

INSPECTION REPORT

WESTBURY INFANTS' SCHOOL

Westbury

LEA area: Wiltshire

Unique reference number: 126233

Headteacher: Mrs J Ball

Reporting inspector: Wendy Simmons
23674

Dates of inspection: June 16th –19th 2003

Inspection number: 248746

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body, Westbury Infants' School
Name of chair of governors:	Mr R Valovec
Date of previous inspection:	23 rd -26 th February 1998

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23674	Wendy Simmons	Registered inspector	Mathematics Art Design and technology Music Educational inclusion, including race equality. Special educational needs	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9588	Tony West	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents? How well does the school care for its pupils?
23434	Marie Gibbon	Team inspector	English English as an additional language. History Geography Religious education	How good are the curricular opportunities offered to pupils?
19227	Paul Missin	Team inspector	Foundation Stage Science Information and communication technology Design and technology Physical education.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westbury Infants' School educates 221 pupils aged between four to seven. There are a similar number of boys and girls in this average sized school, but there are more boys than girls in Year 1 and more girls than boys in Year 2. The school has additional funding for an 'Enrichment Group', which supports 18 pupils to help them to develop confidence by overcoming social, emotional and learning difficulties. The school had a period of time after the last inspection when there were many staffing difficulties. The current headteacher joined the school in September 1999. In the last two years, three teachers left the school and have been replaced. One teacher is currently on a temporary contract. Two new staff have been appointed for September 2003, when a ninth class will open, so that no classes have mixed age groups. The school serves a wide area although many pupils are from the nearby housing association estate. Many families experience significant social difficulties. Virtually every pupil comes from a White British background and very few speak English as an additional language. Twenty one per cent of pupils are eligible for free school meals, (46 pupils), which is higher than average. The school has 44 pupils registered with special educational needs, of these 26 have significant difficulties and two have statements. Speech and communication are the most significant areas of need. When children start in the Reception class many have well below average skills.

HOW GOOD THE SCHOOL IS

This school provides an acceptable standard of education. It is a caring school in which most pupils want to learn. The quality of teaching and learning is satisfactory overall, with good teaching in several classes. Pupils make satisfactory progress for their ability. Achievement for lower ability pupils is good but sometimes, more able pupils are not given sufficiently challenging work. Pupils show good attitudes and behaviour. Standards are below average overall. Strong leadership and a commitment to raising standards are clearly evident and are leading to improvement. The school gives satisfactory value for money.

What the school does well
<ul style="list-style-type: none">• Good leadership by the headteacher and governors is enabling the school to move forward and improve standards.• Relationships between staff, pupils and parents are very good.• The very strong emphasis on personal, social and moral education, especially in the Enrichment Group, helps pupils to develop positive attitudes to life and learning.• Pupils make good progress in their speaking and listening skills.• Attainment in art is above average and pupils achieve very well in this subject.• Children make a good start in the Foundation Stage due to good teaching and learning.• Good provision for pupils with special educational needs helps them to achieve well.
What could be improved
<ul style="list-style-type: none">• Standards of work compared with the national average and pupils' achievements in mathematics are unsatisfactory.• Standards in English, and science are lower than average• More able pupils are not always sufficiently challenged in their learning.• The school does not have a rigorous enough system to monitor attendance, which is currently well below the national average. This has a negative effect on the standards.• Monitoring of teaching is underdeveloped by co-ordinators and this prevents them from having a strong overview of their subjects throughout the whole school.• Collective worship does not fully comply with statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been satisfactory overall improvement. The best progress has been made since the appointment of the current headteacher. The school was last inspected in February 1998 when standards were judged to be broadly average, with pupils making sound progress. Three months after that inspection, standards fell dramatically in the national tests. The last inspection noted that the school had experienced difficult circumstances, these continued, and the incidence of illness, especially at senior management level, increased. There has been steady improvement in standards since 1999, when they were at their lowest. However, progress in meeting the needs of the most able pupils is still an area for significant development. Pupils' rate of attendance is lower than in 1998. There has been significant improvement in staff morale, the accommodation, and in the partnership with parents

and in pupils' personal and social development. Mixed age class teaching is now of a good standard. Good progress is evident in the provision for pupils with special educational needs and very good progress in making the support given by assistants more effective. The school is well placed to make further good improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	2000	2001	2002	2002	
reading	E	E	D	C	well above average A above average B Average C Below average D well below average E
Writing	D	D	C	B	
Mathematics	E	E	E	D	

In 1999, standards in the school were well below average. Since the arrival of the current headteacher, there has been an improving trend in the results that has been most evident in the attainment of the lowest and middle ability pupils. This has enabled more pupils to work at an average level and is reflected in the school's improvement when compared with other very similar schools. The school received the Achievement Award for improving standards between 2001 and 2002. However, it is less successful at helping more able pupils to reach their full potential. Currently, standards are below average although achievement is satisfactory. In reading, writing and science, standards are lower than usual by Year 2 and, in geography and history, pupils find it hard to record their work. Achievement in developing pupils' speaking skills is good because the school places strong emphasis on this. Standards are well below average in mathematics and achievement is not as good as it could be. Pupils do especially well in art, where they reach higher than average standards. In information and communication technology (ICT), they are rising quickly. Pupils achieve well in the Reception classes and in music, religious education and design and technology. The school has set challenging targets to improve.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The school works successfully to help pupils to develop positive attitudes, which provide a strong basis for learning. Pupils are interested in activities and respect the feelings, values and beliefs of others.
Behaviour, in and out of classrooms	Good. Most pupils are polite, helpful and follow school rules. There has been one recent exclusion. Challenging behaviour is well managed.
Personal development and relationships	Very good, with a strong emphasis on developing social skills. Relationships are very good. The Enrichment Group provides very effective support in this aspect of its work.
Attendance	Poor. It is well below average and this has a negative effect on pupils' learning, achievement and attainment. Several pupils arrive late in the mornings. The school does not have a rigorous system to monitor and improve attendance

TEACHING AND LEARNING

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

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.

The school meets the needs of pupils adequately overall. Teaching and learning are satisfactory. Relationships are very good and help pupils to enjoy learning. In 1998, challenges for the most able were identified for further improvement. In lessons, teachers often plan suitable activities for the most able, but do not give them sufficient direct support. The teaching of pupils with special educational needs is good, with often very good support from assistants. In mathematics, there are several significant weaknesses, which prevent pupils from making enough progress. Teachers sometimes focus too much of their time on the least able pupils to the cost of the most able. In mathematics and numeracy, there are not enough opportunities for pupils to engage in problem solving activities, which really challenge them. In literacy and English, teaching and learning are satisfactory. However, there are missed opportunities to help pupils to re-visit their writing to extend and improve their ideas and, when reading, the teachers do not always identify a real focus to the activity to develop specific skills. Particular strengths include the very good teaching in art and the improvement in the quality of computer work and in promoting pupils' speaking and listening skills.

Teaching and learning are good in the Foundation Stage and this helps children to get off to a good start in learning new skills. Teaching is often good in Year 1, where teachers help pupils to think and learn for themselves. In Year 2, there is considerably more variation. It is consistently good in the mixed Year 1 and 2 class but, in both other classes, there is too much variation in how teachers use and organise their time to ensure that pupils of all abilities learn to best effect. Teachers work hard to develop pupils' speaking skills and this is a significant strength of teaching, which enables pupils to achieve satisfactorily overall. Music is well taught and helps pupils to be creative.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and well thought out, especially for pupils in the Reception classes. Skills, which pupils learn, develop steadily overall from year to year. Extra-curricular activities, links with the community and the range of visits are good.
Provision for pupils with special educational needs	Good. Work is well adapted and assessed for pupils to make good progress. Assistants give very good support, and links with professionals in the community are effective in providing quick and focused help. Sometimes targets for pupils' improvement are too general. The work of the Enrichment Group is good and helps pupils to be successful learners.
Provision for pupils learning English as an additional language.	Good. There are very few pupils, but the school places a strong emphasis on enriching pupils' speaking and teachers are skilled at helping these pupils to make progress.
Pupils' personal, including spiritual, moral, social and cultural development	Good overall. The very good provision for social and moral education helps pupils to show positive attitudes and develop self-esteem. Spiritual education is good. Pupils are only just beginning to understand that Britain is a multicultural society. Cultural development is satisfactory.
How well the school cares for its pupils	Good. Pupils are well cared for with very good procedures for supporting personal development. The school has satisfactory procedures for assessing pupils' work, although they are not available in every subject. Information from assessment is not used consistently well to help teachers plan pupils' learning.

Links with parents are good. Parents are very supportive and make a satisfactory contribution to their children's learning and school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and key staff	The headteacher provides good leadership and senior staff provide satisfactory support. They have a clear vision to improve the school. The headteacher inspires and motivates staff and leads by example. Subject co-ordinators provide satisfactory leadership and management. Skilled administrative staff support the smooth running of the school.
How well the governors fulfil their responsibilities	Good. The governing body calls the school to account by evaluating standards and by playing an active part in planning improvements to raise standards. Governors are enthusiastic, suitably qualified and provide good links with the community. They fulfil their statutory responsibilities adequately, but some pupils are inappropriately withdrawn from collective worship.
The school's evaluation of its performance	Satisfactory. Monitoring and evaluating of teaching and learning are broadly satisfactory but, in some subjects, this is limited. The school evaluates national tests results and uses this information to plan further improvements.
The strategic use of resources	Good. Finance and staff are used effectively. The school considers how it can provide best value well.

Resources are of suitable quality and plentiful. Staff are well trained. The accommodation is good overall for the demands of the curriculum

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are very happy with this caring and improving school. • They feel welcomed and well informed. • The school is well led and managed. • Teaching is good. 	<ul style="list-style-type: none"> • A few parents commented that although extra-curricular activities have improved, they would still welcome more.

Inspectors agree with parents' positive views overall, but note that teaching is satisfactory. For a school of this size the range of extra-curricular activities is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, in February 1998, standards were judged to be broadly average, with pupils making sound progress. Three months after that inspection, the pupils completed the national tests in reading, writing and mathematics. The results of these showed significant variation in standards. In reading and writing, standards were below average and, in mathematics, they were well below average. The last inspection noted that the school had experienced difficult circumstances, these continued and the incidence of illness, especially at senior management level, increased. By 1999, standards in the school had dropped further to consistently well below average. It was at this time that the current headteacher was appointed to help the school to improve.
2. The findings of this inspection show that the leadership in the school is now raising standards and, although the standards are below average overall, there has been good improvement since 1999, when they were at their lowest. Nonetheless, they are still not as high as at the time of the last inspection. This is partly due to the changing profile of pupils attending the school. The school has more pupils with complex special educational needs, with a high number of pupils on the register who receive support from many outside agencies. The opening of the Enrichment Group at this school in 1998 reflects the increasing proportion of pupils facing social, emotional and behavioural difficulties.
3. Currently, standards are below average in reading, writing and science. They are well below average in mathematics. In other subjects, they are broadly average although they are above average in art. Although standards are not above average in Year 2 in information and communication technology, in other years, the impact of improvement in the subject is clearly evident. In history and geography, pupils demonstrate average knowledge in discussion but their written recording skills are lower than average. Good achievement in religious education, music and design and technology, shows how the school is seeking to provide an interesting curriculum, which gives pupils the opportunity to learn new skills and make decisions for themselves. Very good achievement in art is due not only to the factors identified previously but also shows the effect of very high quality teaching, and the systematic development of skills from year to year.
4. When pupils start school at the age of four in the Reception classes, they demonstrate variable skills, knowledge and understanding. Currently, they are well below average. This represents a drop since the last inspection when standards on entry were judged to have been below average. Several of the children have very limited command of all aspects of language and often poorly developed social skills when they enter the school. In their Reception year, the children make good progress in their learning, although most are still achieving standards that are lower than those expected for their age in all areas of learning. Achievement is good in the Reception classes and this helps children to make a strong start in their education and fully reflects the aims of the school. Good progress is made because of good teaching, effective additional support and a well planned curriculum. A notable strength in children's achievement is the high standard of their work with computers and in the development of speaking skills through role-play activities.
5. By Year 2, pupils achieve satisfactorily overall, with good achievement for a significant proportion of lower ability and average ability pupils. Currently, more able pupils are not achieving well enough and this is a weakness, which was also initially identified at the time of the last inspection. Overall, the school has very few able pupils. Although the school has improved the planning of lessons and activities for this group of pupils, there is too much variation in how teachers use their time to develop the skills of these pupils. One of the strong features of the school is the good support and progress in writing for more able pupils in Year 1. However, in mathematics and numeracy, there are too many missed opportunities for these pupils to focus on demanding mental calculations or to work on investigation and problem solving activities, which require them to use combinations of addition,

subtraction, multiplication and division. Similarly, in science, although pupils learn about the factual aspects of the subject, they are not sufficiently introduced to open-ended investigations, which make them think and learn for themselves.

6. The findings of this inspection show that boys and girls attain similar standards. The school has worked hard to help boys to focus on their reading and writing skills. There is a significant imbalance of girls and boys in Years 1 and 2, but teachers show equal concern for both boys and girls.

