk pace, the teacher consolidated previous learning about spreadsheets by asking pupils to show how to enter information in order to calculate the 15 times table. Pupils then progressed to creating a spreadsheet to show purchases, sales and profits in a shop. Teachers also have very high expectations of neatness and careful presentation of work.

22. Throughout the school, teaching assistants make a valuable contribution to the quality of teaching and learning. They are well trained and have high levels of expertise, work closely with teachers and support pupils very well when they are working in groups within the classroom. They are highly regarded and valued by teachers and form constructive and supportive relationships with the pupils.

23. The quality of teaching for pupils with special educational needs is very good and promotes very good progress for these pupils towards their targets. Teachers focus on pupils’ needs, and the targets on pupils’ individual education plans are clear and realistic. As a result, pupils make very good progress both in their grasp of the basic skills, and in their confidence and attitudes to work. Teaching assistants provide good support in lessons, in small group work and also when working with individual pupils. They provide individual help, as does the specialist teacher, and pupils have effective twenty minute sessions working at the targets on their individual plans.

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

24. The quality and range of the curriculum is good, with some very good aspects. This is a good improvement from the last inspection, when it was judged to be ‘sound’. All subjects now meet the requirements of the National Curriculum, which is a good improvement from the previous inspection, when information and communication technology and the curriculum for children in the Foundation Stage did not meet requirements. The school has addressed these two former key issues well. The curriculum for children in the Foundation Stage is appropriately based on the recommended learning goals and there is a good policy and scheme of work for information and communication technology, which provides for clear progression of skills. The total weekly teaching time meets recommendations. Although the amount of teaching time allocated to English is low compared with other schools, very

good opportunities are provided for pupils to apply their literacy skills in other subjects, such as history, science and geography. Additional time is also allocated to teaching library skills. Consequently pupils achieve very well in English.

25. A good feature of the curriculum for pupils in Year 6 is the detailed planning for their learning after they have taken the national tests in May, which will help to prepare them well for their transition to their next school. As well as the more formal lessons in English and mathematics, plans are in place for pupils to make a study of the local area, which will include aspects of ways to improve the local community. They will liaise with the local Parish Council to find out if there are any local initiatives in which they can become involved. Plans are in place for investigative science lessons and practical design and technology lessons. They are to take part in a first aid training week and will prepare for the annual leavers' performance.

26. The planning of the curriculum is very good, and provides full coverage of all National Curriculum programmes of study. The school's approach to teaching subjects separately is effective, and enhanced with good cross-curricular links. The National Literacy and Numeracy Strategies have been implemented very effectively, which has a positive impact on raising the standards achieved in English and mathematics. In Years 1 and 2, and in Year 6, pupils are placed in groups according to their ability for literacy and numeracy. This is very effective and ensures that the needs of the more able pupils and those with special educational needs are fully met. Information and communication technology is used well in many subjects, but not yet in all, and teachers use the new computer suite effectively to add a further dimension to pupils' work, as they research the Internet and produce graphs and spreadsheets.

27. Curricular provision for pupils with special educational needs is very good. The targets in pupils' individual education plans are well thought out and are reviewed every half term. These include goals for literacy, numeracy and sometimes for behaviour. There is a very strong commitment to equality of opportunity in the school and those pupils who have special educational needs are fully included in all activities and lessons. Pupils with special educational needs are withdrawn from some lessons for specialist help, and this enhances their learning well.

28. The school provides very good opportunities to develop the skills of pupils identified as having specific talents. There are many very good extracurricular activities to develop pupils' sporting and musical talents. Pupils are able to participate in clubs before school, during the lunch hour and after school, where boys and girls learn to play the recorder and hand bells, sing in the choir, use computers, learn Spanish and learn how to play chess. Pupils are also able to participate in a wide range of sporting activities that include football, netball and Kwik cricket. The school takes part in local sporting events and works with outside agencies, such as the Swindon Football Community, to extend pupils' skills. Pupils achieve sporting successes, winning trophies for cricket, rugby, football and gymnastics. At Christmas, the school choir sang outside a local store for charity and reached the finals of a local music competition.

29. The quality and range of learning opportunities for children in the Foundation Stage is satisfactory. This is an improvement on the findings of the school's last inspection when the curriculum provided was judged to be unsatisfactory. The planning now is sufficiently detailed and takes full account of the nationally recommended Early Learning Goals. However, it is relatively new and has yet to become firmly established. Reading, writing and mathematics are sufficiently well structured to develop the children's skills effectively. The previous inspection found that children were not given opportunities or encouragement to plan and review their work or to communicate their findings. Since the introduction of the 'Highscope' approach to creative activities, this is much improved and, in general, there is a good range of activities that encourage children to develop these

skills. Again this is new and does not always establish the principles and purpose behind the opportunities provided. The development of children's knowledge and understanding of the world is well planned. Children are well supported in their personal, social and emotional development.

30. Provision for pupils' personal, social and health education is excellent and a strength of the school. The school has a very detailed policy, a dedicated co-ordinator and a very good scheme of work that includes action plans with termly agendas. Each class maintains a 'floor book' to record their activities. Lessons are planned in depth and every opportunity is taken to allow pupils to explore and understand differing social values. In a Year 6 lesson, pupils debated the need for rules in society. Some thoughtful reasoning was provoked by the subject. Pupils' ideas ranged from "Some people break rules just because they are there" to "Without rules who is going to safeguard the vulnerable members of society?" In a Year 2 class, pupils discussed how they coped with the loss of a loved one or a favourite pet. This difficult subject was handled sensitively by the teacher and allowed pupils to explore feelings and share emotions. Pupils help to organise the summer fete and the leavers' service. The school promotes healthy eating and plans are in hand to set up a 'healthy option' tuck shop. The commitment of all staff to the personal, social and health education of pupils is impressive and effective.

31. The contribution of the community to pupils' learning is good. The efforts of the school and the governing body have resulted in close contact with a large local insurance company. The company provides off site meeting facilities for school staff and also donates funds to the school. It is also helping with information technology within the school and the setting up of the school's Internet web site. Other local businesses help the school with various projects. For example, a local public house assisted pupils with a history project. The school makes every effort to involve the community in helping with pupils' learning.

32. The school has very good links with partner institutions. It is the host school within the five school group which comprises the 'early years cluster group'. There is close contact with the secondary school which the majority of pupils progress to. The school has also forged close links with Brookes University whose students work in school as part of their teacher training studies.

33. Pupils' good behaviour and very positive attitudes to their work are founded on the school's good provision for their spiritual development, and very good provision for their moral, social and cultural development. This is a good improvement since the previous inspection, when spiritual and cultural development was judged to be sound and moral and social development was judged to be good. Pupils' spiritual development is enhanced in assemblies and in religious education lessons, where Christianity, Islam and Judaism are studied. The vicar is a regular visitor to the school and a Moslem visitor provides pupils with first-hand knowledge of his faith. Pupils are provided with many good instances to reflect on serious issues. For example, in a Year 6 religious education lesson, pupils were asked to reflect on whether God or a compass would be a better source of help. Pupils' ideas show how much they think deeply about issues, such as "I would rather trust in the compass than in a God who takes young people's lives away" and "I think God is better than a compass because why would He invent something that is better than Him?"

34. The very good provision for pupils' moral development is founded on the very high expectations that teachers and assistants have of them. All adults within the school provide very good role models for the pupils, and are consistent in the way that they show respect for both pupils and other adults. This helps pupils to know how to be respectful to others. The school has a very positive approach to the management of behaviour and this, and the good rewards system, helps the pupils to develop an appropriate idea of what is right and wrong. There are playground and classroom rules and

pupils understand and obey them very well. Moral issues are taught very well and pupils are well behaved in and around the school.

35. The provision for pupils' social development is very good and parents agree that the school helps their children to become mature and responsible. The school is a caring community in which everyone is respected and supported very well. The achievement award assemblies enable everyone to celebrate the successes of individual pupils' achievements, ranging from academic to sporting, as well as improvements in their social skills. The school council involves pupils well in the decision making process within the school. There is a very good range of visitors to the school, such as theatre companies, and visits to interesting places, including a very good residential visit for pupils in Years 5 and 6 to the Isle of Wight. Pupils are made aware of the needs of others and the school supports national and international charities.

36. Provision for the pupils' cultural development is very good. The school makes very good efforts to ensure that pupils learn about the multicultural nature of society in Britain and throughout the world. The school's strong links with a school in Bristol enhance pupils' understanding of Britain's multicultural society. In religious education, pupils develop respect for diverse faiths and cultures, which helps them to understand the wide range of activities in different cultures. Pupils learn about different periods in British history and Christian festivals. Art and music provide pupils with many very good experiences of different cultures, ranging from Western art and music to the far corners of the world. Geography enables pupils to become aware of a wide range of cultures, such as when they compare life in the United Kingdom with that in Africa, and Mexico.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Overall, the procedures for ensuring pupils' welfare are very good. The school values its pupils and looks after them very well. Procedures for child protection are now very good and have improved since the last inspection. There is a suitable child protection policy, with the headteacher as the nominated child protection officer. This, coupled with the detailed knowledge staff have of their pupils, ensures child protection matters are very carefully monitored. Four members of the school staff have received training in emergency first aid. Health and safety procedures have improved since the last inspection and are now supported by a comprehensive health and safety policy. The caring culture promoted by every staff member ensures pupils' well being. This, together with the family atmosphere of the school, creates a secure environment where learning can flourish. Teachers and other staff know the pupils well and are familiar with their background and circumstances. Support and guidance for pupils are very good.

38. The procedures for monitoring attendance are very good. They are rigorously applied and their success is reflected in the very good rate of attendance. The school also has regular contact with the educational welfare officer.

39. The school's behaviour policy continues to promote the good standards of behaviour which were recognised by the last inspection. Behaviour standards expected from pupils are highlighted in the school prospectus. The policy, which is based on acknowledging and rewarding good behaviour and using sanctions as a last resort, is observed and understood by all pupils. To support this further, the school has a co-ordinator responsible for promoting positive behaviour throughout the school on an ongoing basis. This and the examples set by staff ensure pupils meet and enjoy the high standards of behaviour expected from them.

40. Children in the Foundation Stage are well cared for and it is evident that they feel at ease in their surroundings. Induction procedures for children are good. The Reception teachers have established good relationships with the local playgroup, who in turn have the opportunity to use an

outside classroom on the school site for two afternoons a week in the summer term to work with the 'rising five' children. The children are also provided with the opportunity to join afternoon sessions with the children in the Reception classes. Consequently by the time children start school in the September they have a real feel for the school. Assessment procedures for these children are good and include on-going observations for each area of learning. The school is now in the process of introducing the new statutory pupil profile, which is intended to help teachers track the progress of individual children during their time in the Reception Year.