7. Pupils with special educational needs are well supported and this helps them to make good progress. Since, the last inspection, the shortcomings identified in the provision for this group of pupils have been well addressed. For example, the teaching assistants now give very good support and this helps pupils to make good progress. There has been an increase of pupils with significant needs since the last inspection due to the increasing social disadvantage in the area and due to the opening of the Enrichment Group, which is specifically aimed at supporting pupils with complex needs. The good support of pupils attending the unit is a significant factor in why they achieve well. This is because the staff are skilled at helping pupils to grow in confidence and to overcome the fear of failure. For example, pupils who will not speak when starting school learn how to smile and direct their eyes at the teacher when talking to them. Support from the speech therapist also helps pupils to gain skills and quickly make progress in their work.

8. The school has very few pupils learning English as an additional language. They attain average standards in all areas of their work and are well supported in widening their speaking skills. One of the strengths of the school is the way in which they have focused on developing all pupils' language from the Reception classes up. This is essential, as many pupils, including those just becoming confident in English, do not naturally use a wide range of vocabulary and are often reluctant or lacking in skills to express themselves well.

9. Since 2000, particular strengths of improvement include the trend for improvement in writing and mathematics. The school received the School's Achievement Award for improvement between 2001 and 2002, which recognised how the school had helped more pupils to reach a level 2 in their national tests, although the school still gets few Level 3 results. The current headteacher has successfully raised staff morale, enhanced links with parents and helped pupils grow in the confidence and interest in learning. These factors contribute to this school being recognised as an improving school.

10. The school has successfully improved results against other very similar schools. For example, the school improved from well below average in 2001 to below average in 2002. The findings of this inspection show that the school has maintained the improvement of the lowest ability group but the school is still getting too few higher Level 3 results. In 2002, the impact of the school's improvement projects was seen in how the school successfully lifted results compared with other very similar schools. For example, standards rose from below average in reading to average. In mathematics, there was also steady improvement and, in writing, it successfully improved its results from average to above average.

11. The provisional results for the current Year 2 in the 2003 national tests are not as good as in 2002. This reflects the high proportion of pupils with significant special educational needs in this group and the high number of generally lower ability pupils in this current year group. Moreover, some pupils have been taught by a temporary teacher since Easter of this year and this has slowed the progress of some pupils, as the teacher has had to get to know the pupils. In this current year group, there are a few pupils who have poor attendance records. This means that the progress that they make is too fragmented which lowers the school's test results.

12. Despite the complex range of social and emotional needs of pupils in the school, which often prevent them from working at an average level, there are also some issues that are preventing pupils from achieving better. For example, pupils do not write for a wide range of purposes and, although the school has successfully helped pupils to write at greater length, as was identified as a key issue in

1998, there are not enough opportunities for pupils to go back over their work and develop their ideas or skills. During the inspection, there was little evidence of teachers using time in literacy lessons to show pupils how to develop these skills by watching how the teacher develops whole class writing on the board. This is a factor in why the school gets few Level 3s in their writing. In reading, there are missed opportunities to give a sharp focus to learning in reading time, so that pupils really concentrate on developing specific skills. Nonetheless, the school has challenging targets for improvement and is keen to make progress. It is important to note that the school has few more able pupils to work with overall.

Pupils' attitudes, values and personal development

13. Overall, the pupils have very good attitudes towards their school, learning and work, which is an improvement on the previous inspection. The work of the Enrichment Group is highly successful in helping pupils to develop positive attitudes. The parents confirm that their children want to come to school. From the time they join the school to the time they leave to join their junior schools, pupils have positive attitudes to their work, with the great majority settling well to their allotted tasks, concentrating well and enjoying what they do. However, there are a significant minority of pupils who find difficulty in applying themselves to their work for a variety of reasons. Some pupils have a lack of self-belief in their own abilities and the school is working hard to improve this aspect. Most pupils care for each other and, when given the opportunity, they are keen to take on responsibilities.

14. Behaviour is good in the school as a whole, although a few pupils demonstrate challenging behaviour. The great majority display interest in the school's activities and are responsive to, and co-operate with, their peers and all members of staff. Members of the staff and parents confirm that, overall, the standards of pupils' behaviour have improved and are good. During the inspection, as they moved around the school, pupils behaved well. However, there are a significant minority of pupils who sometimes display immaturity and find it difficult to follow school rules, or always act appropriately. There are a few pupils who present challenging behaviour and, despite teachers' hard work and best efforts, these pupils still find it hard to comply, even though teachers show good skills at supporting pupils with behavioural difficulties.

15. In their classrooms, at play, during break-times or when engaged in extra-curricular activities the majority of pupils are polite, courteous and friendly. They form orderly queues and wait their turn and this was especially evident at lunchtime in the dining hall. Members of the school staff work well as a team in consistently managing pupils' behaviour and parents confirm that this is a factor in the improvements in behaviour. No examples of any oppressive behaviour, bullying, sexism or racism were seen during the inspection and the majority of pupils understand the impact of their behaviour on others. One pupil has been excluded during the current school year for violent behaviour.

16. The pupils co-operate with members of the staff and one another very well. An example of this was seen when pupils worked very well together composing music. Pupils are trustworthy and handle resources such as musical instruments, computer equipment and books very well and there were no instances of damage or graffiti seen during the inspection.

17. Relationships are very good overall and reflect the school's aims and ethos. When pupils work in groups, they share their views and opinions well and they value each other's work. In lessons observed during the inspection, pupils worked very well in a variety of different situations. Pupils are polite to one another and appreciate one another. Pupils are trusted, they are generally aware of right and wrong and comply with school and class rules. If any disruption does arise, members of staff handle the affair very well and limit any effects. The pupils follow the excellent role models provided by all members of staff, by being courteous and polite and having very good relationships with everyone. In the Reception classes, children are developing well through structured play and role play.

18. The opportunities for pupils to take initiative and personal responsibility are satisfactory. When provided with appropriate opportunities, pupils accept chances to help others, assist in preparing for

lessons or tidying up afterwards. These occasions are limited. The pupils support one another and are willing to contribute when asked to provide opinions in class and in assembly. However, inspectors remarked that, in lessons, pupils were often passive in their responses to their teachers. Also, few instances were seen when pupils were encouraged to take initiative for their own learning. In lessons, the use of more directive teaching styles limits both the active response expected from more able children and the opportunities for personal study.

19. Since the last inspection, the rate of attendance has fallen. This partly reflects the increasing social problems of families in the school and high incidences of hospital visits. For the period 2001 to 2002, the school attendance levels were well below the national average. Over the same reporting period, unauthorised absence was in line with the national average. The school's poor record of attendance is having a severe impact on the pupils' learning, causing severe disruption to their progress. All year groups have similar levels of absences and medical reasons account for 67 per cent of pupils' absences for the academic year so far. Punctuality overall is satisfactory, although a small number of families of pupils in Year 1, find great difficulty in getting their children to school consistently on time. As a result, their classes are frequently disrupted at the start of the day. Registers are completed in morning and afternoon sessions and allow work to commence in a calm and businesslike atmosphere. The school complies well with all its responsibilities for the recording and coding of attendance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching and learning is satisfactory overall. This is a similar judgement to the one made in 1998 at the time of the last inspection. Since then, there has been an increase in the amount of very good teaching and learning and a reduction in the number of unsatisfactory lessons. During this inspection, 53 lessons or parts of lessons were observed. In addition, teachers' planning was carefully evaluated and discussions were held with pupils. Furthermore, the school was able to provide a wealth of additional information and samples of pupils' work. Of the lessons seen, six were very good, 29 were good and 16 were satisfactory. Two lessons in Year 2 were found to be unsatisfactory.

21. The quality of teaching and learning in the Foundation Stage is good. This is the same as the high standard found in 1998. Skilled teaching interweaves formal and practical activities, so that basic skills are practised and developed, while also allowing children time to become independent learners and thinkers. Strengths in teaching are in the way in which children are quickly settled into school routines and the positive promotion of their personal development. Children soon learn how to work and play well together. Teachers value children's responses in discussion and their work is attractively displayed. Planning is carefully thought out and teachers have a good understanding of the needs of these young children. Basic literacy and numeracy skills are taught well and activities are introduced clearly and changed quickly in order to maintain children's interest and motivation. Relative weaknesses are that activities are sometimes over directed by the teachers giving children insufficient choice about the activities they wish to follow. Sometimes, the work planned for children with special educational needs who are not in the Enrichment Group is not sufficiently clear. Nonetheless, children get off to a good start in their first phase of education.

22. The good teaching and learning found in the Reception classes continues into the Year 1 classes. Overall, teachers and assistants have a very strong understanding of their pupils' needs. They understand that pupils learn best by using a range of teaching methods and plenty of practical activities. They ask challenging and thought provoking questions, which make the pupils think for themselves and use a wider range of words in their answers. This is especially successful, as many pupils do not find this easy and often tend to give one or two word responses, rather than to answer in full sentences. Many pupils are very passive learners and staff work hard to enliven them.

23. In Year 2, the quality of teaching and learning is satisfactory. At the time of the inspection, one class was being taught by a temporary teacher, due to a recent retirement. Teachers plan their work together well, with the Year leader showing a strong commitment to ensuring that plans for each class are similar. However, in practice, there is some variation in how well pupils learn. This is most

successful in the mixed Year 1 and 2 class, where high standards are resulting in often average attainment. This also shows a significant improvement since 1998, when most of the unsatisfactory teaching was found to be in mixed age classes. Now, pupils are kept on task, expectations are high and work is well organised into a suitable number of groups. This is not always a consistent feature of teaching and learning in other Year 2 classes. Also, there is too much variation in how these teachers use their teaching time. For example, where teaching and learning are very good, as in art, teachers demonstrate skills, and then provide pupils with plenty of time to try things out for themselves. In mathematics, teachers often talk too much about what the pupils are learning and this only leaves a few minutes for group activities where pupils can think for themselves.

24. The quality of teaching and learning for pupils with special educational needs is good. This has improved since 1998, when there was considerable variation and some activities that did not allow pupils to learn themselves. Support from the assistants is very good and shows significant improvement since 1998. This shows the success of training, which is now helping pupils with special educational needs to achieve well for their ability. Difficulties are identified and thoroughly assessed at an early stage, but the quality of the individual education plans is variable. For example, some do not list a few simple targets for improvement in a short space of time, while others do this better. Assistants work closely with the class teachers in planning and assessing what these pupils know and can do so that the quality of teaching and learning for these pupils is good. They make very effective use of many games and practical resources to help pupils to understand what they are learning about. For example, in mathematics, the use of a large wooden number line with moveable cubes, helped pupils to learn about counting one less and then trying themselves to write this as a simple sum, such as $10 - 6 = 4$. Pupils are also helped to consolidate their understanding of letter sounds and spellings through effective use of additional literacy support activities.

25. Following the arrival of the current headteacher, the school took the decision to expand the Enrichment Group and the old library was converted in 2000 to make an attractive and welcoming room. The Local Education Authority felt that this school would be well placed to meet the needs of many pupils in the area who experience barriers to learning because of social, personal and emotional difficulties. Since 2000, the organisation of the unit has altered several times in an attempt to try to improve further the way in which the needs of the pupils are met. Overall, the unit is doing this well. Pupils grow in confidence due to the warm and sensitive style of the teacher in charge, as well as the wide range of interesting activities, which help pupils to enjoy learning and feel success in their achievements. Adults work with pupils on a one to one or small group basis, focusing especially on developing basic skills, which are linked to their individual education plans. There are very good links with other support agencies, such as speech therapists and a family support worker who is linked to the Barnardos charity. Planning is good, but sometimes, there are missed opportunities to link class activities to pupils' individual learning in the group, when they are withdrawn from class lessons.

26. The teaching of basic English skills in literacy is satisfactory overall and sometimes good. One of the best features is the way in which teachers help pupils to develop, understand and use new vocabulary. This enables pupils to understand a better range of words when reading. The good initiative to encourage pupils to write at length is helping them to make steady progress. During the inspection, there were missed opportunities, in lessons, for teachers to demonstrate how to write in sentences or improve on ideas by modelling how to re-write a sentence to make it even better.

27. In numeracy, pupils are beginning to understand how the basic elements of addition, subtraction, multiplication and division work, but, in general, there is not enough pace to the work in Year 2 and limited use is made of the first part of lessons to help pupils to practise their mental arithmetic skills.

28. In lessons, more able pupils are not always consistently well challenged, often because teachers and assistants give more of their time to other groups of pupils. This is a weakness, which prevents them from reaching higher standards. This weakness was also identified at the time of the last inspection. Although work is now better planned for this group of pupils, in practice, they do not always

have enough time dedicated to their learning of new and challenging ideas in lessons. In this respect, the school has not made enough progress on this key issue since the last inspection. The best feature is the good support given to them by the headteacher once a week, when they work exclusively as a small group on challenging problems in mathematics and writing activities. One of the main reasons why a mathematics lesson in Year 2 was judged to be unsatisfactory was due to the lack of time allocated to the needs of the more able, when they could already confidently adjust numbers to solve addition and subtraction problems to 99, but needed more help with numbers beyond 100. Furthermore, in an unsatisfactory geography lesson, pupils did not make enough progress. The very best teaching and learning occurs in art.

29. There are very few pupils who speak English as an additional language; but, they are well integrated in classes and given good support. This is because many of the pupils need additional help with language and communication skills. The school places great importance on the development of speaking within their daily lessons, and so all pupils make progress.

30. Staff are energetic and strongly committed to the pupils. All of them are very keen to improve. They work hard to help pupils to develop positive attitudes to learning. On occasions, this requires them to use a wide range of strategies to involve pupils who demonstrate challenging behaviour. Generally, they successfully keep these pupils on task, but sometimes their behaviour causes the teacher to have to give additional time to them, which can interrupt the learning of others. Nonetheless, most pupils show a keenness to develop by working hard, concentrating and persisting with new learning. The staff always praise pupils' efforts and this motivates them. Relationships between staff and pupils are very good and a credit to the school. Across the whole school, learning is enriched by opportunities to develop pupils' spiritual, moral and social education.

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

31. In the school's previous inspection, the curriculum was broad and well balanced and made a good contribution to pupils' attainment and progress. A key issue identified was the need to plan more effectively for more able pupils. The school has made a satisfactory response to this key issue. It now uses strategies such as grouping by ability and activities to extend more able pupils' understanding and experiences in some lessons. For example, in the Reception classes, and in Year 2 they are sometimes clustered together for literacy. However, strategies are not sufficiently sharply focused or rigorous enough to ensure that all these pupils achieve as well as they should.

32. The school's curriculum remains suitably broad. There is good curriculum planning in art and good use is made of the well planned local Agreed Syllabus for religious education. This enables pupils to achieve well in these subjects from varied starting points. The curriculum is regularly monitored and teachers write useful evaluations of their programmes at the end of each week for all subjects, which provide a good basis for the next stages of planning. The school provides effective additional support in programmes, such as the Early Literacy Support programme and the work of the Enrichment Group. However, the school does not have a clear policy on how pupils, who are withdrawn from lessons, are to be reintegrated back into the lesson being given to the rest of the class. As a result, the provision is variable and some pupils are not able to take part in the class lesson as quickly as they should.

33. The curriculum promotes the aims of the school effectively and fulfils the statutory requirements for religious education. The total weekly time is generally adequate to meet the needs of the curriculum and time allocated to the different curriculum subjects is generally appropriate. However, the time allocated to the different subjects is sometimes too flexibly used and is less than planned in literacy and numeracy lessons, when they follow lessons in physical education.

34. The curriculum emphasises the teaching of literacy and numeracy appropriately and teachers are confident in using the different elements of the national strategies in both subjects, as bases for their planning. Planning for literacy includes a well planned programme that emphasises the teaching of

speaking and listening skills progressively. This is relatively new and has not yet had time to influence pupils' practice. Aspects of the numeracy strategy, such as the focus on pupils' problem solving skills and higher level work for more able pupils are not sufficiently emphasised. The development of literacy through the curriculum is satisfactory. Pupils in Year 2 receive a good number of opportunities to practise their skills and record their work across the curriculum. In subjects such as art, science and design and technology, pupils write about their work and are beginning to evaluate what they have done. However, pupils in Year 1 do not have sufficient opportunities to extend and develop their recording skills in other subjects. Standards of presentation are variable and there is not a consistent emphasis on organisation and neatness. Pupils apply their knowledge of mathematics appropriately in subjects such as geography where they use simple coordinates in their map work and form simple bar charts when they record weather patterns. In art, pupils use information technology and paints to explore their understanding of symmetry.

35. The curriculum for children in the Foundation Stage is good. Teachers' plans show clearly how all the different areas of learning are taught through the overall topic plan. During the inspection, the focus was on the story of Jack in the Beanstalk. A strength is the way in which this focus brought together work in several areas of learning. The curriculum is appropriately focused on the development of basic literacy and numeracy skills but opportunities are provided for good experiences in other areas of learning. A further strength is the organisation of separate role-play and structured play times for small groups of children. This is well managed and led by two teaching assistants and provides very good experience for children to learn and relate to each other in small groups.

36. The curriculum provided for pupils with special educational needs is good overall. Work in class and for pupils in groups is carefully planned, although some of the pupils' targets for improvement are too general. Pupils in the Enrichment Group are well catered for and strong emphasis is placed on providing a curriculum that focuses on social education and the development of communication skills. Strong links with professionals in the community enable the school to meet the needs of these pupils well.

37. The school's provision for equality of opportunity is satisfactory. The school's caring and supportive ethos ensures that pupils are well included in lessons and additional activities that the school provides. However, the withdrawal of some pupils for additional support during sessions of collective worship and too variable provision for more able pupils are weaknesses.

38. The curriculum is enhanced by a good range of visits and visitors which enrich pupils' experiences and support their learning well. Pupils visit places in both the vicinity of the school and further away as part of their work in history, geography and science and as part of their developing social and personal awareness. These places include the local parish church, a Westbury Walk, Bowood House, Longleat Wild Life Park and Devizes Museum. Well organised themed weeks such as Art Week, Book Week and Science Week provide a good range of interesting opportunities for pupils to explore and enhance their work in these subjects. In such shared experiences, the feeling of the school as a community is strengthened. This was particularly evident in the 'book at bedtime' session when pupils returned to the school after their tea, dressed in their pyjamas to have a shared story and a cup of cocoa!

39. The school has good links with the community. Visitors to the school include representatives from clergy, the local services and members of the community who contribute their skills to help pupils in their reading and who share their memories of times in the past. The school takes part in events in the community such as the switching on of the Christmas Lights and the singing to older members of the community in residential homes and social clubs. There has been very significant support from the local community to enable the school to develop the Enrichment Group and provide resources for its work and pupils' activities. The school has an appropriate and developing range of activities for pupils after school, which currently include the choir and a sports club.

40. The school has good links with other schools in the area and with those partner institutions that pupils attend. There are close links with the partner junior school, which help pupils to smoothly

transfer. These include good opportunities for pupils to visit and to share events such as drama productions. Older brothers and sisters visit the school and there is shared use of facilities such as the field for Sports Day. Staff from the local secondary school provide specialist skills in dance, music and drama on a regular basis. Staff from the school take part in local schools and area meetings both to contribute and to benefit from shared experiences.

41. The school has a well planned programme for pupils' personal, social and health education. This is taught both separately and incorporated into the science and religious education programmes. A strong emphasis is placed on the development of pupils' social and personal skills and the good work of the Enrichment Group supports this well. The positive effects of this provision are reflected in the very good relationships between all members of the school community and the confidence that pupils show in classroom activities.

42. The pupils' spiritual development is good. The school works hard at improving the pupils' self-esteem and feelings of self worth. There is a real buzz of enthusiasm in some classes and in a geography lesson, pupils were really excited as the teacher displayed the contents of a suitcase taken on holiday to the seaside. Assemblies and religious instruction include moments of reflection and pupils are often able to experience awe and wonder. In an information and communication technology lesson, they were fascinated by the use of a computer to create artistic images on the screen with shape and colour. Art and music are frequently used to develop spiritual experiences for the pupils. In a dance lesson, musical instruments were used by Year 2 pupils to enhance other pupils' dance movements, when they described in dance, the movement of plants in the sun, wind, and rain.

43. Moral development of the pupils is very good. Rules are very clear and links with assemblies, religious education and the personal and social education curriculum are strong. The links with the family support group are also strong. Many pupils need a lot of help with this. The school sets a high moral tone and parents come to the school for advice about how to manage their children.

44. Social development is also very good. Pupils come to the school with a great variety of social attributes but, on average, a very low base overall. The school gives the youngsters a very good start in life, through strong provision for the Enrichment Group and the provision in the Reception class. The school displays a very strong social ethos and contributes significantly to the local community .

45. Art and music are used well in the school in extra-curricular activities as well as enriching the curriculum. The arts are used to develop the pupils' cultural experiences and to encourage them to use independence and creativity, although this is underdeveloped. The pupils have been involved in singing for the production of a record and they are involved in singing and playing instrumental music in assemblies and in school productions. In classrooms, art and music are used well to involve the pupils, interest and enthuse them, but there are few opportunities taken to enrich pupils cultural development with classical art or music. The pupils have enjoyed visits and visitors and these have included representatives of other cultures and beliefs. In the school, resources are under-developed to support multicultural activities. The school does not provide many opportunities for pupils to develop a wider understanding of life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. There is a team approach to behaviour management, which works well to enhance behaviour and this reflects training and significant improvement since the last inspection. All members of the staff show concern for the well being of the pupils. The quality of information kept on each pupil is detailed and comprehensive and members of staff know the pupils and their medical and personal needs very well. The school is supported well by health professionals and other agencies.

47. Although the school's health and safety policy is detailed, it has not been updated since 1997 and does not reflect all that the school does in controlling hazards and risk. In all other respects, governors and members of staff take their responsibilities in this area seriously, undertaking regular checks, risk

assessments and implementing good control procedures. Assessments are undertaken of all school trips in accordance with local authority guidelines.

48. A significant number of members of staff are trained to administer first aid and provide very good cover for the school's activities on and off site. The school's procedures for the care and treatment of pupils are very good, with a dedicated first aid area in the disabled toilet area. Thorough precautions are in place for dealing with emergencies arising from pupils' medical conditions and for dealing with accidents and injuries.

49. The school's arrangements for child protection are very good. The policy and procedures follow the guidelines of the local committee for the protection of children with the headteacher designated as the responsible person for child protection. Other members of staff are regularly trained to ensure that they understand and can implement the school's arrangements and procedures. The school monitors pupils very well, especially if there is any concern about their welfare. In line with local authority guidance, criminal records bureau checks are undertaken of staff, governors and all adult helpers.

50. The school's ethos, the high quality of teaching and the consistent use of positive behaviour strategies support the standards of behaviour seen throughout the school. The monitoring of behaviour is handled consistently well by the staff and this results in the absence of any oppressive behaviour. The school has good procedures in place for encouraging positive behaviour. Assemblies, class activities and 'circle time' are also used to reinforce good behaviour. Parents confirm that there are few incidents of bullying and that the school deals with any issues speedily and sensitively. All staff are involved in discussion and training on behaviour management to ensure that the standards of behaviour are maintained.

51. Children in the Foundation Stage are cared for well. Teachers and their assistants spend time talking with the children and allowing them to talk about things that concern them. Together, they ensure that the classes are friendly environments where children feel safe, secure and valued and are ready to learn. Very good data are kept about the academic progress that children make. The school is making progress towards the required profile for the end of term, and a detailed assessment record is kept of children's mathematics, writing and reading achievements. A clear, overall record of progress which is matched to all the Early Learning Goals is also maintained. A relative weakness is that the data from the assessment on entry to the school programme are not analysed and used sufficiently.

52. The school provides good care and support for pupils with special educational needs. This is a strength of the school, which helps pupils often to reach average standards. The school plans a suitable curriculum for these pupils. For example, those experiencing emotional problems have the opportunity to go horse riding and learn to develop special relationships with the ponies, while also growing in their confidence in learning new skills. In general, individual education plans are good, but there is variation in the quality of individual targets for development. Where they are best, the teacher has small targets, which pupils can achieve easily. Strong links with many support agencies help to ensure that the curriculum meets the needs of the pupils.

53. The monitoring of attendance and punctuality by the school is unsatisfactory. The school has poor attendance figures and, although members of the staff know the children and their families well, there is not enough detailed and regular analysis of absences. First day calls are not made by the school to chase up pupils' non-attendance and there is not enough analysis to follow up on absences or lateness. The system used by the school to record attendance does allow for detailed analysis of attendance, and the school acknowledges that it could do more in monitoring the attendance patterns of particular groups of pupils.

54. Overall, the procedures for assessing pupils' attainment and recording the progress they make are sound. This was also the judgement of the previous inspection. Several of the assessment practices, which were in place in 1998, have been maintained and further developed. The school still uses data from the assessment of children when they enter the school. However, this is not analysed sufficiently

to give the school a clear view of the overall standards each group achieves when they enter the school. As was noted at the last inspection, these records are still sometimes unreliable. The school is on track to complete the new record profile for children at the end of the Foundation Stage. At the last inspection, it was found that the school assembled an assessment portfolio for each child. This has been maintained and developed very well. The individual assessment record is currently very thorough and provides a very detailed record of pupils' attainment in reading, writing and mathematics. The record contains the result of individual tests as well as samples of pupils' work, which have been matched to National Curriculum criteria, or to the Foundation Stage stepping stone colour bandings. There are also records of the progress that pupils make in science and information and communication technology. The data for religious education are clear and comprehensive. The timely completion of these records is an important priority for the school. At the last inspection, it was noted that the results of the national tests undertaken by pupils were analysed. This is also the case.

55. There are strengths in the assessment practices adopted in several subjects. In English, mathematics, and religious education, assessment procedures are good. In science they are satisfactory. However, in other subjects, they are not sufficiently developed. In these subjects there are no agreed, whole school procedures for assessing what pupils know and can do which are matched to National Curriculum criteria. This is a weakness.