41. The personal development of pupils is a priority and starts from the child's first day at school. Pupils are constantly encouraged to become independent and think for themselves. The introduction of the school council and use of the 'buddy system' are some examples of the various initiatives the school has adopted. Personal, social and health education lessons also continually contribute significantly to the pupils' personal development.

42. The care and support for pupils with special educational needs are very good. Teaching assistants know the pupils they work with well. The whole school ethos is reflected in the way they ensure that pupils with special educational needs have opportunities to take part in all school activities. Their contributions are valued highly, and their achievements are recognised. There are good procedures for the identification of pupils with special educational needs. Pupils are quickly identified when they enter the school, and appropriate arrangements are made for the regular review of their progress. Very good records are kept of pupils' progress in relation to their targets. One area for development is that the class teachers do not at present write the individual education plans for their own pupils. The co-ordinator is aware of this shortcoming and has plans to rectify it.

43. The school's procedures for monitoring and supporting pupils' academic performance and personal development are very effective. They are used efficiently to decide how best to plan the curriculum for all pupils. This is a significant improvement since the school's previous inspection when a key issue identified the need to improve the rate of progress in Years 1 and 2 by using assessment information to inform planning. Results from the national tests are extensively analysed as well as a wide range of information that is collected on the performance of the pupils. As a result the school has a thorough understanding of different groups of pupils and makes very effective plans to meet their needs. Very good records are kept of these evaluations so that findings can be reviewed and progress towards targets quantified. This system helps the school track the progress of individual pupils and has a major impact on the improvement to pupils' learning.

44. The school has extremely effective systems in place for assessing pupils' attainment in English and mathematics. In English, assessments are administered each term, whereby each element of the programmes of study is covered in the course of the year. In addition to the formal assessments of mathematics, pupils' mental skills are also assessed on a termly basis. On completion of each test, the results are used to inform the planning of the associated topics, which is adapted by teachers to meet the needs of groups of pupils. The school also uses the non-statutory tests in English and mathematics. The results are analysed methodically to provide the school with much useful information. For example, this enables teachers to set appropriate targets for each pupil, to ascertain which pupils require further support and also to group pupils for the teaching of English and mathematics.

45. Science assessments take place at the end of each unit of work and information and communication technology is assessed each term at the end of the unit of work to ensure that each strand is covered. Religious education assessment again occurs at the end of each term. For all other subjects a formal comment is recorded on the 'What Next' sheets, stating the level achieved and the next stage of teaching. Results of all tests are also recorded on the summer term 'What Next' sheets. Parents are suitably involved in setting agreed targets for their child to achieve in English and

mathematics when they meet with class teachers during the spring term and discuss the comments made on the sheets. These targets are recorded and form the basis for each pupil's future learning.

46. Tracking procedures introduced by the previous co-ordinator provide a very useful agenda for the school to work to and track the progress of pupils from Reception to Year 6. Each cohort of pupils is tracked, starting with assessments carried out in Reception and continuing with all optional and statutory tests carried out in the school. The data are collated on a spreadsheet and each child's progress is carefully evaluated. This information is then analysed with class teachers to identify focus groups of pupils for intervention, at all levels of ability. Targets are set at the start of the year for each cohort and identified pupils targeted for intervention. The data are also used to compare the achievements of boys and girls.

47. Each term the headteacher and a member of the senior management team analyse three sample trays from each class. These cover three levels from each year group. This gives an overview of progress through the school and an indication of learning experiences being offered. Throughout the year, teachers meet to discuss the levels of pupils' work and standardise their judgements. The marking of pupils' work is constructive and regular and is particularly valuable for developing pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The effectiveness of the school's links with parents is satisfactory. The school makes every effort to communicate with parents in differing ways. However, despite these efforts some parents perceive that the school does not work closely enough with them or take account of their views. The school is aware of the need to improve communication with parents and is devising ways to achieve this.

49. The impact of parents' involvement on the work of the school is very good. Many parents help in school and make themselves available to assist with various trips outside school. The Parent and Teacher Association raises considerable funds which enable various school projects to be realised.

50. The quality of information provided for parents about pupils' progress is good. The school prospectus and governors' Annual Report to parents are very informative and now fully meet statutory requirements. Pupils' end of year reports are detailed and informative. In addition to the curricular information contained in these reports and curricular evenings for parents, a newsletter was initiated at the beginning of 2003 to inform parents about what their children will be learning each term. Consultation evenings are also held every term. Parents say that teachers are approachable and respond to any concerns they may have. Another good initiative has been the introduction of the 'Big Breakfast' where parents and pupils have breakfast together and parents then stay for the morning session. The school makes every effort to keep parents well informed about impending staff changes, as when the headteacher recently sent out a letter explaining the reasoning behind the appointment of the two assistant headteachers.

51. The Parent Teacher Association is also used as a medium for communication to parents. An Internet website featuring the school is being constructed to offer another method of communication to parents and other interested parties.

52. Parents of pupils with special educational needs are involved very well in their child's support. They are informed as soon as the school has concerns and are consulted in all procedures. Parents are kept well aware of the school's targets for their child, and are encouraged to share in the review procedures. They have indicated their appreciation of the school's support for their children. Parents of Reception children are invited to a meeting with the headteacher and the Reception teacher to discuss ways in which their child can be prepared for starting school. Once the children are in school,

the parents are kept well informed of their child's work and progress.

53. Parents' contribution to their children's learning at home is good. They support their children through listening to them read and helping them with homework. Homework books also provide a useful dialogue between school and home. Some parents of pupils in Years 1 and 2 expressed concerns that their children were given too much homework. A review of the pupils' homework books shows that they did receive substantial amounts of work to do at home earlier in the year. Teachers carried out their own review of homework and have revised this to ensure that pupils do not receive too much in the infant classes. Homework in the junior classes is used very well to support and reinforce learning.

54. Some parents also expressed the view that the school places too much emphasis on preparing pupils for the national tests at the expense of a broad and varied curriculum. This is not the view of the inspection team, which found that the school's main emphasis is on encouraging pupils to achieve the highest standards of which they are capable, while providing them with a broad, balanced and interesting curriculum which meets their differing needs and aptitudes. Pupils show by their enthusiasm and positive attitudes that they enjoy learning and are not unduly pressured.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the school are very good. This is a significant improvement since the previous inspection, when they were judged to be 'sound overall'. The headteacher provides very good leadership and has a clear vision for the school. He has built a strong management team by delegating responsibilities and encouraging teachers to develop leadership roles within the school. The headteacher has been instrumental in improving strategic thinking and planning by involving staff and governors in ongoing training in this aspect of management. This has been a key factor in improving the quality of the leadership and management of the school since the last inspection. The headteacher is very well supported by two newly appointed assistant headteachers, who were formerly members of the senior management team. He has managed recent staff changes very effectively and has made efficient use of teachers' talents and expertise to create a very strong staff team. The school has a very positive ethos which reflects its aims very clearly. The headteacher acknowledges the important contribution made to the school by the former deputy headteacher, who left a few weeks prior to this inspection to take up a headship. The school is very well placed to continue to improve and has a very good capacity to succeed.

56. The delegation of responsibilities within the school is very effective. The senior management team has a very good overview of standards and the curriculum and works effectively to analyse the school's performance and identify priorities for improvement. This is an improvement since the previous inspection when there were weaknesses in the management of the curriculum. The recently appointed co-ordinators for Years 1 and 2 and Years 3 to 6 are very well informed, have already made a very good start and have a clear understanding of their roles and responsibilities. Teachers who have responsibility for one or more subjects are influential in bringing about changes in practice to raise standards. This is particularly evident in English, mathematics, science and information and communication technology. Co-ordinators who are relatively new to the post show a good understanding of their role. There are very good systems in place to develop these roles further. Subject co-ordinators are given time to carry out their management responsibilities, which include observing lessons, sampling pupils' work and teachers' planning and ensuring that resources and paperwork are up-to-date.

57. The governors fulfil their statutory duties well and play an effective part in shaping the future direction of the school. A weakness identified by the last inspection was that governors did not have a long-term strategic vision for the school's development. This was addressed very effectively through

training for both governors and staff. Governors are now effectively involved in strategic planning and discuss a number of contingency plans that take funding and staffing implications into account. They have a good understanding of the school's strengths and weaknesses and work closely with the headteacher and staff to address identified areas for improvement. For example, the chair of governors is working alongside the co-ordinator for information and communication technology and has visited a number of other schools to observe good practice in the use of computer suites and interactive whiteboards. Governors have responsibility for overseeing one or more subjects and liaise closely with the subject co-ordinators to discuss priorities for improvement. They receive reports from co-ordinators, who also attend committee meetings to keep governors well informed about standards and initiatives being undertaken. Governors visit the school whenever possible to see the children's work and observe lessons, and then report on their observations at governors' meetings. They are confident to ask challenging questions, in order to fulfil their role as a critical friend.

58. There are rigorous systems for monitoring the quality of teaching and learning and the school's performance. The headteacher, assistant heads and co-ordinators observe lessons regularly and check pupils' work and teachers' planning in order to gain a good overview of standards and the quality of provision. Staff and governors evaluate the school's performance and identify key priorities for improvement. For example, detailed analysis of the results of national tests led to a specific focus on improving pupils' writing skills, which has resulted in higher standards. The school development plan and associated subject action plans identify clearly what needs to be done to raise standards and bring about improvement in the school's provision. Robust systems for reviewing progress each year are in place.

59. The school's procedures for appraisal and performance management are very good and contribute significantly to its highly effective management. The headteacher's and teachers' targets are firmly linked to the targets that are set for individual pupils and for the whole school. Appraisal procedures for all staff help to identify appropriate priorities and opportunities for continuing professional development. Consequently, staff training is well planned and directed towards specific areas of development. There is effective support for staff who are new to the school or newly qualified, and for student teachers.

60. The co-ordinator for special needs took up her appointment two weeks before this inspection. She has made a good start and has a very good grasp of the school's system and provision for pupils who have special educational needs. Pupils' progress is carefully tracked through the system applied to all pupils. The school meets the requirements of the Code of Practice for special educational needs, and the provision is very good. The teacher responsible for the provision for children in the Foundation Stage is a Reception teacher who, although fairly new to the position, has established an effective unit and provides sound leadership for its development.

61. Overall, the school uses its resources very efficiently to support learning. Financial management and administration are very good. The headteacher, administrative officer and finance committee monitor expenditure rigorously and undertake regular reviews to ensure that the school is achieving best value for money. The school evaluates its own performance in comparison with other similar schools and consults both parents and pupils about their views through questionnaires and discussions. Staff and governors evaluate the effectiveness of spending by reviewing its impact on standards and the curriculum. The school ensures that competitive quotes are obtained for major items of expenditure and contingency plans are in place that allow for changes in circumstances. Subject managers have responsibility for their own budget, and the priorities identified in subject action plans inform budget allocations each year.