56. There are also some shortcomings in the way that the assessment data are used. The main weakness is that the school is not sufficiently clear how to use the assessment data which is collected in order to continue to raise the standards that pupils achieve. Teachers include some achievement targets in English and mathematics in pupils' assessment records, but these do not define sufficiently the next stages of pupils' learning which are clearly matched to National Curriculum levels. The school does not use assessment data to provide a clear view of the standards achieved across each year group. Without this, it is difficult for the school to ensure that overall standards are raised as much as possible. The school staff have worked hard to develop the individual assessment record but do not have a sufficiently wider whole school view of standards achieved. The data gained from the analysis of the national test results are not used sufficiently by the assessment co-ordinator nor disseminated to the respective subject co-ordinators to give them a clearer view of overall standards in their subjects.

57. The procedures for monitoring and supporting pupils' personal development are very good. The teachers and support staff have very good knowledge of pupils' needs and they are working successfully in class and in the Enrichment Group to improve pupils' personal development. The personal, social, health and citizenship education curriculum that supports this aspect of the pupils' development is wide reaching and is very good. The school is working hard to improve the pupils' feeling of self worth. The school teaches meets requirements for the teaching of sex education, procedures on drug awareness and substance misuse.

58. The pupils are able to join in a range of events in school associated with the curriculum as well as the extra-curricular activities. There are opportunities for pupils to develop independence as learners through music tuition, extra-curricular activities and class homework. However, in lessons, there were few instances seen when pupils were able to use their initiative. Although there is no school council for these young pupils, the headteacher uses assemblies to obtain pupils' opinions on proposed changes in the school. Pupils are able to collect for local and national charities. They perform publicly and benefit from the inclusive ethos of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The parents and carers have very positive views of the school. They are proud of the school and their children's achievements, and have great confidence in the senior management of the school. This is evident from their comments on their questionnaires, in the pupils' reading books and at the parents' pre-inspection meeting. The parents confirm that their children make good progress and that they behave very well. They praised the high quality of care their children receive and the support that parents have received from the school.

60. The parents confirm that the school is welcoming, that it operates an “open door policy” that works and that relationships between the school and parents have improved significantly since the headteacher’s arrival. At their meeting, parents were confident that the school would respond quickly and positively to any suggestions or complaints. They also confirmed their confidence in the headteacher and their admiration for the dedication of the staff.

61. The school invites parents to help and support the school and attend assemblies, performances, curriculum events, briefing meetings, parents’ evenings and open afternoons. They are able to communicate with the school on a daily basis by seeing members of staff, or by arranging appointments. Any parents unable to visit school daily can communicate with teachers using their children’s reading diaries. Some parents do not get involved with school activities. A recent strength was the 90 per cent turn out at a recent parents’ evening held by the school.

62. Parents of children in the Foundation Stage are involved well in their work. The school’s procedures for informing parents of children who are new to the school are good. Plenty of opportunities are provided for parents to visit the school, both formally and informally, to find out about the school’s expectations. A good introduction booklet, including useful advice on helping children to begin reading, is provided. At their termly meetings with teachers, parents are informed about the learning targets that are set for each child. A good number of parents support in the classes as adult helpers. A scrutiny of children’s reading diaries shows that parents support children’s reading at home and make useful comments to teachers about their child’s learning.

63. The quality of information provided for parents is good. This includes regular newsletters, day-to-day class and school information, curriculum matters, concerts and performances and social events. The parents confirm that the school handles the children’s start at school in the Foundation Stage, very well. The parents greatly appreciate the careful introduction of these young children to the school. The parents have opportunities each term to discuss children’s progress with the teachers and parents of pupils with special educational needs confirm that they are kept very well informed of pupils’ progress. The school contacts parents on concerns arising from attendance or timekeeping by writing and by telephone, but does not do this on the first day of any unannounced absences.

64. The majority of parents in their questionnaires felt that they are well informed about pupils’ progress. Pupils’ annual assessments are detailed; they report on children’s progress and abilities positively and include identified targets. These reports demonstrate that teachers know their pupils and their progress very well. Parents confirmed that they find all the information they receive is helpful and informative.

65. The impact of parents’ involvement on the work of the school and their contribution to learning at school and at home is satisfactory overall. The numbers of parents involved is not a high proportion. Parents have assisted with internal decoration of the school building, school productions, end of term activities and sporting fixtures. They support other curricular activities, assist on school trips, organise fund-raising and social events through the Friends’ Association. Parents have raised a very significant amount of money by helping to produce a recording of the children singing.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The leadership and management of the school were judged to be good at the time of the last inspection in the very difficult circumstances which the school had faced. Three months after the inspection, standards in the school fell significantly and then fell further in 1999. Since 2000, the current headteacher has worked hard to address this, with good success in reading and writing and some slower improvement in mathematics. The quality of leadership and management is currently good and focuses heavily on improving standards. Most noticeably, the school was awarded the School Achievement Award for improved results. The school has applied for the Basic Skills Award.

67. The headteacher provides good leadership and management, is very clear about the school’s strengths and weaknesses and is successfully managing change to improve the school. After taking

over the school in 2000, she has worked very hard to restore the morale of the staff and improve the communication with parents. In both of these areas, she has been very successful. Staff now take a pride in their work and show a very strong commitment to improvement. In the last two years, three new teachers have been appointed to the school and are bringing fresh ideas about teaching and learning, which complement the skills of the longstanding staff. The headteacher leads by example and encourages others, not only by taking a class for three afternoons a week, but also by teaching the most able mathematics group. This has been a good decision to help the school to remove the school's deficit budget and also to demonstrate good practice to other teachers. However, this has meant that observations of lessons are limited. The Deputy headteacher and senior staff work well as a team and show a strong commitment to helping the school to improve. Overall, they provide satisfactory support to the headteacher. Delegation of tasks is underdeveloped.

68. The school now successfully fulfils almost all of its aims and values. It is most successful in developing pupils' self esteem and confidence in learning. Pupils clearly develop a sense of belonging and the school has a strong working partnership with parents. The school has not been successful enough in helping the most able learners.

69. The monitoring and evaluation of teaching are satisfactory. The headteacher and senior staff observe lessons as often as possible. They provide written and oral feedback to teachers on how they can improve, but monitoring often lacks a specific focus. As a consequence, some co-ordinators do not have a wide overview of their subject.

70. Teachers' and assistants' work is now appraised through performance management and time is taken to ensure that new staff understand the approaches and procedures of the school. This is completed well and the success of these actions is reflected in the maintenance of good teaching in the Reception classes, despite staff changes and illness, and in the better provision for pupils in the mixed Year 1 and 2 class. The school has been especially successful in improving the work of the assistants, which in 1998, had several significant shortcomings and is now judged to be very good.

71. The school analyses its performance in national tests carefully. This helps it to set challenging targets and to identify areas of learning that need improvement. For example, there has been a focus on writing to lift results, which has been most successful in pupils' improving spelling and the school has started to develop problem solving activities in mathematics. The focus has correctly been on teaching and learning in English and mathematics but time has also been allocated to information and communication technology and art, both of which show significant developments, which are influencing standards and pupils' achievement. Moreover, the school has worked on improving pupils' personal and social skills very successfully. The introduction of the Enrichment Group shows good vision and is successfully helping pupils to grow in confidence and thus learn more effectively.

72. The school's financial planning is good. The school has given careful thought about how the deficit budget can be turned into a small surplus. This is good because the school will be opening a ninth class in September 2003 and it has had to budget to furnish, staff and resource this class. Finances are clearly focused on the priorities identified by the school. Learning resources are now good. A significant amount of money has been spent on improving the ICT equipment. Sources of money, including grants, have been used well. It is important to note that virtually all of the funding for the furnishing and resourcing of the Enrichment Group has been provided by the local community.

73. The school makes satisfactory use of information and communication technology in supporting leadership and management. Currently, the school is only just beginning to evaluate attendance information for the computer and has just moved all of the pupils' assessment information onto a data program, so that it can be analysed more quickly.

74. Governors have a good understanding of the school and have been successful in improving their involvement in decision making and setting targets, which were identified as weaknesses in 1998. These features are now both good. A system of frequent, focused visits enables them to have first

hand information about the school, which they share with the full governing body. Teachers keep them well informed about their work and ideas for development, although this is often done informally. Governors make effective use of test data provided by the school and government, to ask challenging questions about standards. For example, they are very clear about the importance of raising the attainment of more able pupils. At their meeting with inspectors, governors showed that they had a clear understanding of the strengths and weaknesses of the school. This helps them to make informed decisions especially when formulating the school improvement plan.

75. Governors fulfil their statutory responsibilities satisfactorily, but during the week of the inspection, the requirements for collective worship were not fully met. The governors and headteacher have good procedures to check to see whether the money they have allocated is providing the best value. For example, the chair of governors regularly monitors the way in which the ICT resources are being used to raise standards and consultations with parents help the school to improve.

76. Although the written school improvement plan correctly identifies satisfactory areas for development, it lacks rigour and precision. As a result, it is not well used as a working tool to support the management of making improvements. Largely, there are two reasons for this. Firstly, projects are not broken down into small enough tasks, so that the success of these can be easily seen or measured and secondly, because the co-ordinators are less involved than the headteacher in producing the plan and monitoring developments.

77. The school has a good number of well qualified staff. One of the major improvements in the school is the improvement in the accommodation, which has developed from barely satisfactory in 1998 to good. Former open planned spaces have been partitioned to create good contained classroom space, storage areas and some additional group activity areas. This is very successful and is having a very positive impact on developing pupils' speaking and listening skills. The new information and communication technology suite is well thought out, so that pupils can work as a whole class as well as individually at computers. The school has made a very good adventure play area that was paid for from the proceeds of marketing a recording made by pupils. There are two classes located in old temporary hatted classrooms that do not provide access for disabled pupils. The administration areas in the school are very cramped and are not conducive to best working practices. The school has been well maintained internally and is kept clean and bright.

78. Leadership and management of the Foundation Stage are good. A particular strength of this management ensures that the needs of these young children are promoted well across the school. For example, there is overlap between the curriculum in the Foundation Stage and progression into Years 1 and 2. The accommodation is satisfactory, but the level of resourcing is good. This is an improvement since the last inspection when it was noted that some small equipment was in need of replacement. Two of the classes have direct access to the outside play and activity area but one does not and this is a weakness. A strength in the staffing provision is the high quality of the support provided by the teaching assistants.

79. The quality of leadership and management of special educational needs and the Enrichment Group is good. Both co-ordinators have a clear vision of how to develop the provision and are aware where strengths and weaknesses lie. They have worked on making the individual education plans more focused, which is good practice, but have not made enough use of the "P scales". These are lists of tasks that teachers now use to help them to identify and track pupils' progress very precisely. At the time of the last inspection, there was little monitoring of special educational needs but this is now broadly satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff need to make the school development plan more sharply focused, so that they can further improve the school by:

1. Improving standards in mathematics by;

- using time more effectively to help pupils to achieve better in lessons;
- developing more opportunities to challenge and extend the most able pupils;
- widening opportunities for pupils to do real life problem solving activities;
- ensuring that provision for numeracy is consistent between classes;
- monitoring teaching and learning more rigorously to gain a whole school overview of the subject.

Paragraphs: 1,3,5,9,23,28,105-116 and 129

2. Improving standards in English by;

- providing more opportunities for pupils to write for a wide range of purposes;
- helping pupils to draft and enrich their writing, so that the school attains more Level 3 results;
- ensuring that time allocated to reading as a whole class, has a sharp focus on very specific skills;
- showing pupils how to present their work well and then encouraging them to maintain consistently high standards;
- monitoring teaching and learning, with a sharp focus to gain a whole school overview of the subject. *Paragraphs: 1,3,5,9,23,28,93-104 and 157*

3. Improving standards in science by;

- Providing more opportunities for pupils to undertake experimental and investigative work;
- Challenging the most able pupils, so that they extend their understanding and skills to attain higher results;
- Monitoring teaching and learning more rigorously to gain a whole school overview of the subject. *Paragraphs:3,5, 117-120 and 129*

4. Developing the arrangements for monitoring and improving pupils' rate of attendance. *Paragraphs:11,19,53 and 73*

5. Ensuring that the school complies with the statutory responsibility for collective worship. *Paragraphs:37,75 and 155*

Minor issues

- Continuing to develop opportunities and resources, so that pupils develop a better understanding that Britain is a multicultural society. *Paragraph 45*
- Widen the use of assessment information, so that it is used more effectively to guide teachers in their curriculum and lesson planning, and develop assessment in subjects where it does not exist. *Paragraphs: 55,56,104,120,131,135,140,150,154 and 160*
- Promoting opportunities for children in the Reception classes to make decisions about their activities. *Paragraph 83*

SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	29	16	2	0	0
Percentage	0	11	55	30	4	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 2 percentage points

Information about the school's pupils

Pupils on the school's roll	YR- Y2
Number of pupils on the school's roll (FTE for part-time pupils)	221
Number of full-time pupils known to be eligible for free school meals	46
Special educational needs	YR- Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	44
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year. One pupil is equal to 1.5%	Year	Boys	Girls	Total
	2002	32	34	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	29	30
	Girls	32	33	29
	Total	60	62	59
Percentage of pupils at NC level 2 or above	School	91 (78)	94 (89)	89 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	31	28
	Girls	33	30	32
	Total	62	61	60
Percentage of pupils at NC level 2 or above	School	94 (85)	92 (81)	91 (88)
	National	85 (85)	89 (89)	89 (89)

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	218	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	0	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	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: YR– Y1

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR– Y1

Total number of education support staff	8
Total aggregate hours worked per week	170

Financial year	2002/2003
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	£
Total income	535723
Total expenditure	546881
Expenditure per pupil	2475
Balance brought forward from previous year	33519
Balance carried forward to next year	22361

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	221
Number of questionnaires returned	94
	This is 43%

Percentage of responses in each category

Due to rounding, the totals may not add up to exactly 100 per cent.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	1	0	0
My child is making good progress in school.	68	31	1	0	0
Behaviour in the school is good.	49	48	2	0	1
My child gets the right amount of work to do at home.	46	45	4	3	1
The teaching is good.	77	22	1	0	0
I am kept well informed about how my child is getting on.	60	36	3	1	0
I would feel comfortable about approaching the school with questions or a problem.	77	21	0	0	1
The school expects my child to work hard and achieve his or her best.	66	32	1	0	0
The school works closely with parents.	51	46	2	0	1
The school is well led and managed.	76	22	1	0	1
The school is helping my child become mature and responsible.	76	22	2	0	0
The school provides an interesting range of activities outside lessons.	35	41	11	3	9

Other issues raised by parents

Parents noted the improvement in communication and the welcoming atmosphere created by the current headteacher and staff. They feel that this is a happy and caring school. A few parents commented that, although extra-curricular activities have improved, they would still welcome more.

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

80. Children in the Foundation Stage are taught in three Reception classes. When they enter the school, most children have been to one of the several local pre-school playgroups and, overall, they have skills, knowledge and understanding that are well below average when starting school. This is a different finding from the one made in 1998, when their attainment at the start of their time in the Reception class was judged to be below average. Procedures for introducing children to school are good, showing strong links with parents, so that their children quickly settle into school.

81. Provision for children in the Foundation Stage is good. Strengths in provision are in the overall quality of teaching, the well managed and organised curriculum and in the level of support provided by effective teaching assistants. These all contribute to the good progress that most children make at this stage and, overall, achievement is good. Most children make good progress in their learning. Although some reach the expected average for their age (reaching the Early Learning Goals In the Reception year), most will not. Thus, attainment in their Reception year is below average in all areas of learning. At the last inspection, the children aged under five were judged to have been achieving average standards. This does not show a decline in standards, but rather reflects the increasing number of pupils entering the school with significant social needs or complex special educational needs.

Personal, social and emotional development

82. When children enter the school, several have significant difficulties in adjusting to school routines and establishing personal relationships in the class. Teachers and their assistants work hard to provide opportunities for social interaction that promote children's confidence and self-esteem. The quality of teaching and of children's learning is good. This results in children making good progress in this area of learning, although standards are still below those expected for their age at the end of the year. Children are greeted warmly when they enter the class in the morning and they obviously enjoy coming to school. Teachers treat children respectfully and a caring attitude is clearly promoted. For example, one of the children was upset as he joined the others and another child said, 'I have a spare smile in my pocket which you can have'. Teachers quickly establish school routines and expectations and this helps the children to feel secure.

83. Most children show limited powers of concentration for their age. They are able to sit and listen attentively for short periods of time. In order to compensate for this, the teachers cleverly use short, focused inputs and regularly change the activity by introducing a song or some simple co-ordination and movement exercises. Children are encouraged to look after their own equipment and to take some responsibility. A weaker element in the school's overall approach is that children are not given sufficient opportunities to make enough decisions about their own learning. Activities are often too directed by the teacher and children are not always making enough choices about activities. A real strength of the work in the Reception classes is the specific time given to role-play and structured play activity groups. These are very well managed by teaching assistants, who encourage the children to use new language and to work and interact with other adults and children. The focus of the groups is related to topic work being done in each class, which ensures that children's learning is relevant to whole class work. Children enjoy learning and make progress in sharing and co-operating with others.

Communication, language and literacy

84. When children enter the school, most have communication and language skills that are often poorly developed. Several have specific speech difficulties. Most of the focus of the needs of children's special educational needs is concerned with speech difficulties. The development of children's basic literacy skills is an important priority in the school, and the quality of teaching and

learning is good. Teachers provide regular opportunities for children to talk about things that interest them. They encourage all children to contribute and they sensibly give some of the more reluctant children time to consider their responses. This encourages even the most reticent to contribute. However, observation of several of these activities showed that children's overall ability to use complex sentences, to talk expressively and confidently, and to use simple grammatical structures in their replies was limited. Most enjoyed listening to the regular story times that they had, and several were able to make comments about aspects of the story they had just read together.

85. In the Reception year, children have achieved well, although the quality of children's reading is below average. More able children reach average standards. They talk confidently about stories and different types of books and they read regularly and with enjoyment. However, most children recognise and name the sounds and names of letters of the alphabet but can only read a few key words on their own. Most handle books sensibly and gain enjoyment and understanding from clues in the pictures. The standard of children's writing is also below that expected for their age. More able children write their own names and are beginning to write simple sentences using capital letters and full stops, for example, as seen when children wrote about what they were like as a baby. However, most have some difficulty with forming recognisable letters and in writing words independently.

86. The organisation of the literacy teaching in the Foundation Stage in three ability groups is effective. This ensures that the needs of children of all abilities are more clearly met. This was seen during the inspection when children did different activities around the story of *Jack and the Beanstalk*. More able children explored descriptive words relating to giants and ogres and came up with suggestions like scary, toothless and hairy. Children in the lower group were able to reinforce their knowledge on initial word sounds as they 'read' 'm for monster', and they looked at the overall sequence of activities in the story. The focus on news items did not provide as much interest and involvement as the focuses on the shared story later in the week.

Mathematical development

87. From a well below average level when they enter the school, most children make good progress, but are still achieving below average standards when they enter Year 1. There is evidence to show that standards in their number work are closer to average. The quality of teaching and learning is good. Teachers ensure that basic counting and number skills are developed wherever possible. For example, teachers introduce a good variety of counting games and singing activities that involve number sequences. During registration, one teacher cleverly reinforced positional language as she asked the children who were sitting in front of her who was next to them, or behind, or in front. Children use addition skills as they count the number of boys and girls present and subtraction as they find out how many are staying to school lunch. Children have good opportunities to reinforce their knowledge of numbers up to ten and the different combinations of numbers that make ten. Shape work is generally limited and, as a result, children's achievement in this area is well below average. Teachers generally show a suitable understanding of how to alter the numeracy strategy. Lessons are planned soundly and activities introduced clearly. In one effective introduction, the teacher organised a whole class counting activity, a number song, and a counting game involving the class number line. Teachers provide a range of practical activities and appropriate resources for the children. The teaching assistants are well prepared and provide strong support and encouragement to children.

Knowledge and understanding of the world

88. Children make good progress in this area of learning but are still achieving all round standards that are below those expected for their age when they begin Year 1. An important feature of children's achievement is the standard that they achieve in their information and communication technology skills. The teaching of this element is very good. Children regularly use the computer suite. In one lesson observed during the inspection, a class thoroughly enjoyed a lesson where they were using an art program to draw and colour pictures of a garden. In another literacy lesson, children were

using a prepared word bank of sentences to write a story about Jack and the Beanstalk. In both of these activities, children demonstrated confident use of the computer.

89. The quality of teaching and learning is good overall. Teachers ensure that children's limited general knowledge when they enter the school is extended and developed well. Children have an understanding of their local environment as they look at photographs of different areas around the school, such as the picnic area and the adventure playground. However, most had difficulty in saying what they liked or disliked about the areas and how they might be improved. Their knowledge of living things is developed as they undertake a minibeast hunt around the school and consider how best to look after tadpoles in the class. Photographic evidence shows how they investigate the differences in some materials and know how a magnet works and that some materials are attracted to magnets. Children's knowledge of different cultures and their ability to question and find out things for themselves, are weaker elements in learning.

Physical development

90. When they enter the school, several children lack confidence and have limited hand-eye co-ordination skills. The school provides a good range of experiences to enable the children to make progress, although most are still achieving standards that are below average in the Reception year. The quality of teaching and learning in this area is good. All children have regular opportunities to use the indoor physical education equipment. A lesson observed during the inspection showed that children were confident about using the space in the hall and were used to handling and using apparatus safely and in a controlled manner. In this good lesson, children were encouraged to warm up by stretching and running, and this stretching theme was continued as they used a variety of apparatus and equipment. Several were confident in using apparatus that was higher than floor level. Some moved confidently with control and co-ordination but several were hesitant and their work lacked careful control. Children have plenty of opportunities to develop careful hand control. Co-ordination skills are developed well during the eurhythmy movement programme. This involves the regular practice of small movements by the whole class.

Creative development

91. In this area of learning, children make good progress but achieve standards that are lower than those expected for their age at the end of the Reception year. The quality of teaching and learning is good. An important strength is the way in which aspects of children's creative awareness are developed well through the role-play and structured play activity times. Children enjoyed dressing up as the characters from *Jack and the Beanstalk*. Others were making collages of the giant's boots with leather shapes, while others were building the giant's castle with pegs and large construction blocks. These activities were well managed by the teaching assistants, for example, one who joined in well with the role-play group and encouraged more imaginative expressions. Teaching assistants undertake useful summing up sessions at the end of lessons. In one observed, the teaching assistant cleverly probed children's understanding with questions like, 'Who do you most like to be?' 'Why?'

92. Children use a wide range of materials in their creative work. For example, classroom displays show paint and collage work done to illustrate the stories of *Little Red Riding Hood* and *The Hungry Caterpillar*. Children's observational skills are developed as they look at and paint daffodils using colour mixing techniques and pencil pictures to illustrate the life cycle of a butterfly. Their appreciation of pattern is developed as they make their own stained glass window patterns following a visit to the local church and patterns based on symmetry. Music is promoted well. All classes enjoy singing and they sing songs together at regular intervals during the day. In a lesson observed during the inspection, children made good progress in their appreciation of music, as they were able to use a good range of musical instruments as they composed and performed musical pieces to illustrate part of the story of Jack and the Beanstalk. Teachers sometimes use poetry to extend and develop children's imagination, but generally this is limited.

ENGLISH

93. Standards in English are below average in speaking and listening, reading and writing by Year 2. Within this picture, standards in reading are the strongest of these areas and writing is the weakest. Pupils enter Year 1 with below average standards and achieve generally satisfactorily as they move through the school. Pupils with special educational needs achieve well because they receive very effective support from their teachers and teaching assistants. In Year 1, there is evidence that some individual pupils achieve well as a result of good teaching and a very positive environment for learning. Standards are not as high as at the time of the last inspection, when they were average. Further details about this can be found in the attainment section of this report.

94. Pupils develop their confidence well in the supportive atmosphere of most classrooms and they are generally interested and willing to answer questions and offer their ideas in whole class sessions. Most pupils listen appropriately and pay careful attention to their teachers. However, there is a small minority of pupils, mainly boys, whose listening skills are weaker and whose lack of concentration is a distraction to themselves and others. Some more able pupils are able to use a good range of vocabulary but the majority of pupils explain their ideas using a familiar and sometimes narrow range of language. Only a few pupils are able to explain their ideas in good detail or at any length. Some pupils do not pronounce their words clearly and often speak very quietly. The school recognises the need to emphasise the development of pupils' speaking and listening skills and is beginning to use a useful range of role play and other drama techniques in the classroom. The use of these strategies is still in the early stages.

95. The Foundation Stage provides pupils with a secure base on which to build their reading skills. By Year 2, most pupils are aware of how to use their knowledge of sounds to help them in their reading but a significant number are still in the early stages of applying and using their knowledge confidently. Most understand how books are organised and some differences between fiction and information books. The small number of more able pupils are beginning to read independently but only a few of these pupils are reading widely and with real enthusiasm. Most pupils read a narrower range and many do not read outside the range of books provided by the school. Whilst more able pupils are able to give brief summaries of the books they have been reading, average and lower attaining pupils are not able to comment in any detail and often need supportive questioning to help them clarify their ideas. Some pupils are reading comfortably within their range and are not always sufficiently challenged in what they are reading. Pupils have regular opportunities to use the school library and most, but not all, understand how to find the books they need for information.

96. In Year 2, pupils have a good number of opportunities to write but the range of their writing in English lessons is sometimes too confined to the retelling of simple tales and aspects of narrative and personal news. There is a too limited a range of non fiction writing. More able pupils use an appropriate range of simple sentences, sometimes using interesting descriptive language. A few of these pupils are beginning to develop more complex sentence structures and write for a good length for their ages. Although the writing of most average and above average pupils communicates meaning through simple sentences, lower attaining pupils are at an earlier stage in their awareness and use of sentence structure. There are weaknesses in spelling and the use of basic punctuation in average and lower attaining pupils' work. The range of most pupils' language and expression is generally too narrow to support them in developing their ideas in any detail. Standards of handwriting and presentation are variable. They reflect some variability in the expectations of teachers for the organisation and neatness of pupils' recorded work. Most pupils are taught to join their letters at an early stage but some pupils have limited control over the fine movements required to maintain consistent size and shape of letters.