62. Underlying all spending decisions is the overriding concern to do what is best for the pupils. This is particularly evident in the decisions that were made to maintain single age group classes in

Years 3 to 6, even though this resulted in very large classes in some year groups. Shrewd deployment of teachers and assistants and additional support teachers in Years 3 and 6 have proved to be very effective in ensuring that all pupils receive a good quality education. The large class sizes have not, as a result, had an adverse effect on pupils' learning, as some parents feared. The school's budget surplus in 2001/02, amounting to approximately 19 per cent of its income, consisted mostly of funds that had been committed to the building programme but not cleared by the end of the financial year. Plans show that this will be reduced to within acceptable levels in the current financial year.

63. Overall, there are good numbers of teaching and non-teaching staff to meet the needs of the curriculum and to provide adequate support for pupils at all levels of attainment. The newly qualified teacher receives very good support from a colleague who acts as mentor and all teachers provide strong personal support for each other and for teaching assistants, whose contribution is respected and valued. The range and quality of learning resources are satisfactory in the Foundation Stage and good in the rest of the school.

64. Although the accommodation is satisfactory, it has significant drawbacks. The school was originally built for 150 pupils but now houses more than 250. Despite the addition of three mobile classrooms and two extensions to the main building, some classrooms and the hall are small for the number of pupils, especially the larger classes in Years 3, 5 and 6. There is limited playground space for use in the winter when the field cannot be used. This has resulted in split playtimes in order to ensure pupils' safety and good quality play. The library does not allow for quiet study, has very few seats and not enough places to work. Pupils are often disturbed by others. The Reception classes are housed in two mobile classrooms. Their indoor accommodation is bright and well organised, although not particularly spacious. There is a small secure covered outdoor area, which is used appropriately to support the children's learning. However, there are some limitations as one Reception class has to either go through or around the other classroom to gain access to the area. Consequently it cannot be used freely throughout the day as an extension to the indoor activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to continue to improve the quality of education offered to the pupils, the governors, headteacher and staff should:

- (1) Seek ways to continue to improve the accommodation, especially the library and outdoor provision for children in the foundation stage.***

(Paragraphs 64, 66, 96)

- (2) Build further on the initiatives currently in place to work more closely with parents in order to improve the effectiveness of communication.***

(Paragraphs 48-54)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Further develop the use of information and communication technology as a tool for learning across the curriculum.*

(Paragraphs 26, 110, 117, 121, 143, 155)

*** EACH OF THESE ISSUES HAS ALREADY BEEN IDENTIFIED AS A PRIORITY FOR IMPROVEMENT IN THE SCHOOL DEVELOPMENT PLAN.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

67

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

34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	19	32	12	0	0	0
Percentage	6	28	48	18	0	0	0

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

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)	257
Number of full-time pupils known to be eligible for free school meals	10
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13
English as an additional language	No of pupils
Number of pupils with English as an additional language	4
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

		Year	Boys	Girls	Total
		2002	15	18	33
Number of registered pupils in final year of Key Stage 1 for the latest reporting year					
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	15	15	15	
	Girls	18	18	18	
	Total	33	33	33	
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (100)	
	National	84 (84)	86 (86)	90 (91)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	15	15	15	
	Girls	18	18	18	
	Total	33	33	33	
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (100)	
	National	85 (85)	89 (89)	89 (89)	

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

		Year	Boys	Girls	Total
		2002	17	18	35
Number of registered pupils in final year of Key Stage 2 for the latest reporting year					
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	16	16	17	
	Girls	16	17	18	
	Total	32	33	35	
Percentage of pupils at NC level 4 or above	School	91 (86)	94 (86)	100 (98)	
	National	75 (75)	73 (71)	86 (87)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	14	16	17	
	Girls	18	17	17	
	Total	32	33	34	
Percentage of pupils at NC level 4 or above	School	91 (73)	94 (82)	100 (98)	
	National	73 (72)	74 (74)	82 (82)	

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	209	1	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	1	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**Financial information****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	22.5
Average class size	28.55

Financial year	2001/02
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Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	140

	£
Total income	502192
Total expenditure	508836
Expenditure per pupil	2085
Balance brought forward from previous year	104012

FTE means full-time equivalent.

Balance carried forward to next year	97368
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Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	257
Number of questionnaires returned	152

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	1	0	0
My child is making good progress in school.	55	38	6	0	1
Behaviour in the school is good.	32	63	5	0	1
My child gets the right amount of work to do at home.	23	50	22	5	1
The teaching is good.	61	36	1	1	0
I am kept well informed about how my child is getting on.	40	45	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	54	40	2	3	1
The school expects my child to work hard and achieve his or her best.	65	34	1	0	0
The school works closely with parents.	28	49	18	4	0
The school is well led and managed.	40	44	13	1	2
The school is helping my child become mature and responsible.	55	37	6	1	2

The school provides an interesting range of activities outside lessons.

47	42	5	3	3
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Other issues raised by parents

Concern that the school places too much emphasis on national tests at the expense of pupils' broader education.

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

66. The provision for children in the Reception year is good. Improvement in the key issue identified in the previous inspection has been very good. The curriculum is now carefully planned to meet the requirements of the Early Learning Goals as recommended in the national guidance for the Foundation Stage. There are sufficient planned opportunities built into the curriculum for children to make their own choices about what activities to undertake and, as a result, the progress children make is now good overall. Day-to-day routines are well established, enabling all children to feel secure, safe and grow in confidence. Although the outdoor provision for the Reception children has undergone a great deal of improvement since the time of the last inspection, there are still some limitations, as one Reception class has to either go through or around the other classroom to gain access to the area.

67. Children are admitted to school full-time in the September of the year in which they become five. Overall, their attainment on entry is above average. By the end of the Reception year, most children's achievement is good and they are on course to exceed the Early Learning Goals in communication, language and literacy, mathematical and physical development and in their knowledge and understanding of the world. In their personal, social and emotional development, there are variations in their attainment and although most make rapid progress and are on course to exceed the Early Learning Goals, a few children find it difficult to take turns and share fairly. In their creative development most children are on course to meet the Early Learning Goals.

68. The quality of teaching and learning is good. This represents a significant improvement since the previous inspection when the teaching was judged to be unsatisfactory. There are many strengths in the teaching, most notably in the good quality activities planned to facilitate the development of children's literacy and numeracy skills. Direct teaching is good and careful attention is paid to finding suitable activities for children in more formal lessons, as well as keeping within the limits of their attention spans. The teachers work effectively as a team and ensure that the children in both Reception classes receive the same worthwhile experiences.

Personal, social and emotional development

69. The children are happy and confident in school. Their achievement overall is generally good and most children respond well and have developed mature attitudes to their learning. Well-organised procedures help the children to develop self-confidence and assurance and take care of their own needs. They are very eager to explore new learning and most children form effective relationships with adults and other children. However, there are a few children who find it more difficult to play together harmoniously. During whole class sessions, the children sit quietly and learn to listen to and consider the viewpoints of others. They are, in general, polite and remember to use conventional phrases such as 'please' and 'excuse me' when making a request. Although their behaviour in and out of the classroom is mostly good, there are a few children who behave quite boisterously when playing with others. Most children attend to their personal hygiene appropriately and independently tackle jobs such as undressing and changing into their physical education kit for lessons. The children are enthusiastic about learning and talk happily about what they are doing.

70. The quality of teaching and learning is good. Personal and social development is promoted well in all areas of learning, and the children are provided with a suitable range of opportunities to play and work together. All adults working with the children are courteous and encouraging and this successfully promotes children's development. The trusting relationships and care of all children are particularly good and encourage them to relate to others and recognise that each of them is valued. Systems are in place to allow children to choose some activities, find the right equipment and use their own initiative, but occasionally the outdoor activities lack direction. The provision for role-play, which supports the development of personal and social development is good and a suitable range of activities is planned that enables children to play co-operatively. The involvement of adults working with the children is good and helps to extend the children's ideas. A suitable sense of cultural differences is appropriately promoted through literacy and religious education lessons.

Communication, language and literacy

71. Children's language and communication skills develop well and most talk freely and confidently about their experiences and the things that interest them. Many children are fluent speakers and use a broad vocabulary. Individuals are generally confident when framing questions for visitors. They make sensible comments about their observations, but at times have to be reminded to listen to others' opinions. They handle books well and willingly talk about their favourite parts of a story. Many children recognise familiar words in simple texts and use their knowledge of sounds well to help them read simple regular words. Children confidently 'have a go' at writing and express themselves well. They are able to put their ideas into simple sentences and are beginning to understand how the sequences of sentences may be linked. For example, one child wrote, "First we went to the shops. We look at the food in the shop and next we went to Warhols". By the end of the Reception year, most children write independently for a variety of purposes.

72. The quality of teaching and learning is good. The teachers encourage children to speak by responding positively and posing and answering questions. This was illustrated well in a lesson where children listened to, discussed and then acted out the story of *The Good Samaritan*. Literacy work is well structured and closely linked to active tasks that are well suited to the needs of the children. Good teaching of phonics was seen in a lesson where the teacher used small bean bags with different sounds on them which the children used to make up their own simple words. The teachers have high expectations of the quality of work that can be achieved and as a result many children are at the stage when they write unaided and read independently. Handwriting lessons are well linked to the teaching of common spelling patterns. Within the role-play areas, children also have the opportunity to carry out 'pretend' writing activities and practise their writing skills. Through effective interaction with adults, all children extend their communication, language and literacy skills well.

Mathematical development

73. Children make good progress in their mathematical development. In numeracy, most children have gained sufficient knowledge to add and subtract two numbers when solving problems that involve ten objects and many are familiar with numbers to 20. Their use and understanding of everyday words, such as 'more than', 'less than', 'too few' and 'too many' when talking about numbers are well developed. When working with water, children describe whether a container is full, empty or half full and use language such as 'heavier than' and 'lighter than' to compare the weight of different objects. They recognise and name a triangle, circle, square and rectangle and make pictures using the different shapes. The classroom is used well to display numbers and encourage children to develop mathematical concepts through play situations.

74. Overall, the quality of teaching and learning is good. Teachers seize every opportunity to enable children to apply their developing knowledge and understanding through practical activities that

make learning fun. For example, when introducing children to symmetrical patterns, the work involved children in completing the chalked patterns on the playground and using balls, hoops and cones to make reflective symmetry patterns. This is a significant improvement since the last inspection when it was said that children were not given good quality opportunities for practical activities. The work is well-planned with clear objectives, and resources are carefully prepared and organised. Through the different activities provided, the children are constantly encouraged to discuss and develop their understanding of numbers. All adults working with the children encourage them to become mathematicians by using their growing understanding to solve problems. The work is well developed throughout the year and most children are able to record numbers unaided with reasonable accuracy.

Knowledge and understanding of the world

75. Children have a good level of general knowledge on starting school. They show curiosity in their surroundings and are eager to explore, investigate and ask questions. Teachers build effectively on this knowledge, helping them to learn more about the world. As a result of the good quality teaching, children achieve well and in many aspects they make rapid progress. Consequently, most children are well on course to exceed the Early Learning Goals. The activities are well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. There is a good emphasis on the provision of first hand experiences and children are encouraged to be observant and describe what they see. For instance, during the time of the inspection, a highly successful visit by members of the Swindon Fire Brigade was used effectively to promote the children's awareness of the work people do in the community to help others.

76. In science activities the children achieve particularly well. They identify the main external parts of the human body and of plants and they sort animals into groups according to their habitat and the number of legs they have. They describe ways in which some materials change, such as before and after chocolate is heated. In work related to history, the children gain an increasing understanding of the past when they learn about the work of Florence Nightingale and Louis Braille and recount the main events in their lives through drawing pictures and writing captions. Their work shows that most children understand the concept of visiting places abroad as they are given the opportunity to create their own passports. A suitable range of construction toys and materials is provided for the children to explore and use their skills to make models. They use a range of simple tools and techniques appropriately to cut, shape and join materials to make models with boxes. When using constructional equipment they frequently make items based on their own experiences, such as fire engines, after the visit.

77. When working at the computer, many children confidently and independently use the mouse to click on icons and commands and read the instructions. They have also used a paint program to draw pictures and create patterns. Children's awareness of cultural differences is appropriately enhanced through stories such as 'Anansi' and special events such as the celebration of the Hindu festival of Diwali. A strong sense of their own religious customs is promoted well through religious education lessons. In one lesson, the teachers made good use of the story of the Good Samaritan to increase the children's awareness of right and wrong and develop their understanding of the importance of caring for each other. Discussion and the good use of role-play to re-enact the story helped the children to reflect on their feelings towards the injured man and those who ignored him.

Physical development

78. Children's achievement is generally good. Teaching is good and there are particular strengths in physical education lessons. This means that children participate fully in lessons and learn to respond quickly to instructions. In the lesson observed outside in the playground, both teachers shared the lead equally well. They both demonstrated very good skills relating to the careful management of children

and the teaching of techniques to help children develop greater control over their bodies as they moved in and out of hoops. In this lesson, the children jumped backwards and forwards, and hopped and moved with increasing control from their hands to their feet around the hoops. The enclosed outdoor play area adjoining one of the classrooms is covered and in general the space is used appropriately to develop the children's co-ordination by pushing prams and riding tricycles. However, during the time of the inspection, this area was generally used for free choice activities in the afternoon and few opportunities were provided for physical activities.

79. Within the classroom, the children have frequent opportunities to develop their co-ordination skills in most aspects of the curriculum. They make sound progress in this aspect of learning and develop increasing hand control in the use of a range of tools. Most children competently pick up small items of equipment when engaging in play activities, making models and when using a variety of painting and writing tools. However, a number of children have difficulty in handling scissors properly.

Creative development

80. Children make sound progress in developing their creative skills and are on course to meet the Early Learning Goals by the end of the Reception Year. Examples of children's work showed that they draw and paint well using pencils and a good range of colours. There are good examples of observational drawings and paintings on display where the children have drawn pictures of their friends and painted sunflowers based on the work of Van Gogh. They make interesting models from boxes and are encouraged to evaluate their own and others' work. For example, after making a model of a police car the teacher asked, "Could anything have been done to make it better?" to which the child replied, "I could have made the wheels better to make them move". This is a significant improvement since the previous inspection when it was said that children were not provided with the encouragement to plan and review their work or communicate their findings. Although no music lessons were observed, a book of children's drawings showed that teachers provide a suitable range of musical experiences that have included listening to *Carnival of the Animals*.

81. The quality of teaching and learning in this aspect is generally sound. Role-play opportunities are carefully planned and enable children to act out imaginary situations such as serving customers in the bank or a post office. This is usually well structured and is most productive when adults intervene to give the children ideas. This they thoroughly enjoy and they take great pleasure in using a card to get money from the 'hole in the wall' and handling money.

ENGLISH

82. Standards in Year 2 and Year 6 are well above average in English. This shows further improvement on the good standards seen in the last inspection. Pupils achieve very well as they move through the school. Pupils identified by the school as having special educational needs achieve very good standards compared with their previous attainment because they receive well planned and effective support in class and their progress is regularly reviewed. The Extra Literacy programme for Year 1 pupils and the Additional Literacy programme for Year 3 pupils support their development well. No significant differences between the achievement of boys and girls were observed during the inspection.

83. Throughout the school, the majority of pupils achieves very good standards in speaking and listening. Most pupils enter the school with above average levels of spoken language and have good listening skills. Pupils in Year 2 are very confident and use a good range of vocabulary when making suggestions for a class poem about a ladybird. In a good Year 6 lesson, pupils contributed very well to a debate on the need for codes of behaviour. Pupils listened very attentively and respectfully to each other's contributions. The teacher's good class management encouraged all pupils to be fully involved

in the debate. Pupils made thoughtful comments as to why people such as the poor and disadvantaged need safeguards to protect their interests. Effective questioning and prompting by the teacher enabled pupils to discuss the risk of anarchy and dictatorship and to compare this with a democratic society. Pupils use a wide range of appropriate vocabulary within complex sentences and make relevant responses to questions.

84. In Year 2 and Year 6, standards in reading are well above average. Pupils of all ages enjoy reading. They confidently read aloud with clear voices and good expression. Pupils handle books with care and take them home regularly to practise their skills. Most pupils in Year 2 are independent readers. They willingly talk about the books they like and dislike, and explain why they like their favourite authors, such as Roald Dahl, Allan and Janet Ahlberg, Quentin Blake and Dick King-Smith. They use correct terminology well when talking about books, such as ‘blurb’, ‘settings’, ‘rhyme’ and ‘repetition’.

85. Pupils’ enjoyment of, and interest in books develop well through Years 3 to 6. Pupils enjoy reading a very wide selection of books, including non-fiction. In Year 6, pupils are able to evaluate the texts they read with growing competence. Most confidently talk about their books and comment on characters with varying degrees of detail, with most pupils reading a wide selection of challenging texts. In discussions about their reading, it is evident that many are able to use the higher order reading skills of inference and deduction, such as explaining ‘the sun is at its zenith’ within the context of a fantasy style book. Pupils suggest their favourite authors as Brian Jacques, C.S Lewis, Paul Jennings, Ian Fleming and J. R. R. Tolkien. Most are able to use the higher order reading skills of skimming and scanning very well. This was observed in a geography lesson when pupils read tabloid and broadsheet newspapers. They were looking for the locations in the world for the stories before finding these in an atlas and realised that the same story was covered in very different ways in the various newspapers. Research and referencing skills are appropriately developed and most pupils are familiar with the colour-coded system of classification in the library. Pupils identified by the school as having special educational needs read appropriate books well.

86. In Year 2 and Year 6, standards in writing are well above average. Joined handwriting is taught from Year 1, which is good, as this enables pupils to write fluently. However, although many pupils adhere to this, it is not always used consistently across the curriculum. The majority of pupils in Years 1 and 2 use a wide range of vocabulary and use words imaginatively to create interesting effects, such as “The mean, cruel, sneaky, hungry wolf” by a Year 1 pupil. Spellings are mostly correct and punctuation is used well, including speech marks and exclamation marks. The most able pupils in Year 2 use paragraphs well. Pupils are able to use their ideas effectively to write in a wide variety of styles, from interesting descriptive stories, such as “My selfish story”, to facts about ladybirds and the life cycle of a frog, and acrostic Easter and Spring poems:

Spring is here.

Pink blossom is growing.

Round, furry, yellow chicks.

In gardens flowers are popping.

New sheep are born.

God made spring.

87. In Year 6, pupils write in a wide range of styles, including newspaper reports, autobiography, stories, play-scripts, instructional writing and book reviews. Much of their writing uses a more formal range of structures and tone. This was evident in the very good Year 5 lesson on persuasive letter writing for or against keeping animals in captivity. Pupils draw upon a very good range of vocabulary and use words imaginatively to create deliberate effects. This was observed in the very good Year 6

writing when they imagined they were passengers or crew on the ill-fated *Titanic*, and in their factual writing about icebergs. All pupils use paragraphs appropriately and consistently in their writing. Pupils in Year 3 maintain very good rhythm and rhyme in their rap poems “My brother is really annoying”. Pupils in Year 4 write short play scripts well for a television or radio advertisement.

88. Pupils are encouraged to plan, draft, edit and refine their work, which enables them to achieve very high standards. They develop their ideas well and draw upon the wider range of vocabulary they encounter in their reading. Pupils use their literacy skills very well across the curriculum and word-processors are used very effectively to enhance the presentation of their work. The new interactive whiteboards are being used well to reinforce and extend pupils’ learning. Pupils organise their work to a clearly understood format and take a pride in presenting it as neatly and carefully as they can. Pupils’ work is valued and respected, and this helps to sustain its very good quality.

89. Although in previous years pupils had achieved good results in the end of Year 2 and Year 6 national tests, the school identified the need to improve pupils’ fictional writing and reading comprehension in order for more pupils to achieve high standards. An analysis of pupils’ work shows that the school is effectively addressing these issues by two very good new initiatives. At the beginning of every literacy lesson, pupils take part in a short mental oral starter, which is used very well as a stimulus for writing and to extend pupils’ understanding of the meaning of words. In addition, once a week, every class has an hour-long ‘reading carousel’. This is used extremely well and is helping all pupils to develop a love of reading, as well as achieving very high standards. Within the reading carousel, teachers and assistants are purposefully engaged with small groups of pupils, helping them to develop specific reading skills, while other pupils are reading for pleasure or undertaking research for specific facts from books or the Internet. During the reading carousel, pupils from each of the Year 3 to 6 classes take turns to become ‘reading buddies’ with pupils in the Reception class and Years 1 and 2. This is enabling pupils to enjoy books and to improve their reading skills at all levels, especially when the older pupils read their books to the younger ones. It also helps to encourage older pupils to use their initiative and to develop personal responsibility.