97. Standards of literacy across the school are the same as in English. The use of literacy skills in other subjects is satisfactory. Whilst there are some good opportunities in subjects such as science and art for pupils to write about their investigative and creative work, there are some missed opportunities

for pupils to develop their ideas and stamina in writing in subjects such as history, geography and religious education. In Year 1, opportunities to write, and expectations of pupils' recorded work, are sometimes too limited. Standards of presentation and organisation are not consistent and, in some classes, expectations are not high enough.

98. The quality of teaching and learning is satisfactory overall with some good and very good teaching in Year 1. There was no unsatisfactory teaching and this is an improvement since the previous inspection. A key issue from the previous inspection was to improve teaching by defining more clearly what pupils are expected to know and do and to provide meaningful activities and a manageable number. The school has addressed this issue satisfactorily.

99. Teachers now plan carefully within the framework for the National Literacy Strategy. In most lessons, the purpose of the lesson and what the teacher expects pupils to know and do, are clearly outlined and carefully explained at the beginning of the lesson. Teachers plan activities which are relevant to both the content and the learning objectives of the lesson but they do not always ensure that more able pupils are consistently challenged.

100. As in the previous inspection, the very good relationships that teachers and teaching assistants have with their pupils create a positive atmosphere for learning in most classrooms. As a result pupils are interested and enjoy their lessons. Most teachers manage pupils' behaviour well, including those who have difficulties in sustaining concentration and a positive attitude. Teachers know their pupils well and work together effectively with teaching assistants to ensure that there is support for those pupils whose difficulties have been identified. This helps pupils with special educational needs and some lower attaining pupils to achieve well.

101. In the best teaching, interesting and varied resources and activities help to develop and extend the range of pupils' language and widen their experiences. In a very good lesson in Year 1 on writing instructions for planting seeds, the very good teaching of skills and the teacher's challenging use of questions helped pupils to deepen their thinking... 'What did we do to the seeds and why did we do it?' This was followed by a useful and very effective demonstration of how to write the text expected from the pupils. During the week of the inspection, teachers in Year 2 planned a useful link with pupils' work in history on the story of Grace Darling. Pupils were able to widen the range of special language they understood as they explored the feelings of those who were rescued and tried to imagine their experiences.

102. Teachers do not consistently provide clear models of sentence structure and organisation before pupils begin their tasks. This slows down the rate at which some pupils learn because they need further explanation and assistance before they can continue with their work. This was seen in lessons in Year 2 where the teachers had to return to the whole class to explain further how the writing task was to be accomplished. In the few instances where pupils demonstrate challenging behaviour, time is spent in regaining appropriate levels of attention and some of the momentum of the lesson is lost. Teachers use a range of interesting resources, but sometimes texts used are too small to be easily and effectively shared with the whole class.

103. In the school's previous inspection, a key issue was the provision of more opportunities for sustained writing, particularly for more able pupils. While the school has introduced some useful strategies to improve standards in writing and includes some opportunities to write at length, these are still not consistently and clearly identified and remain too often the discretion of individual teachers. The school's curriculum is well enhanced by the effective teaching of the Early Literacy Strategy which is having a beneficial effect on the reading and writing of lower attaining pupils. The subject makes a good contribution to pupils' spiritual, moral social and cultural development through the good range of traditional tales pupils experience and through opportunities to work in pairs and groups to discuss and share ideas.

104. Coordination in the subject is good. The co-ordinator is a senior member of staff who is closely involved in the analysis of test results and the identification of appropriate and relevant priorities for the subject. Since the previous inspection, she has introduced a number of effective and useful practices to support the development of pupils' writing skills and, more recently, pupils' speaking and listening skills. Planning, pupils' work and teaching are regularly monitored but the focus is not always sufficiently sharp to ensure that all pupils are making good progress. Assessment procedures in the subject are very good, particularly the use of termly assessment in reading and writing which provides a clear record of pupils' progress. However the use of assessment is unsatisfactory because it is not being used to set sufficiently challenging targets, especially for more able pupils. Resources in English are satisfactory. Satisfactory use is made of information and communication technology to help pupils present their work effectively.

MATHEMATICS

105. In Year 2, pupils are attaining standards that are well below the average expected for their age. This is lower than at the time of the last inspection in 1998, when standards were average. From 2000, when the current headteacher took over the school, there has been some steady improvement in standards, which had fallen to well below average by 1999. This is because the school is now successfully working to increase the proportion of pupils who gain an average Level 2 in their work. The provisional evaluation of the 2003 tests results shows further improvement in the lowest ability group, with fewer pupils working below Level 1. The school gets few pupils to the higher Level 3 in their work and, in this respect the school has made unsatisfactory progress since the last inspection. The best improvement is linked to the provision for pupils with special educational needs and for those of lower general ability or those with social and emotional problems. This group now make good progress due to the very good overall support, especially from assistants and the good support in the Enrichment Group.

106. Although less able pupils and some average ability pupils are achieving satisfactorily, including the few pupils learning English as an additional language, there are a significant proportion who could be doing better, and thus, pupils' rate of achievement is unsatisfactory overall. Furthermore, this is a factor in why standards are well below average.

107. The good progress, which pupils make in the Reception classes continues in Year 1, where there is a strong emphasis on the teaching and learning of basic skills and some good overall teaching. In Year 2, the rate of progress slows down too much. This is due to several contributory factors, which when joined together, are making it hard for the school to ensure that all groups of pupils reach their full potential.

108. Overall, the quality of teaching and learning in the lessons seen was satisfactory. However, in Year 2, there was far too much variation in the quality of teaching and learning. This is unsatisfactory. Although the teachers have planned their lessons together, in practice, the way in which the lessons are taught is significantly different. As a result, a significant proportion of pupils are not learning satisfactorily. The sample of work seen during the inspection also highlighted inconsistencies in Year 2, which are resulting in unsatisfactory teaching and learning overall.

109. Due to a retirement, one class has been taught by a temporary teacher for one term, which has influenced the continuity of teaching and learning for some pupils in Year 2. Currently, some teachers have much better knowledge of mathematics and of how pupils learn than others. Indeed, two lessons were good. Teaching is best by the headteacher and in the mixed age group class. In both good lessons, there were high expectations for pupils to think hard and solve problems, which required them to try several calculations or problem solving approaches. In general, across the school as a whole, this is a weaker aspect of the school's work. A good example of problem solving occurred when the most able pupils in the mixed Year 1 and 2 class estimated how many sweets in a packet, and then checked their answer. Then they used their tables to calculate how many sweets in five packets by doing 28×10 and dividing this in half using mental calculations. They also made their own

graphs of the numbers of each type of sweet in the packet. In this lesson, the teacher gave time to the pupils to help them to overcome problems and think for themselves, by asking questions that made them try different approaches, when they did not quite grasp the idea of dividing ten in half to get the answer for five packets of sweets.

110. In a Year 2 lesson, more than three quarters of the class struggled to add or subtract ten quickly to any random number to 100 at the beginning of the lesson and the teacher used a range of resources to help pupils to get the idea of jumping on in tens. In this lesson, most pupils managed to overcome this difficulty and even adjusted numbers so that they could quickly do addition of numbers such as $73+19$ by adjusting the 19 and making it 20 and the calculating $73+20-1=92$. Furthermore, in this lesson, the six most able pupils quickly made up their own sums using this method of adjusting numbers. In an unsatisfactory lesson, on the same theme, time was not used effectively, to ensure that all pupils made progress. Here, the emphasis was on challenges for the lower ability, with only a few minutes of productive work at a higher level for the most able. As a result of this, pupils became restless because they had to listen too much and were not thinking enough for themselves. Teachers take the opportunity to include work on shape, space and measurement within lessons, as seen when pupils had to sort sweets into cylinders, cubes and spheres. This was a useful way of linking mathematics to real life and helped the pupils to remember the names and properties of each shape.

111. The use of time in lessons is very variable. In Year 1, teachers are better at using the first part of the session for quick mental mathematics number activities whilst in some Year 2 lessons, this did not occur at all. Sometime, the lessons are too short, due to the previous lesson eroding the time allocated to mathematics. Even once the lessons get started, teachers use their time in different ways. Where it is best, they have a focused introduction to the lesson and pupils are actively involved in all thinking by using individual pens and wipe clean boards to work with the teacher as they are taught new skills. Not only does this ensure that the teacher can check who has grasped the idea, but also it means that pupils have to maintain their concentration and think for themselves. Lessons then continue to provide plenty of time for pupils to follow up work in their ability groups for at least 20 minutes. However, in practice, this feature is very variable. Additionally, the challenges given to the wide ranging abilities of pupils are inconsistent. In Year 1, although the teaching is very focused, sometimes the challenges for the more able are not quickly introduced or developed because average ability and lower ability pupils require much reinforcement of new ideas, as seen when they worked on finding missing numbers

112. Overall, teachers manage pupils' behaviour well and positively help them to focus on their work and not interrupt the learning of others. Nonetheless, one or two pupils in Year 2 are very demanding and this sometimes means that the teacher cannot develop the learning of the most able pupils as their time is then focused on re-settling those with behaviour problems. This was seen when the teacher told the most able to "get on", rather than help them to interpret the results of their sweet tally chart because a few were arguing over the sweets on their table and so, the teacher went to stop them. Thus, these more able pupils were not sufficiently challenged in their thinking and learning. Overall, teachers have satisfactory knowledge and skills for the teaching of mathematics.

113. The support of the teaching assistants is usually very good. Teachers make very good use of them to support the pupils with special educational needs. This enables these pupils to feel that they are included in the same activities as the rest of the class, but also ensures that they know what they are doing and gain new skills. For example, high quality discussion and use of visual resources helped pupils in Year 1 to learn about simple subtraction to ten and pupils in Year 2 to find the difference between two numbers of sweets on the graph, which they had carefully made by matching each sweet to each square.

114. The curriculum for mathematics is adequately planned to take account of the requirement of the National Numeracy Strategy and pupils are beginning to use their mathematical skills in other subjects. Although this is generally underdeveloped and limits pupils' wider competency in numeracy.

The curriculum places a strong emphasis on basic number skills but, overall, has limited real life problem solving learning. The sample of work seen covers all of the areas expected including shape and measurement work. The school makes generally appropriate use of commercially produced work sheets, but the best thinking and recording occur when the teacher has made a specific recording sheet, or better still, when pupils design their own way of recording their workings. The subject makes a satisfactory contribution to pupils' spiritual, moral and social development. For the lower ability learners and those with special educational needs, this is good, because the support for these pupils helps them to feel successful learners.

115. The use of information and communication technology is developing satisfactorily, but is not always used in general class lessons. The best features are the work on graphs, which are of an average standard.

116. The co-ordinator for mathematics recently left the school and so, currently, the headteacher is overseeing the subject until the new and skilled teacher of the mixed Year 1 and 2 class takes over the role. Leadership shows a good understanding of the strengths and weaknesses in the school. The school has correctly identified the need to improve the provision for more open ended problem solving, which requires pupils to apply a wide range of mathematical skills. Already the staff have had some training on this. One of the best features of leadership and management is the weekly group activity sessions for more able pupils, which allow them to work directly with the headteacher on more challenging activities. Staff recognise the need to improve mathematics and are beginning to learn from each other. However, there has not been enough monitoring of mathematics in lessons, because the headteacher has been teaching for three afternoons a week in a Reception class. Teachers are keeping records of pupils' work from term to term and are beginning to evaluate what the pupils do well and what they need to learn about next. The school improvement plan lacks sufficient detail about exactly how to develop the subject in small steps. For example, it notes staff training to share ideas, but does not focus directly on how to ask the right kind of questions to aid pupils' thinking and learning. Additionally, it is difficult to measure the small steps of improvement that the school makes because they are not written down as individual points, but rather as one general statement.

SCIENCE

117. In Year 2, pupils achieve standards that are below those expected for their age. At the last inspection, standards were judged to have been average. The lower standards currently being achieved are the result of lower standards on entry to the school, and the lack of rigour in aspects of the overall application of the subject. Pupils with special educational needs attain similar standards to their classmates.

118. Across the school, most pupils achieve satisfactorily and make sound progress. Pupils' main achievement is in the breadth of their understanding. Teachers ensure that all elements of the subject are covered, although a weakness is that topics are sometimes not taught to a sufficient depth. Older pupils know the names and characteristics of different materials and whether they are natural or man made. They use magnetism and floating and sinking properties to classify different materials. They know some of the sources of light and that a complete circuit is required to light a bulb in a circuit. Younger pupils have a good understanding of life processes as they consider which foods are healthy to eat and details of the life cycle of a butterfly. A weakness in pupils' achievement across the school is in their ability to investigate and experiment. Although some experimental work is carried out as, for example, pupils grow and observe cress seeds, this element of their work is not sufficiently emphasised. Opportunities are not taken to promote an investigative approach. At the last inspection, this aspect was promoted well. A further weakness, which limits pupils' capacity to reach higher standards, is in the quality and regularity of their recorded work. The school does not currently place a sufficiently high priority on improving the standards of pupils' recorded work. Presentation is often untidy and unclear.