90. Throughout the school, standards in literacy are well above average, and the development of literacy skills across the curriculum is very good. There is evidence of very good productive links in subjects such as history and geography to develop pupils’ individual research skills using the Internet.

91. The quality of teaching and learning in English is very good throughout the school. This is a good improvement since the last inspection, when teaching in English was mainly sound in Years 1 and 2 and good in Years 3 to 6. There are very good relationships between pupils and adults in lessons. These relationships create a positive atmosphere for learning and give pupils the confidence to develop their skills and understanding, under the guidance of teachers and support staff who know them well. Teachers have very good subject knowledge, which is evident in their confident management of the literacy hour and in their clear and interesting presentations, which effectively interest and involve pupils. Lessons have a brisk, purposeful pace because they are planned well, and pupils are given a clear understanding of what they are expected to learn. There is a good focus on oral and listening skills throughout the school, and teachers use questions effectively to encourage all pupils to participate, and to extend and develop their responses.

92. Teachers use assessment information very well to ensure that their planning is appropriate to extend all pupils’ learning. Pupils’ written work is analysed against clear agreed criteria. Teachers work with pupils to produce personal writing targets for them, which are reviewed and adjusted each half term. Pupils in the three mixed-age Year 1 and 2 classes are placed in groups according to their ability for English lessons. Pupils in Years 3 to 5 work in groups within their own classes with work suitably matched to their needs. Pupils in Year 6 are taught in two groups, which enables a large group

of the most able to work at a very high level, while the small 'booster group' receives appropriate teaching to enable the pupils to achieve the expected level of attainment for their age. These very good teaching arrangements are having a positive effect on standards throughout the school.

93. Strengths in the teaching and learning of English across the school were illustrated well in a very good literacy lesson in Year 2, in which pupils compared books by two well-known authors with regard to the settings, characters and themes. The teacher's lively presentation engaged the pupils' interest from the outset. Through effective modelling of expressive reading, the teacher reinforced pupils' understanding of reading very well, before they took turns to read extracts of the new text. By effective questioning, she helped them to sustain their concentration and to develop useful strategies to gather the required information. There was a very good transition into group work, which was planned well and organised efficiently. Very good co-operation between the teacher and the learning support assistant, who was productively involved throughout the lesson, ensured that pupils made very good progress. Both questioned pupils to ensure their understanding and praised them for their good work. Very good relationships, and high expectations of pupils' behaviour, personal responsibility and standards of work ensured that pupils made very good gains in their learning.

94. The National Literacy Strategy has been implemented very well and is having a very good impact on pupils' learning. The detailed literacy policy supports teaching and learning well. Assessment procedures are very good, which is a good improvement since the last inspection. All pupils have individual targets in literacy, which helps them to be involved in taking responsibility for their own learning. Information and communication technology is used very well to support teaching and learning in English.

95. The co-ordinator is an experienced teacher and provides very good leadership. She monitors teaching, teachers' planning and pupils' work. She provides very good support for staff and in-school training. After analysing the school's latest national test results, she has been instrumental in helping to set up the new initiatives. She has produced new assessment sheets and is tracking a group of pupils to assess the impact of the two new initiatives. Resources for literacy are very good.

96. There is an appropriate range and number of books in the classrooms and the library. However, the library is situated in a restricted area in a corridor, which is also the main thoroughfare to the hall and the school offices. The library is too small for pupils to browse and enjoy books and to develop their research skills. Visits from theatre groups, authors, storytellers and poets and regular book fairs are a very good enhancement to the subject. The school's own productions provide memorable experiences for all pupils, either as participants or as part of the audience, and make a very good contribution to their spiritual, moral, social and cultural development.

MATHEMATICS

97. Standards in Year 2 are well above average in numeracy and the other areas of the mathematics curriculum. This finding matches the results of the 2002 National Curriculum tests, and represents very good improvement since the last inspection. Standards in Year 6 are also well above average, with a number of pupils who are outstanding. These very high standards have been achieved as a result of careful analysis of the national test results and a subsequent focus on providing a greater degree of challenge for higher attaining pupils. The findings in Year 6 show considerable improvement since the last inspection and broadly match the results of the 2002 tests. Pupils of all ages make very good progress in mathematics, including those who have special educational needs.

98. The quality of teaching and learning is very good, with some that is excellent. Teachers plan very well, and the pace and challenge of lessons are usually very high. For example, in a very good Year 2 lesson, pupils counted in twos threes, fours and fives very rapidly, forwards and backwards.

"Let's get going," said the teacher, setting the very brisk pace that was maintained throughout the lesson. All pupils were skilfully involved in a game, devised by the teacher so that everyone followed a sequence of questions and answers. Teachers are very careful to make sure that pupils can explain their workings, and that they check their work. Good examples of these aspects were seen in most lessons, and particularly in Years 2, 5 and 6.

99. One of the very good features of mathematics teaching is the partnership established between teachers and pupils. As a result, pupils revel in their work and are very keen to answer questions and solve problems. They grasp new topics very quickly, and rapidly sort out the mathematical operations needed to solve word problems. This was illustrated very well in a Year 2 lesson where pupils first learnt to deal with the problem when written on the board, sorting out whether to use addition or subtraction. So well did they grasp this work that soon they were able to listen to and solve word problems without seeing them written at all. At a more advanced level, Year 6 pupils worked very competently through problems that involved four-digit numbers divided by two digit numbers. The pupils chose their own methods as they worked on the board for the class to follow, but had to explain their workings as they went along.

100. In a Year 1/2 lesson, pupils used different strategies for working on addition and subtraction, and they understood the appropriate vocabulary such as 'add up', 'altogether', and 'makes'. Year 3 pupils chose appropriate operations to solve money problems. They used addition, subtraction, multiplication, and doubling, and had to explain and record their work. Year 4 learned that addition of pairs of two digit numbers can be carried out in any order. Work was provided that was suitable for the various levels of attainment in the class and pupils made good progress. In a very good Year 5 lesson, pupils used tests of divisibility in four digit numbers including some that had remainders. The pace was very brisk and pupils had a very good grasp of mathematical vocabulary as well as the methods used for working the problems. They worked very well independently and were articulate in explaining their work to the whole class. They used a variety of methods, including approximation, for checking the accuracy of their calculations.

101. Year 1 pupils recognise coins, sequence numbers, and find the differences using subtraction when giving change in their "shopping." They tell the time on the hour and half hour, recognise two-dimensional shapes and can round numbers up or down appropriately. Year 2 pupils partition numbers, calculate amounts of money to £100 and solve word problems with two or three stages. They use standard weights, understand the points of the compass, and add and subtract in volume problems using metric measures. Year 3 pupils understand the link between multiplication and division. They understand odd and even numbers as well as the use of addition, subtraction, multiplication and division to solve problems. Pupils in Year 4 estimate length, find the perimeter and area of shapes, and understand how to use inverse methods to check their work.

102. Some outstanding work is to be found in Year 5, where the majority of pupils attain above or well above average standards. Pupils successfully estimate the possible outcomes of problems, and use calculators to check the accuracy of their own mental calculations. They understand ratios, mixed and improper fractions and solve complex word problems. Year 6 pupils move into more complicated work and bisect quadrilateral figures, simplify fractions, convert them to decimals and put them in order. They rise to the mathematical challenges presented by their teacher very well and delight in solving problems. There is an excellent partnership between teacher and pupils in Years 5 and 6, and they tackle the more complicated problems together.

103. Teachers are very confident with the National Numeracy Strategy, and they apply it very well. Most teachers show very good management of the whole class and of groups. Work is suitably matched to pupils' needs and stretches the more able to greater achievements. Pupils are confident

when explaining their work, and teachers always make clear, at the beginning of the lesson, what it is that pupils are going to learn. Information and communication technology is used very effectively in many lessons. Numeracy skills are used and developed well in other aspects of the curriculum. For example, in registration time, Year 1/2 pupils calculated the dinner numbers by subtracting those who requested packed lunches from the class total. They have also produced simple graphs in their surveys of pets and the colour of pupils' eyes in the class. In science, Year 4 pupils recorded their findings in graph form when they were measuring the length of time taken to melt ice during an experiment on insulation. Year 3 pupils used their weighing skills when testing the strength of carrier bags.

104. The leadership of mathematics is very good. The school's results in the National Curriculum tests are fully analysed and strategies put in place by the co-ordinator to remedy any shortcomings. The co-ordinator clearly understands what is required to improve standards, and manages and monitors the subject very well. There has been significant improvement since the last inspection, namely in standards and in teaching, both of which are now very good. Assessment of pupils' work, together with the school's system for tracking individual pupils' progress, enables the planning for mathematics to be very well informed and geared to pupils' needs very well. The subject is well resourced.

SCIENCE

105. Standards in science are well above average in Year 2 and Year 6. This is an improvement on the findings of the previous inspection, when standards were in line with the national average in Year 2 and above average in Year 6. The inspection findings also show an improvement on the results of the 2002 national tests in Year 6. The improvement in pupils' attainment in science has come about because of very good curricular planning and teaching. Pupils take part in well-planned scientific investigations, as well as acquiring knowledge and understanding from teachers' skilful explanations and demonstrations. Throughout the school, pupils achieve very well in the subject. Pupils with special educational needs make good progress because they benefit from practical investigations and receive good support when required to record their findings. There are no significant differences in the performance of boys and girls.

106. Pupils in Year 2 predict what might happen before carrying out an investigation, make simple observations and present their findings in a variety of ways. For example, they predicted how far different objects would travel down a ramp and gave reasons why some would travel further than others. Pupils know how to carry out a fair test by keeping some features the same and changing others, such as the height of the ramp and the type of surface. Pupils know that humans and animals grow and change and understand the importance of a balanced diet. They understand how some materials can be changed by heating and identify the properties of different materials. Pupils construct electrical circuits and know that they must be complete in order for a bulb to light up.

107. The quality of teaching and learning is very good in Years 1 and 2. There is a strong emphasis on experimental and investigative science, which develops good enquiry skills and nurtures pupils' natural curiosity. Teachers achieve an effective balance between practical work, factual learning and recording. All of these features are evident in the work pupils have done throughout the year, which also shows that teachers plan work very carefully to cover all aspects of the science curriculum. Work is also planned very well to meet the needs of pupils at different levels of attainment in each class. This was illustrated in the lesson seen during the inspection, where pupils were sorting and categorising animals into groups using different criteria. For example, more able pupils were expected to decide their own criteria for sorting, while pupils at an earlier stage of learning worked with the teacher to sort models of animals into 'sorting rings'. There is very good development of scientific vocabulary, and of pupils' literacy skills as they write about their findings and explain what they

discovered. Numeracy skills are also developed well when pupils measure the distance objects travel down a ramp. A strong feature of the teaching is the skilful questioning that challenges pupils to think for themselves: "Do you think the object will travel further when the ramp is higher or lower? Why do you think this?"

108. Pupils in Year 6 make predictions about the outcome of experiments based on previously acquired scientific knowledge and understanding. They conduct a series of observations, comparisons and measurements with suitable precision and record their observations systematically, as when they investigated factors that affected the rate at which different substances dissolve in liquid. Pupils understand the functions of the major organs of the human body and know that micro-organisms can be both harmful and beneficial. Pupils apply their knowledge about how to separate a mixture of solids and liquid by filtration, evaporation and condensation and investigate whether changing the temperature of the water affects the speed at which different substances dissolve in it. They understand the forces involved when testing whether the size of a helicopter affects the time it takes to descend to the ground.

109. The quality of teaching and learning in Years 3 to 6 is very good. Teachers have high levels of expertise in the subject and very high expectations of what pupils can achieve. Lessons are planned very effectively to achieve a good balance between imparting knowledge and practical investigations, where pupils apply and refine their knowledge and understanding. Very good development of scientific vocabulary enhances pupils' literacy skills, and challenging questions prompt pupils to think creatively and make connections between different aspects of their work. This was illustrated in a very good Year 6 lesson where the teacher set up a series of workstations, designed to assess and reinforce pupils' previous learning. Challenging questions led pupils to apply their knowledge and skills to new situations. The teacher's very good scientific knowledge and his enthusiasm for the subject motivated pupils and sustained their interest. The room was a hive of activity and there was a noticeable buzz of excitement as pupils worked together to complete the tasks in a given time.

110. Pupils' work shows that very good teaching throughout Years 3 to 6 leads to very high standards of achievement in each year group. Teaching builds consistently well on pupils' previous learning and constructive marking and ongoing assessment ensure that pupils know how to improve and that work is well matched to their differing levels of attainment. By the time they reach Year 6, pupils have a very good understanding of how to conduct a fair test, formulate a hypothesis and draw meaningful conclusions from their findings. Very effective development of literacy and numeracy skills is another strong feature of the teaching. Pupils explain their method and findings in appropriate detail and often record the results of an investigation in the form of a graph. The use of information and communication technology in science is developing appropriately, but is not yet fully effective. The co-ordinator has identified this as a priority for improvement.

111. The subject is very well led by an enthusiastic and knowledgeable co-ordinator, who has monitored standards and the quality of teaching and learning throughout the school. This has led to an increased focus on investigative work. Assessment procedures are very good and assessment information is used very well to inform planning. The curriculum is enhanced by visits to the local area and to the 'At Bristol' interactive science museum. There is a good range of resources to support teaching and learning and the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. There are numerous opportunities for pupils to experience and wonder at the beauty of the natural world and to work together on experiments, sharing ideas and resources and helping each other.

ART AND DESIGN

112. Pupils' work in art and design, including that of pupils with special educational needs, meets national expectations in Year 2 and is above average in Year 6. This is a good improvement on the standards reported in the school's previous inspection. It reflects the improvements that have taken place in the quality of teaching and curricular planning.

113. Pupils in Year 2 use pencils and crayons well for their drawings in the style of William Morris. They use fabrics satisfactorily to make collage 'Spring' pictures and use information and communication technology to create satisfactory 'Spring' prints. Good links are made with their geography work on Africa, when they use flour, paint and fabric to create effective giraffe and zebra wall hangings. When attempting to produce the textures of different fruits, younger pupils roll, twist and pull playdough, whilst older pupils use pencils to make sound observational drawings of fruits and natural materials. Most have difficulty trying to produce the effect of texture within their drawings, although a few are able to use shading and lines well to create the softness of a feather or the spikiness of a fir cone.

114. As pupils progress through the school, their skills improve and many produce high quality sketches with suitable attention to line, detail, proportion and expression. Pupils in Year 3 create good pencil drawings of Wanborough Church. Pupils in Year 4 use watercolours appropriately for their own interpretation of David Hockney's painting *Mr and Mrs Clark and Percy*. Pupils in Year 5 make good observational drawings of everyday objects and use watercolours very well for their still life paintings of fruit. Pupils in Year 6 have very good drawing skills, which they use well to create a three dimensional effect in their high quality still life sketches of everyday objects. In their drawings of bottles and drinking glasses, they use subtle shading very well to convey the translucence of glass. Good links are made with history, when pupils use their art skills to make good pencil drawings of historical artefacts, such as a carpet beater, a mincer, and a farm cart. They have used wire and black tissue paper well to create good sculptures in the style of Giacometti's elongated, thin, bronze figures.

115. The quality of teaching and learning is good and promotes good progress throughout the school. All teaching and learning is at least satisfactory and ranges to excellent. Teachers are confident in their knowledge of art and design and this ensures that pupils learn the basic skills of drawing, designing and painting effectively. Teachers' high expectations and effective teaching strategies mean that pupils move on quickly from basic art techniques. They encourage pupils to experiment with more demanding techniques, such as using a viewfinder to choose interesting aspects for their paintings. Teachers provide stimulating materials which pupils enjoy experimenting with, such as in the Year 5 lesson where pupils used a wide range of materials to create masks. Pupils refine their skills well as they progress through the school and show increasing confidence in using various media and techniques. Sketchbooks are used well throughout the school to record observations and to develop ideas. Pupils study the work and styles of various cultures, such as African, Mexican and Ancient Greek, and artists, such as Mondrian, Hockney and Van Gogh, which helps to improve their own work.

116. An excellent Year 5 lesson illustrated very well the strengths of the teaching and learning in the school. In a previous lesson, pupils looked at masks from different times and cultures and made their own designs for a mask. After a brief recap on the previous lesson, the teacher explained the learning target for the lesson and aroused pupils' curiosity by opening an invitation for them to attend a carnival where they must wear a mask. The teacher explained that the mask should have a carnival theme. It should be as opulent as they can make it and reflect the culture and style which has influenced their design. After watching a short excerpt from a video of a carnival in Rio, the teacher showed them the full-face masks and materials available to them. He asked them to make two improvements to their previous design before choosing their materials. The pupils responded eagerly

and quickly became engrossed in their work, experimenting with paints, glitter gel, feathers, beads and sequins to decorate the masks. They based their designs on ideas from countries such as Peru, China, Sri Lanka, India, Africa, North American Indian and Brazil, which extended their cultural development very well. The teacher's innovative approach, excellent subject knowledge and lively teaching engaged pupils' interest at all times. He enabled them to make excellent progress and achieve a high level of attainment in their artwork, which was used in a dance lesson later in the week.

117. The co-ordinator for art is relatively new to the role and has made a good start. She has good subject knowledge, is enthusiastic and has a fresh and imaginative approach to the subject. She has introduced national guidelines for Years 1 and 2 to enhance the curriculum and extend the range of skills taught. She has written the plans for these classes and is reviewing and developing the planning for the Year 3 to 6 classes. The guidelines are adapted well to the needs of the school in the Year 3 to 6 classes to ensure progression in the teaching of skills across the school. The co-ordinator gives informal advice to colleagues and monitors displays. Teachers create relevant links with other subjects, for example, drawings of Ancient Greek vases and the Bayeux Tapestry in history. Information and communication technology is used effectively in Years 1 and 2, but there are fewer opportunities for older pupils. There is a good range of resources. Pupils' artwork is assessed and the information is used well to guide future planning. Throughout the school, colourful displays are used effectively to enliven classrooms and enhance communal areas. Art and design makes a very good contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

118. During the course of the inspection, it was only possible to see two design and technology lessons in Years 1 and 2. However, based on evidence drawn from an analysis of pupils' work and discussions with staff and pupils, the standard of attainment is judged to be average in Years 2 and 6. This is the same as at the time of the school's previous inspection. Pupils' achievement in this subject, including those with special educational needs is satisfactory. There are no differences in the attainment of boys and girls.

119. Throughout the school the quality of teaching and learning is satisfactory. In Years 1 and 2, the teaching promotes effective designing skills. This was evident from the examples of work on mechanisms. Basic skills are developed well when pupils learn how to use pieces of card to incorporate hinges and flaps into a moving picture for a storybook. Their work on vehicles showed that pupils began by considering different types of vehicles, from which they developed their own design ideas through drawing labelled diagrams. Their step by step instructions show how they plan the order of their work and choose the appropriate materials and tools required. A useful writing framework enabled pupils to structure their thoughts and guide their thinking when evaluating their designs and products. In the lessons observed, where pupils were preparing their designs in readiness to make 'Technicolour Dream Coats' for Joseph, the teachers encouraged pupils to think carefully about the multicoloured patterns that they would use to decorate the coat. Although sound, this activity was limited to pupils drawing a simple style of coat and using coloured pencils to create patterns.

120. In Years 3 to 6, where no lessons were observed, teachers' planning and pupils' work show that pupils are given a suitable range of experiences in designing and making that build effectively on their previous learning. Evidence of well planned practical tasks in Years 3 and 4 was apparent in pupils' work on torches. The pupils dismantled torches, drew detailed labelled sketches and, after revising how to make a simple circuit, were encouraged to consider the role of a switch and metal in a circuit. In Years 5 and 6, it is evident that careful attention is given to teaching the techniques required to design and make products for a specific purpose. For example, pupils have designed and made slippers that are suitable for different users. The designs showed that pupils had considered the

appearance and the different materials that could be used. Pupils evaluated the designs once completed and identified aspects of functional and decorative quality. For example, one pupil wrote, “I wouldn’t wear it myself, but I would recommend it for a younger child”, while another commented “I don’t think they would slip off as they seem to have a good grip”. However, there was little evidence of pupils using measurements accurately in their design work. In the summer term, opportunities are planned to provide pupils in Year 6 with a focused unit of work on shelters in order to provide greater challenge and raise standards in the associated design and making process.

121. Design and technology is effectively co-ordinated. A broad range of learning opportunities is suitably planned through the two year rolling programme to ensure pupils receive learning experiences on a regular basis. There is a suitable range of tools and materials for pupils to use. There are however, few examples of older pupils using information and communication technology in their design and technology work. Overall, the subject makes a sound contribution to the pupils’ social and moral development by providing opportunities for them to work co-operatively and to develop the ability to make a reasoned evaluation of their own work.

GEOGRAPHY

122. In Years 2 and 6, standards are above average, and all groups of pupils achieve well. This represents a good improvement on the findings of the previous inspection, and shows the benefits of a good scheme of work and consistently good teaching across the school.