119. The quality of teaching and learning across the school is satisfactory overall, although the majority of lessons observed during the inspection was good. At the last inspection, teaching was good overall. Teachers introduce topics clearly and set the context of pupils' learning well. This improves the quality of their learning because they know where the current learning links with what they have done before and they know what is expected of them. Teachers introduce and reinforce specific vocabulary well. For example, in a Year 2 lesson where pupils were investigating the parts of a flowering plant, the teacher introduced vocabulary such as pollen, stamen, sepal, fertilisation and cross-fertilisation well. Teachers use resources to interest the pupils. Teachers' lesson planning is satisfactory. The learning intended in the lesson is shown, but sometimes the activities lack detail and planning is not always sufficiently clear about how to extend the more able pupils. Overall, teachers' expectations for the quality and regularity of pupils' recorded work and of what more able pupils can achieve, are too low. A further weakness is that science work is not recorded separately but is included within work done in other topics. This makes it more difficult for the school to analyse what has been achieved, to ensure all pupils are making enough progress and to raise standards further.

120. The subject is satisfactorily led by a co-ordinator who has been in post for two years. She has not been able to attend any recent in-service training courses. She has analysed well achievements made in the subject since the last OFSTED inspection and she has encouraged several enhancements to promote interest in the subject. Pupils' interest in plants and life processes has been encouraged well through the development of a sensory garden in the school grounds, and through a sunflower growing competition. The pupils enjoyed a recent visit by the 'Explorer Dome'. She undertakes some monitoring of teaching and pupils' work, but this has not been rigorous enough to identify some clear weaknesses in presentational skills. Planning is secure. Topics are organised on a two-year cycle in order to meet the needs of the pupils in the mixed Year 1/2 class. Wherever possible, science units are planned to link in with the overall topic that is planned for all classes in the year group. Links are developed with literacy, numeracy and information and communication technology but these are not sufficiently strong. Assessment procedures are sound. Termly assessment records are maintained of pupils' achievement. However, the co-ordinator currently does not have a sufficiently clear view of the standards being achieved across the school and assessment data is not being used effectively to set targets to raise standards. This aspect of the subject action plan is not sufficiently developed. Interest in the subject across the school is promoted well by some attractive displays. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

ART AND DESIGN

121. By Year 2, pupils attain above average standards in art. This is because the school sets high standards and many examples of work show skills, which are more commonly evident in the work of older pupils. The few pupils learning English as an additional language reach equally high standards as other pupils of a similar age. Pupils with special educational needs achieve very well due to very good support provided by the school. This sometimes includes time for pupils to enjoy art activities in the Enrichment Group as part of pupils' personal and social skills development. More able pupils make good progress.

122. Pupils make very good progress in both Years 1 and 2. Overall, achievement is very good and shows very good improvement since the last inspection, when progress was judged to be sound and standards broadly average. The school has given recent thought to planning an interesting and varied curriculum that develops specific skills from year to year.

123. From the attractive displays and other work and lessons seen, the quality of teaching and learning is very good. Work is carefully planned, so that pupils of all ages and abilities are suitably challenged. In Year 1, pupils enjoy experimenting with many different art materials and are introduced to skills, such as simple colour mixing. There are numerous opportunities for pupils to develop their imagination. A good example of this was seen in their creative gardens. Good teaching of basic skills resulted in good learning about how to improve their painting. Here, the teacher circulated around the

room assessing pupils' work and then stopped the class, so that they reflected on the detail and movement in Van Gogh's *Iris*. This was especially helpful to the most able pupils who endeavoured to use metallic paint to create a shimmer and movement in their own pictures. Average ability pupils confidently focused on detailed drawings of flowers, while pupils with special educational needs created their own imaginary flowers, using tissues paper, sequins and other interesting materials. Very good support from the teacher and assistant helped them to talk about their ideas. This showed strong links to pupils' individual education plan targets.

124. In Year 2, very good teaching was evident in two lessons seen. Teachers continue to plan work well for the different needs of the pupils, but added to this, the teachers are very knowledgeable about the subject and they demonstrate skills very well. Moreover, teachers have very high expectations, as seen when they showed the pupils how to use pastels to define strong lines as well as softer effects and then how to smudge and create deep colours by layering the pastel colours one on top of another. As a result of this, pupils used these new skills very effectively to create their own *Shadowlands* in the style of Gauguin's painting. In all lessons, pupils were totally absorbed and relationships were very good. Pupils only began to lose concentration when it became so hot that it was difficult to sustain application.

125. Links with spiritual, moral, social and cultural education are very good overall. Special spiritual moments were evident in all lessons, as seen, when pupils painted as Delibes's *Flower Duet* played in the background of the lesson. Cultural development is good, as pupils learn about different artists, visit museums to develop their understanding of drawing and work with an artist designing a tree mural. However, these tend to be largely White European artists, with fewer opportunities to learn about multicultural art in Britain and the wider world. There are few books to support this in the library.

126. The quality of leadership and management in this subject is very good and reflects the high standards of work seen and the very good improvement since the last inspection. The co-ordinator sets very high standards, as evident in the displays. The new policy and scheme of work are effective in helping the school to have consistency from class to class. There has been significant development in the use of computers to help pupils to enjoy art and create pictures using a range of different skills and programs. The introduction of an arts week, has allowed pupils to see real artists in action by taking part in developing a school mosaic. Furthermore, this gave the pupils the chance to develop many skills of weaving and embroidery to create wall hangings on the theme of the four seasons. Assessment procedures are developing satisfactorily and the school is well placed for further good improvement.

DESIGN AND TECHNOLOGY

127. By Year 2, pupils attain average standards in design and technology. This includes pupils with special educational needs, who are well supported and integrated into all activities. Pupils make good progress in both Years 1 and 2. Overall, achievement is good and shows further development on the sound progress reported at the time of the last inspection. This is because many pupils have lower than average skills at the end of their Reception year and these develop well by Year 2.

128. The quality of teaching and learning is good. Work is carefully planned, so that pupils of all ages and abilities are suitably challenged. In Year 1, pupils make a range of models, which show developing precision in moulding, cutting, and joining, as evident in their slipper and hat designs. By Year 2, there is a greater emphasis on planning ideas on paper and on evaluating and improving their designs. This was especially successful in pupils' work on making fish and boat mobiles and shows the overall effectiveness of teachers' good planning and high expectations. Evaluation skills continue to develop by the third term in Year 2, as pupils design and make their own simple bridges. Discussion with the pupils showed their understanding about how to make their bridges strong enough to support several cubes. Pupils talked about how to improve the strength of their bridges by modifying the design. This highlighted pupils' enthusiasm and good ideas. More able pupils were confidently getting the idea that a series of triangles, made it stronger, while average and lower ability pupils explained that a play dough bridge is less rigid than one made of wood or connecting blocks.

129. The provision for more able pupils is satisfactory overall. Sometimes, it is well thought out as evident in the making of a doll's house, when these pupils also had the chance to make their own furniture. Nonetheless, there were missed links with science, for example, by linking their work on electricity, so that pupils made a simple circuit to give the house a light. Links with art are good, as pupils take a keen interest in finishing their work, so that it is attractive. The school does not have any big books to read together during the literacy hour, which link to design and technology. Pupils make good use of the word processor to write about their designs and, when making their wooden picture frames, they designed and printed pictures of the correct size to fit their carefully measured frames. Otherwise, links with information and communication technology and mathematics are underdeveloped.

130. In the two good lessons seen, pupils made paper flowers. Learning was good because pupils were clear about what they had to do, worked productively and applied effort in both making and thinking. Some pupils used their own imagination to invent their own flowers, using many different materials and joining techniques. This was the most successful part of their learning. Good questioning by teachers and suggestions by other pupils helped the pupils to think of ways to secure the flower stems so that the head of the flower did not droop. For example, "How did you fix the parts together and what would happen if you altered where you attached the stem?" As a result, pupils had to think and persevere to improve their flower joints and position of the stems. This is also a good example of how design and technology contributes very well to pupils' spiritual and social development because, in this session, pupils felt a sense of achievement. Moreover, they had learned to share ideas, help each other, and find solutions by using their creative skills. In the lessons seen, very good management of pupils and very good relationships enabled pupils to work collaboratively and use their time to best effect.

131. The quality of leadership and management of the subject is satisfactory. This subject has not been a priority for improvement and so observations of lessons have not taken place, although teachers' planning is carefully evaluated and samples of work are being collected to show how learning should progress from year to year. From September 2003, a new and specialist co-ordinator will be joining the school. Currently, leadership shows a clear understanding about the importance of developing skills more systematically. For example, there is an informal plan to work on a special project each half term rather than to dip in and out of activities and this is a good decision. The school has plans to develop ways of assessing how well pupils are doing in this subject, as no formal methods currently exist. Both of these initiatives focus on further raising standards, which emphasise why the school is well placed for continued good improvement. Since the last inspection, there has been good improvement in the quality of teaching and learning and pupils' rate of achievement.

GEOGRAPHY

132. During the week of the inspection, lessons were observed in both Years 1 and 2. Judgements are based on the lessons seen, scrutiny of pupils' recorded work, teachers' planning and discussions with teachers and pupils about their work. The evidence indicates that, in Year 2, standards are average. In the school's previous inspection, standards were judged to be slightly below average. This is a good improvement and is the result of the adaptation of the curriculum to ensure that pupils' awareness of localities other than their own develops appropriately. Pupils enter Year 1 with average understanding and knowledge of the world. All pupils including those with special educational needs achieve satisfactorily as they move through the school.

133. Teaching and learning in geography are satisfactory. There was one unsatisfactory lesson. The strengths of teaching and learning were evident in a good lesson in Year 1. The teacher had prepared his resources carefully to interest and involve pupils well in thinking about the features of a locality such as the seaside, which was different from the pupils' own locality. There was a real 'buzz' of excitement as the teacher unpacked his suitcase of objects that might be taken to the seaside. Questions were used well to encourage pupils to explore a range of features and to make simple

comparisons. There were good opportunities for pupils to talk together in pairs about what they had observed. This reinforced and clarified their understanding effectively. Activities, which included the making of a pamphlet to advertise the seaside for more able pupils, provided well for all abilities. There was a good partnership between the teaching assistant and the teacher to ensure that all pupils, including those with special educational needs, were well involved and achieving appropriately. Where teaching has weaknesses these are linked to the management of pupils' behaviour and to the match of tasks to meet the needs of lower attaining pupils. In the unsatisfactory lesson in Year 2, the focus of the lesson and the resources provided, linked appropriately with the development of pupils' awareness of distant localities, in this case St Lucia. The teacher used questions appropriately to help pupils identify features of houses that were different from their own. There was useful modelling of sentences for the whole class, which enabled more able pupils to work independently in recording their observations. However, there was insufficient explanation and adaptation of the task for average and lower attaining pupils to enable them to work effectively. This led to inattention and unsatisfactory achievement in the lesson. Where the teaching assistant and the teacher were able to support individual pupils' achievement was satisfactory.

134. Analysis of pupils' recorded work indicates that pupils have appropriate opportunities to develop their understanding of routes and maps at different scales. This ranges from plotting their routes to school both pictorially and on a large scale map in Year 1, to plotting simple coordinates and using simple compass directions on a 'Treasure' map in Year 2. Good use is made of the local area to explore changes in seasons and features of Westbury on the 'Westbury Walk'. While the amount of pupils' recorded work is generally appropriate in both years, the organisation and general standard of presentation are too variable.

135. Coordination in the subject is satisfactory. The co-ordinator is a good practitioner and has a secure understanding of relevant priorities for the subject. Although he monitors planning in the subject and pupils' work, he has had no opportunities to monitor teaching. A useful portfolio of pupils' work is being maintained to give an overview of work in the subject. There are no formal assessment procedures in the subject. Teachers assess their work in the subject as part of the general weekly evaluation of the curriculum undertaken by all teachers. Resources in the subject meet the requirements of the curriculum and are effectively supplemented by teachers' own resources. The use of information and communication technology is developing well. For example, to support pupils' knowledge of maps and their understanding of the water cycle. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through its encouragement of pupils' exploration of the world in which they live.

HISTORY

136. During the week of the inspection it was only possible to see one lesson in history due to timetable arrangements. Judgements are based on the one lesson seen, evidence from a literacy lesson with a history focus, analysis of pupils' recorded work and discussions with teachers and pupils. The evidence indicates that standards in Year 2 are average. In the school's previous inspection, standards were below those expected for the end of Year 2. This is a good improvement and has been achieved by adapting and developing the curriculum to ensure that all areas of history are covered and that expectations are appropriate.

137. Pupils enter Year 1 with average standards in their knowledge and understanding of the world and pupils, including those with special educational needs, achieve satisfactorily as they move through the school.

138. Overall teaching and learning in history are satisfactory, although some good teaching was seen in Year 1. The strengths of teaching in Year 1 are the enthusiasm and energy that teachers and pupils bring to their learning. In the lesson seen, this was encouraged by the teacher's strategies at the beginning of the lesson 'Hands up if you are a history detective! Now get your history hats on!' Through good careful questioning, she helped pupils explore what made history different from their

previous lesson and helped them to focus clearly on skills of historical enquiry. The teacher built well on a recent visit pupils had made to Bowood House. She made good use of this 'real' experience to help pupils think about the differences they had observed in their own lives and lives in the past. This led directly to an examination of a good range of household objects from the past. The teacher's effective use of questions enabled pupils to make relevant comparisons and observations. Pupils were absorbed and interested throughout the lesson, which concluded with an appropriate recording of some of the similarities and differences in modern and past household objects. There was good level of challenge for all pupils so that all pupils developed their understanding well.

139. In the school's previous inspection pupils had insufficient knowledge of historical figures and events. This is now satisfactory and pupils learn about such figures as Guy Fawkes, Florence Nightingale and events such as the Great Fire of London and the voyage of the Mayflower. Year 2 pupils were learning about Grace Darling during the week of the inspection. In a useful link with literacy, these pupils learned about differences and similarities between sea rescue now and in the past and explored the feelings of those who were shipwrecked and eventually rescued. In both lessons observed and from an analysis of their recorded work, pupils are given a suitable range of opportunities to experience the past at first hand, through an examination of artefacts and through visits to places of local interest and further away. There are some missed opportunities in both year groups for pupils to record their work and, while satisfactory during the week of the inspection, the amount of recorded work in Year 1 and the opportunities to write in more detail in Year 2 are too variable.

140. Coordination in the subject is satisfactory. The co-ordinator has a clear understanding of the role and has identified useful and relevant priorities such as the review of recorded work for Year 1. Monitoring in the subject is generally satisfactory but there is no monitoring of teaching. There are no formal procedures for assessment in the subject. Teachers assess their work informally as part of their weekly evaluations of curriculum planning. The curriculum is well enhanced by visits to the local area to explore such topics as how houses have changed over time. Further away, they also visit places such as Devizes Museum to observe objects from the past. Resources in the subject meet the needs of the curriculum and are well supplemented by teachers' own contributions. The school is beginning to make use of information and communication technology to support pupils' learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through its interesting range of resources and good opportunities for pupils to be aware of changes over time.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. In Year 2, pupils achieve average standards. This was also the judgement of the previous inspection. Pupils with special educational needs attain similar standards to their classmates.

142. Pupils achieve satisfactorily and make sound progress as they move through the school. The main strength in pupils' achievement is their competence in, and use of all, elements of the subject. The use of computers in art and design is particularly strong. For example, pupils use an art program to devise interesting and effective underwater scenes. Others draw and colour pictures which combine a range of reds and yellows to illustrate the events of the Great Fire of London and compose effective pictures of bonfires and fireworks of November 5th celebrations. Pupils develop sound word processing skills as they write accounts of the life processes of butterflies and snails and print them, while others use their computers to write about the geography of St Lucia. More able pupils are able to combine simple texts and clip-art pictures as they write about different insects. Interesting graphs are drawn to show that strawberries are the class's favourite fruits. Digital cameras are used satisfactorily to record and display aspects of the pupils' work.

143. The quality of teaching and learning is satisfactory. This was also the finding of the previous inspection. Good elements of teaching in lessons observed included good subject knowledge and the confident use of the school's interactive whiteboard. Other good features were observed in a lesson where pupils were being encouraged to use the computer to produce pictures that were similar to a seascape by Van Gogh. The teacher cleverly helped pupils while they were working to experiment

with colour mixing and blending techniques to produce a more accurate finished picture. The lesson and the teacher's approach contributed significantly to pupils' spiritual, moral and social, development as they were encouraged to comment on Van Gogh's original and to show their work and explain the success of the colouring effects that they had used. This allowed their work to be fully valued by the teacher and others in the class, and promoted their self-esteem positively. In another lesson, good links were established between literacy and science as pupils used computers to write instructions for planting their seeds.

144. The subject is managed well by an enthusiastic and knowledgeable co-ordinator. Strengths in leadership identified at the last inspection have been maintained. Across the school, teachers' subject knowledge has been improved through the whole school in-service training that has recently been completed. Teachers are supported by a useful policy but the Internet safety statement has not been finalised. Planning in the subject is secure. There is a clear overall curriculum plan, which shows how elements of the subject are to be taught. Units are based on the scheme of work recommended nationally and one provided by the local education authority. Where possible, the units are linked with the overall topic plan. The ratio of computers to pupils is in line with the national average. The computer suite is used well, but guidance on the use of classroom computers is less clear. The co-ordinator supports and encourages teachers well, but has had little opportunity to monitor the quality of teaching and learning in the subject. The subject action plan makes good reference to improving resources but is insufficiently focused on raising the standards pupils achieve. Assessment procedures are sound. Termly records are made of pupils' achievements but there are no collections of work, which are matched to National Curriculum criteria to support teachers' appreciation of the different levels of pupils' achievements.

MUSIC

145. By Year 2, pupils reach average standards in music. This finding matches the one made at the time of the last inspection. Pupils' progress and general rate of achievement are good because when starting in Year 1 there are a significant proportion of children who have not quite reached average standards. However, by Year 2, pupils' attainment is similar to other seven year olds, as pupils sing tunefully and can compose, perform and discuss music at an appropriate level. Pupils with special educational needs and those learning English as an additional language achieve equally as well as others of the same age and they are well included in lessons.

146. The quality of teaching and learning is good overall and this is why the school is reaching average standards. The school does not have a specialist teacher for music but makes good use of a commercially produced scheme of work to ensure that pupils learn new things from year to year. In addition, teachers have had training from a music advisor and now feel more confident in how to teach the subject.

147. In Year 1, pupils regularly make their own musical compositions. Teachers help pupils to learn about mood and how to contrast sounds using different instruments. For example, they made up garden compositions, with each instrument being played to represent creatures or plants. This was a lively session, full of excitement and experimentation with a range of instruments. Teachers regularly ask the pupils to think about how music makes them feel. Often, pupils find it hard to find the right word but, with the teachers' help, they improve their skills of communication. For example, one pupil suggested that he liked the effect of the rainmaker instrument because it was "like the sound of flowing water in the garden". Pupils gain knowledge about high and low sounds at a steady pace, but the teacher often has to repeat these activities to ensure that pupils understand the difference. In Year 2, pupils continue to learn skills at a good rate and use the instruments to enliven their imagination. For example, when pupils performed a complex chant using a range of clapping, tapping, humming and use of instruments in the "mashed potato chant". Pupils sing enthusiastically and learn about different composers.

148. Most pupils really enjoy music and, overall, relationships between adults and pupils are very good. However, occasionally, a few pupils find it hard to behave well for the entire lesson. Teachers

are skilled at ensuring that they do not disrupt the learning of the other pupils. Overall, music plays an important part in helping to develop pupils' spiritual and social development. For example, when listening to Delibes' *Flower Duet*, three boys lay on the floor totally absorbed by the experience and asked for the music to be played for longer. Furthermore, the whole school has produced a CD performing the song *Wish*, which was written with the pupils and shows excellent links with parents in producing and marketing for fundraising. Cultural development is good overall. The school is beginning to help pupils to enjoy different musical traditions from both Britain and around the world, but overall, this is an aspect of the curriculum, which is underdeveloped.

149. About a quarter of the pupils in Year 2 enjoy learning the recorder and reach above average standards in reading simple music. This teaching is provided by a visiting support teacher. More able pupils are encouraged to attend these sessions and also to join the school choir. This helps them to develop their skills and is a helpful initiative in ensuring that their needs are well met. Sometimes, pupils miss the same lesson each week in order to have their recorder lesson. This is unsatisfactory as it means that all pupils do not have similar learning opportunities.

150. The quality of leadership and management of the subject is good, which reflects the good improvement since the last inspection, especially in pupils' achievement, the quality of teaching and learning and in the provision for musical instruments. Currently, the school does not have a simple system for assessing pupils' level of work. The school has purchased software for pupils to compose and record their own music on the computer. It was not possible to see this happening and so no overall judgement is made about the use of information and communication technology in this subject.

PHYSICAL EDUCATION

151. In Year 2 pupils achieve average standards. This was also the judgement of the previous inspection. Because of the way in which the timetable is organised, it was not possible to see any games elements of the subject. Pupils with special educational needs also achieve average standards.

152. Across the school, pupils achieve satisfactorily and make sound progress. Pupils' confidence and ability in gymnastics are strengths of their achievement. In one gymnastics lesson observed, pupils reached standards that were above those expected for their age. They were able to move purposefully around the hall in their warm-up showing good awareness of their space and that of others. Several were able to demonstrate effective balances on different parts of their bodies and to move from one to another in a controlled and purposeful way. Several were able to hold their balance for a pleasing length of time. Other pupils communicated their ideas well through dance as they devised and performed sequences of expressive movements to music by Vivaldi showing changes in the lifestyle of a butterfly.

153. The overall quality of teaching and learning is satisfactory, although some good and very good elements were observed during the inspection. At the last inspection, although most of the teaching seen was at least satisfactory, there were some unsatisfactory elements. Where teaching is good or very good, teachers devise appropriately vigorous warm-up activities and clearly explain the purpose of the warm-up and its effect on their bodies. They explain the focus of the lesson well, including reference to any subject specific vocabulary to be used. Teachers join in the activities enthusiastically and this enthusiasm rubs off on the pupils. Pupils are encouraged to demonstrate what they can do and these are used to show others how to improve their technique. Also pupils are given the opportunity of observing, evaluating and commentating on the performance of others. Occasionally, the learning of the majority is limited by the lack of concentration and commitment by a very small minority.

154. The quality of leadership and management of the subject is satisfactory. At the last inspection, this was good. There is a sound subject policy and scheme of work. A weakness is that the co-ordinator does not have a clear overview of when elements of the subject are taught to the different classes. Opportunities to monitor the quality of teaching and learning or of teachers' planning are limited. There is a generous amount of curriculum time devoted to the subject and the use of the hall

accommodation is carefully timetabled. There are no whole school assessment procedures for this subject. Improvements since 1998 include the development of the annual sports day, the Eurhythmy Movement Programme and the use of the Trim trail and Adventure playground, all of which help to encourage interest in physical activities. Resources for the subject are good.

RELIGIOUS EDUCATION

155. During the week of the inspection, lessons were observed in both Years 1 and 2. Judgements are based on the lessons seen, analyses of pupils' recorded work, planning in the subject and observations in collective worship.

156. In Year 2, pupils' knowledge and understanding meet the requirements of the agreed syllabus. In the school's previous inspection, similar standards were observed. Pupils enter the school with varied and sometimes very limited experience of religious practice. The supportive ethos of the school encourages respect for each other and each other's beliefs. This, together with a well planned locally agreed syllabus, ensures all pupils, including those who have special educational needs, achieve well to reach appropriate standards in Year 2.

157. The quality of teaching and learning is satisfactory overall. Good teaching and learning was observed in Year 1. The good lesson seen placed a clear emphasis on pupils' recognition that each one was special and yet different from each other and the introductory activities in the lesson helped pupils to appreciate this. This prepared a good foundation for introducing pupils to some of the traditions of the Jewish faith. The class had already spent some time in thinking about Christian traditions and practice, particularly linked to children of their age. Guided by the teacher's skilful questioning and relevant resources, they were able to make simple comparisons between the two faiths. In Year 2, pupils are beginning to think in more depth about the meaning of some of the stories of Jesus and pupils recognise the special messages of Jesus' miracles. In the lesson seen, pupils were considering the parable of The Sower and, guided by the teacher's careful questioning, they developed their understanding of its meaning in their own lives. They showed a good level of respect for the quiet moment at the end of the lesson for reflection and prayer. Pupils' recorded work in Year 2 shows that they know about an appropriate range of stories from both the Old and New Testament. They understand the importance of light and how it is celebrated in Christianity, Judaism and the Hindu faith. Opportunities for younger pupils to record their work and thereby reinforce what they have learned are too limited. Whilst there is an appropriate amount of recording in Year 2 some pupils' weaker writing skills restricts their ability to develop their answers in any detail.

158. Sessions of collective worship support pupils' learning in class appropriately and reinforce effectively the caring and supportive ethos of the school. Eight pupils are withdrawn from religious education at parental request. The school provides suitable activities for them to do in this time.

159. The subject is well enhanced by the school's links with local clergy and with the local parish church. Pupils visit the church, many for the first time, to experience its special structure and atmosphere and to enhance their learning in other subjects such as art and history. The vicar holds special assemblies at Christmas and Easter. The school makes good use of representatives of other faiths in the local community to visit and share with pupils some of the special features of their beliefs. There are no opportunities for pupils to visit places of worship in the other faiths they learn about in school. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. There was insufficient evidence to judge the use of information and communication technology in the subject.

160. The co-ordinator for the subject is new to the role and new to teaching. She is developing the role appropriately and has begun to monitor teachers' planning and pupils' work. She has not had opportunities to monitor teaching. Assessment procedures in the subject are well organised and linked to the planning included in the Agreed Syllabus. Assessments are not used sufficiently to consider how

pupils' attainment could be developed further. Resources in the subject are good and provide a good quantity and range of resources to support the different units in the curriculum.