123. Pupils in Year 2 have a good understanding of the natural features in their local area and the need to care for the environment. They have a good understanding of the similarities and differences between their local area and Tocuaro, a village in Mexico. They design a key for a simple map of Tocuaro, showing mountains, houses, a lake, church and school. Pupils enjoy using photographic evidence of different places in Africa, which is enabling them to understand that there are modern cities as well as large areas where wild animals freely roam. They have a good understanding of the poverty of people living in a shantytown in Africa and of the vast difference to their own environment. More able pupils can explain the difference between physical and human features of an area. They explain the difference between a country and a continent and know that “the equator is nearer to the sun, so it’s hot there”. Their very good reading skills enable them to deduce facts from sources of information well. Pupils in Year 1 identify different features of their local area on a map of Swindon. They identify the British Isles, Mexico and Europe on a map of the world. They draw their own simple maps of a Mexican village.

124. Pupils in Years 3 to 6 use a wide range of geographical skills to help them investigate a variety of places and environments. Pupils in Years 3 and 4 interpret and use symbols on an Ordnance Survey map to learn about the features of a present-day village. Pupils in Year 5 have a very good understanding of Swindon and use their persuasive writing skills very well to produce stimulating brochures to encourage people to relocate to the area. Pupils in Year 6 use an index and map references in an atlas well to find the locations of stories they read about in a wide range of newspapers and on the Internet. Good links are made with history, such as investigating the reasons early settlers decided to stay in a certain area. Pupils in Years 5 and 6 benefit from a residential visit to the Isle of Wight, where their learning about the coastal area is extended well through first-hand experiences.

125. The quality of teaching and learning is good throughout the school, with some evidence of very good teaching and learning. All lessons are planned well with clear learning targets. These are shared with pupils, which enables them to understand what they are going to learn within the lesson. Information and communication technology is used well, as when pupils use the Internet for research projects and for up to the minute information. Resources are well prepared and easily accessible. The best lessons are well balanced with a very good range of activities, proceed at a brisk pace and maintain pupils' interest very well.

126. The co-ordinator has only been in post for two terms and has made a good start. She is providing sound support for staff. Resources are satisfactory. Assessment is undertaken once a year and is used to inform future planning. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development through the study of the environment and other cultures.

HISTORY

127. During the inspection it was only possible to observe the teaching of history in Years 1, 2 and 5. Judgements are based on this evidence, an analysis of pupils' work, discussions with pupils and of the school's planning. Indications are that standards are average in Year 2 and Year 6, which is the same judgement as that made by the school's last inspection. There is however, evidence of higher attainment in Year 5. All pupils make satisfactory progress as they move through the school and their achievement is sound. There are no differences in the attainment of boys and girls.

128. The quality of teaching and learning is satisfactory in Years 1 and 2 which is the same judgement as that made by the school's previous inspection. Pupils' work shows that teachers have a secure understanding of what is appropriate for pupils to know. They plan lessons carefully and create varied and interesting opportunities for pupils to develop their skills and to record their work. The analysis of work shows that pupils have an emerging sense of chronology by sequencing buildings and building materials by age. They learn about the similarities and differences between homes today and homes in the past by creating collage pictures of caves and the homes of Vikings, Saxons, Tudors and those of today. There are useful links with other subjects as seen in the pupils' models of futuristic homes. In the lessons observed, teachers made appropriate use of art and design and literacy to develop pupils' knowledge of events at the time of the Coronation of Elizabeth II. A video and useful collection of photographs and books provided a good stimulus for learning and introduced pupils to words associated with the ceremony, such as orb and sceptre. Pupils learn about famous explorers in the past and modern-day explorers, such as Christopher Columbus and Neil Armstrong, but in general have a limited understanding of the different ways in which historical people can be depicted.

129. The evidence indicates that the quality of teaching and learning in Years 3 to 6 is satisfactory overall. The analysis of work shows that much of the work covered previously from Year 3 to Year 6 has been based on Ancient Greece and Britain since the 1930s. Overall, pupils' work shows steady progress in their knowledge and understanding of the characteristic features of these times. In Year 6, pupils have gained a sound insight into the way of life, beliefs and achievements of Ancient Greece and the legacy of that civilisation. Their work is well presented but rather limited in scope and showed few opportunities for them to their apply their literacy skills further in such areas as presenting a balanced argument and writing from different points of view. However, it was evident in discussion with Year 6 pupils that they had been enthused by the teaching when studying Britain since the 1930s. They spoke knowledgeably about how times had changed in terms of occupations, hygiene and the role of women.

130. In a very good Year 5 lesson, the pupils were learning about the main events in Boudicca's revolt. The teacher provided pupils with three different versions of the story, which he used skilfully to capture the pupils' imagination. The pupils took full part in a discussion of the different interpretations,

asked questions and gave opinions. After dividing the class into three groups, representing the Celts, Romans and historians from today, the teacher skilfully developed pupils' understanding that the writing expresses the thoughts and ideas of the writer. Pupils were challenged to construct a presentation for a court, either defending Boudicca's actions or accusing her of acts of terrorism, with the third group having to consider both sides of the argument. Concluding the lesson with Boudicca standing trial, the pupils confidently presented their points of view and learnt that history is always open to debate and there is no one right answer. This lesson was particularly successful because the teacher planned and organised it extremely well and allowed sufficient time for discussion while constantly probing pupils' understanding with skilful questioning.

131. The school has developed effective termly plans that support the teaching of history well. History often provides useful links with other subjects, such as geography, literacy, art and design, design and technology and information and communication technology. Assessment procedures are satisfactory but do not systematically record pupils' progress in acquiring historical skills. Leadership in the subject is good. The co-ordinator has a clear overview of teachers' planning and has extended this to evaluating the work produced by pupils. The school draws on a wealth of resources to enrich the history curriculum and includes visits to such places of interest as the Museum of London, Bristol Museum and the Welsh Museum of Life. Visitors to the school recount their experiences of the past. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through their understanding of the legacy of ancient civilisations to modern society and through the opportunity to work collaboratively in researching information.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Standards are above average in Years 2 and 6. This is a significant improvement since the previous inspection when they were below average in Year 2 and well below average in Year 6. Since that time, the school has installed a computer suite and has many more computers for pupils to use. A new policy and scheme of work have also been introduced, which provide a good framework for ensuring progression in the teaching of knowledge and skills. In addition, a comprehensive programme of staff training has raised levels of expertise throughout the school. As a result, pupils now make good progress in acquiring knowledge and skills because of well planned teaching and plenty of opportunities to use computers. However, although teachers are improving the ways in which information and communication technology is used across the curriculum to promote and enhance learning, this is not yet fully effective in all subjects.

133. In Year 2, pupils use computers confidently and are quick to log on independently and gain access to different programs. They enter, save and edit text, sometimes adding graphics to illustrate their writing. Using a program called 'Dazzle', they brush, pen, flood fill and spray tools to create a variety of pictures. For example, in a good link with art, pupils produced very effective pictures in the style of Mondrian. They collect data and use it to create bar charts, as when they showed the numbers of different pets owned by the class. Pupils program a toy robot to move around the room according to simple instructions. They record a sequence of instructions to draw shapes on the computer. Pupils have a good understanding of the different uses of information and communication technology in the world beyond school.

134. The quality of teaching and learning is generally good in Years 1 and 2. Teachers are confident in the subject and make effective use of computers to teach new skills and allow pupils to explore different programs and find out what they can do. Effective links with numeracy, literacy and art were seen during the inspection. On one occasion, the program that was used to teach pupils how

to create different types of graph did not provide sufficient challenge for the more able pupils in the class

135. In Year 6, pupils design and produce a multimedia presentation for a website. They combine text, graphics and sound effectively and incorporate buttons to create links between pages. Pupils use the Internet to search large databases for information. They save pictures and text and import them into documents. Pupils understand that devices can monitor physical changes and use a light meter to measure light and darkness. They use this knowledge when designing a simple lighthouse to incorporate a light sensor. Pupils write a procedure to make the bulb flash every second and use the light sensor to make the sequence occur when it is dark.

136. The quality of teaching in Years 3 to 6 is consistently good, and often very good. Three of the four classes have recently installed interactive whiteboards which the teachers - and pupils - are already using very effectively to support learning across the curriculum. Teachers have high expectations of what pupils can achieve and plan demanding tasks which develop pupils' skills to a high level. Teachers' high levels of expertise in and enthusiasm for the subject inspire and motivate pupils to do well. Lessons are fast paced and interesting for pupils and provide them with plenty of opportunities to use computers and other hardware. All of these features were seen in very good lessons in Years 3 and 6. In Year 3, very effective use of the interactive whiteboard ensured that pupils learned rapidly how to locate an Internet website, and read and reply to e-mails from pupils in a London school. Clear explanations and demonstrations followed by opportunities for all pupils to practise skills ensured high quality learning. In a very good link with mathematics, Year 6 pupils created a spreadsheet to calculate purchases and profits on stock in a shop. The teacher's fast paced explanations and very skilful questioning, combined with highly effective use of the interactive whiteboard, ensured that pupils progressed at a rapid rate.

137. The Year 6 lesson also illustrated very well how the school's ample resources are used to maximum effect to support learning. Pupils used the computer suite, six computers in the corridor, and laptops and interactive whiteboard in the classroom. All had equal access to the resources and opportunity to further develop their skills and knowledge, despite being a class of 39. The two teachers worked together effectively to ensure that all pupils were suitably challenged and had adequate help if needed.

138. There has been a very good focus on improving provision in the subject since the previous inspection. The recently appointed co-ordinator is knowledgeable in the subject and provides good leadership. The chair of governors also provides good support for the co-ordinator and works alongside him to ensure the most effective use of the school's resources. This is a good example of how governors ensure that the school receives and gives best value for money. There has been a clear focus on raising standards through the school improvement plan. The co-ordinator monitors standards of work and provides effective support for teachers. Apart from a weakness in one area of learning in Year 2, the curriculum is well planned to develop pupils' skills and knowledge in progression from year to year. Good assessment procedures are in place, which enable teachers to track pupils' progress and plan work to meet their needs. The subject makes a very good contribution to pupils' social and cultural development as they learn to co-operate on shared tasks and find out about the uses and importance of information and communication technology in society.

MUSIC

139. Standards in music are average in Year 2 and Year 6. This broadly reflects the findings of the previous inspection. Although examples of good teaching were seen during the inspection, discussion with teachers and analysis of pupils' work indicates that, overall, teaching and the rate at which pupils learn are satisfactory. There is some lack of subject knowledge throughout the school. However, the

sharing of expertise amongst staff and the introduction of a published music scheme have helped to support less confident teachers. Overall, pupils' achievement is satisfactory. Pupils with special educational needs make sound progress.

140. The quality of teaching and learning is satisfactory in Years 1 and 2. Lessons are planned well and prepared with a broad range of musical activities that are suitably challenging. As a result pupils sing a variety of songs tunefully and enjoy carrying out the appropriate actions. They are able to sustain a sound beat for their age by clapping out beats to their name and to the beat of a song they listen to. As a result of good teaching in one Year 1/2 class, pupils soon recognised when the music had a strong beat and when it was slow and smooth. Good explanation and demonstration from the teacher, together with the playing of music with contrasting styles, helped them to develop their understanding of what a beat is. Because the teacher varied the activities and led the lesson well, the pupils concentrated throughout. When subject knowledge is less secure and limited support is given to the pupils it results in some silly behaviour and consequently a slowing down to the pace of learning.

141. The quality of teaching and learning in Years 3 to 6 is satisfactory. In Year 6, pupils identify how a mood can be created by music and lyrics. They recognise how pitch, tempo and dynamics can be organised to create the mood and are able to trace the pitch movement of a backing vocal with their hands in time with the music played on a CD. Although the older pupils show great enthusiasm for music, there is an element of shouting in the singing. Pupils' work shows they have carried out some personal research into the lives of composers such as Mozart, Vivaldi and Gershwin. A shortage of good quality tuned percussion instruments means that skills in notation and in combining musical sounds in a variety of ways is under-developed. A small number of pupils are taught to play the guitar and brass instruments by visiting specialist teachers. In these lessons, and when pupils attend the school choir and recorder groups, pupils achieve well.

142. In a lesson observed in Year 4, pupils collaborated successfully to sing and play a range of singing games with confidence. They took great delight in making up actions to songs such as 'A sailor went to sea, sea, sea' and performing them for the class. Although the teacher was careful to include all pupils, at times this slowed the pace of the lesson. In this lesson the teacher made good use of a CD-ROM and interactive whiteboard to show pupils video clips of playground games. The use of recorded music helps to create a stimulating environment. The singing of well chosen songs and hymns in assemblies also enhances learning opportunities. Pupils enjoy music. They perform in local events and at special concerts to which parents are invited. They sing with enthusiasm and happily share their performance with others. The singing of pupils in the choir is above average. In the choir practice for example, they perform with confidence and show very good pitch when singing songs with a variety of influences.

143. The school has a broad and balanced scheme of work that ensures all pupils have full access to the music curriculum. Pupils take part in productions at different times of the year such. Instrumental tuition is available to pupils through the Swindon Music Service, and extracurricular music activities are provided by the school. Spiritual and cultural education is enhanced through music heard and sung by pupils in assemblies. These activities make a good contribution to the music curriculum. Some use is made of information and communication technology in the teaching of music, as for instance in the Year 4 lesson, but in general this is at an early stage of development. The school has an adequate range of resources including some that represent music from other cultures. Assessment procedures are satisfactory. The co-ordinator is knowledgeable and overall provides good leadership. Priorities for development are known and written into an action plan. This allows the co-ordinator to monitor progress made in the improvement of music, but teaching is not monitored.

PHYSICAL EDUCATION

144. Standards are average in Year 2 and above average in Year 6. In Years 1 and 2, pupils make good progress. In Years 3 to 6, progress accelerates as the very good after school sports and activities programme has a positive effect on pupils' performance, especially in games skills. Pupils achieve very well in the subject, including those who have special educational needs.

145. The quality of teaching and learning is good in Years 1 and 2, and this shows good improvement since the last inspection. In a Year 1/2 lesson, pupils worked well on creating sequences of gymnastic movements, working at different levels. The teacher created a positive and enthusiastic atmosphere so that pupils really enjoyed moving round to the beat of the drum. She used several pupils' performances to demonstrate and evaluate the work for the class, which enhanced their learning. Pupils leapt and jumped, and used some good imaginative ideas for their sequences. There was a good variety of activities and appropriate attention was given to safety as pupils moved quickly round the hall. Later, in a lesson on the field, pupils in Years 1 and 2 improved their throwing and catching skills. They formed a circle round the teacher and took turns to catch her throws to them and then return the ball to her. Many found catching difficult but overall, skills were average for their ages.

146. Teaching and learning in Years 3 to 6 are very good. Teachers devise good warm-up sessions, such as the one seen in a Year 3 lesson. The pupils ran at 'green', walked at 'amber' and 'froze' when the teacher said "red." They practised and improved ball skills that could later be used in basketball. Pupils were taught how to control the ball with both their dominant hand and the other hand. As the lesson progressed, so pupils became more skilful and by the end were able to travel and use alternate hands to dribble the ball. Pupils were taught how to flex their wrists and to crouch as the speed of bounces increased so that they shortened the distance travelled by the ball. The lesson was very well organised and moved at a brisk pace. Similar skills were taught in a Year 4 lesson, with the addition of some throwing and passing. Skills were made more difficult because the pupils worked on a grass surface. In a very well prepared and planned lesson in Year 5, pupils were reminded about how to grip a tennis racquet as they worked on both forehand and backhand skills. The teacher had planned very good progressive activities so that by the time the lesson ended pupils were successfully returning a tennis ball to their partner and making it bounce once on each side of the imaginary net. Some produced good rallies. They controlled the ball for a series of ten or so bounces using both backhand and forehand passes. By the time pupils leave the school, almost all are able to swim at least 25 metres, with many exceeding that distance considerably.

147. In a very good Year 6 lesson, the teacher developed pupils' throwing, bowling and catching skills in cricket. Pupils progressed from simple throws and catches, widening the gaps between the partners as they became more confident. Eventually, this led to overarm bowling to a partner whose task was to catch the ball and return it. Several pupils demonstrated their skills to the class. In this way all pupils could see good practice and they learnt very well. The teacher gave very clear instructions and coaching, particularly about catching a high ball.

148. In an outstanding lesson, Year 5 pupils were working on the cross-curricular skills of art, interpretation of music, and dance. They had previously made attractive masks and formed groups to perform dances that demonstrated what they wished to convey in the decoration of the masks. The lesson showed much careful planning over a period of time. The whole class moved round, performing a sequence of steps, while one group at a time came to the centre to perform their own sequence matched to the masks and music. Streamers of ribbon, appropriate music, and the dramatic effect of the masks combined to make a colourful spectacle which was the result of much hard work and application by teacher and pupils.

149. The management of the subject is good. The co-ordinator understands the subject well and provides good support for teachers in their planning through good schemes of work. Pupils enjoy physical education, due largely to the good planning and enthusiasm of the teachers in presenting their lessons. Improvement since the last inspection has been good, particularly in older pupils' attainment and in teaching across the age range of pupils. The subject is well resourced but the hall is very small for such large classes, several of which have well over 30 pupils. Teachers manage this aspect well and try to make sure that pupils behave sensibly and avoid collisions. After school activities are a strong feature of physical education and the school teams are often successful in local tournaments. Games and gymnastic skills are developed well through a wide variety of opportunities.

RELIGIOUS EDUCATION

150. Standards of attainment in religious education meet those expected by the locally agreed syllabus in Year 2 and Year 6. This is broadly in line with the findings of the last inspection. Pupils study a range of Biblical stories, such as Noah, Moses, and the Plagues. They also hear some from other world religions such as the Hindu story of Rama and Sita. They are given many opportunities to express their own feelings and opinions. For example, Year 6 pupils wrote about "A time when I was really frightened" or how they felt about "A really beautiful day out". Pupils' achievement is satisfactory. Pupils with special educational needs make sound progress because they receive good support in lessons.

151. The quality of teaching and learning is satisfactory, overall, throughout the school. However, in the lessons seen during the inspection, it varied from satisfactory to excellent. Where lessons are satisfactory, the content and objectives of the lesson are sometimes too complex for some pupils to understand fully. This was illustrated in a Year 1 lesson where pupils listened to the story of Hagar's search for water and the discovery of Zimzam. Less able pupils found it difficult to understand the language and, consequently, the meaning of the story.

152. Pupils in Years 1 and 2 think about special people in their own lives and suggest parents, teachers, and nurses as examples of people who care. In one lesson, teaching was enhanced by a visit from a nurse who talked to pupils about her job. A very good example of how teachers build and extend work was seen in the continuation of this same theme in Year 6. The lesson was about pilgrimage and special places. Pupils were shown photographs of the Wailing Wall in Jerusalem, and the teacher shared some ideas with the pupils about his own 'special place'. Pupils contributed very well to the discussion about the pictures, and they wrote very well about places special to them. They suggested places such as their own room, a grandparent's house, or the house in which they used to live.

153. An excellent Year 5 lesson demonstrated how well some teachers use resources. The lesson was about the Jewish Passover and pupils saw articles, such as the scroll of the Law, that are used in the festival, and watched a short extract from a film about the ten plagues. To enable pupils to try to put themselves into the story, they each wrote a diary entry about the night of the original Passover in Egypt. Everyone left the lesson with a piece of the Passover matzot bread to eat.

154. Analysis of pupils' work shows that pupils in Years 1 and 2 heard the story of the Last Supper and wrote short sentences about it. They know Jesus' story about the lost coin, and from the Old Testament, they have heard about Joseph and his brothers. Continuing the theme of encouraging pupils to set religious education within the context of their own lives, Year 3 pupils have written about their own "Golden Rules" for helping friends, perhaps when they are hurt. They considered the qualities of a leader and suggested trust, courage, and intelligence as being important. They wrote about the story of Naaman and Elisha from the Old Testament, and their work on the theme of sacrifices led them to think about the sacrifice of Jesus on Good Friday. Some good accounts of the

story about the houses built on rock or on sand are to be found in Year 5 books. This was followed by some imaginative work about making decisions, either based on emotions or on judgements. Pupils began to grasp the very difficult concept of the Trinity by thinking of water in its three forms - solid as ice, liquid as water, and gaseous as steam.

155. Some Year 6 pupils wrote very well about the abstract idea of which is better, God or a compass. In this way they are beginning to try to answer some of life's deeper questions. Several pupils presented very well argued paragraphs. A relative weakness is the amount of written work that pupils record in their books. In most exercise books there are relatively few pieces of writing from the two previous terms. The school has recognised this in thinking about future planning for religious education. Information and communication technology is not used sufficiently by pupils in their work, nor in the planning of the subject across the school.

156. The subject is satisfactorily led. New schemes of work from the locally agreed syllabus are being implemented and teachers are provided with detailed ideas for lessons. There has been no time for the co-ordinator to monitor teaching and learning so far, although some monitoring is planned for the future. Resources are good and enable pupils to see and handle objects that are connected with the various religions they study. A very good enhancement of the curriculum is the visit from a member of the Muslim faith to talk to the pupils in infant and junior assemblies. This proved to be an excellent experience, giving pupils a chance to listen and to ask questions from a very well informed representative of a major world faith.