

INSPECTION REPORT

WESTWOOD-WITH-IFORD PRIMARY SCHOOL

Bradford-on-Avon

LEA area: Wiltshire

Unique reference number: 126234

Headteacher: Miss. L. Hurley

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: 6-8 May 2003

Inspection number: 248747

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Boswell Road Lower Westwood Bradford-on-Avon
Postcode:	BA15 2BY
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. D. Beniston
Date of previous inspection:	21 May 2001

INFORMATION ABOUT THE INSPECTION TEAM

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Miss Savi Ramnath <i>Registered inspector</i> 21334	Areas of learning for children in the Foundation Stage Mathematics Geography Religious education	What sort of school is it? The school's results and achievements How well are pupils taught? What the school should do to improve further
Ms Sue Burgess <i>Lay inspector</i> 12289		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Education inclusion including race equality
Mr Tony Hooper <i>Team inspector</i> 27240	English History Music French	How well is the school led and managed? Special educational needs
Mr Philip Mann <i>Team inspector</i> 14509	Science Information and communication technology Art and design Design and technology Physical education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small, community school situated in the village of Westwood in Wiltshire for pupils aged between four and eleven years. There are currently 101 pupils organised in 4 mixed age classes with more boys than girls in each year group. This includes 10 children who attend the mixed age Reception / Year 1 class all day and 1 who attends part time. The school draws pupils from a wide area and serves families whose social circumstances are much more favourable than national averages. No pupils are eligible for free school meals. Across the school, eleven per cent of pupils have been identified as having special educational needs for a variety of learning difficulties and three have statements. This is below the national average. Nearly all pupils are of white British origin and are fluent in English. Pupils' levels of attainment on entry to the school are varied, but are above average overall. Since the last inspection, there has been major refurbishment of the accommodation and significant changes in staffing.

HOW GOOD THE SCHOOL IS

Westwood with Iford is an improving school with many strengths. The overall good quality teaching enables pupils to achieve above the nationally expected standards in English, mathematics and science. Pupils' very good behaviour and the very good relationships they have with each other contribute to a positive learning environment. Overall, leadership and management of the school are good and appropriate plans are in place to improve provision and achievement so that the school is well placed to continue its move forward. The school provides a sound education in the core subjects of English, mathematics and science and gives satisfactory value for money.

What the school does well

- The school's commitment to high standards results in pupils achieving above national expectations in English, mathematics and science by the end of Years 2 and 6.
- The teaching is good in the core subjects of English, mathematics and science, which enables the pupils to make good progress in these subjects.
- The very good provision for pupils with special education needs is enabling many of these pupils to make good progress.
- The school provides an excellent range of extra curricular activities, which is well supported.
- The very good provision for pupils' moral development results in pupils' very good attitudes and behaviour which help them to learn well
- The school values parental contributions highly and has established good links with parents.
- The headteacher, a hard-working staff and supportive governing body work well together and share in a commitment to improve the school.
- Financial planning is very good and the budget is managed efficiently.

What could be improved

- The standards achieved by all pupils especially the more able in subjects other than English, mathematics and science.
- Teaching time is below that recommended and the time available is not used efficiently for some subjects.
- Opportunities to develop children's early writing skills and the use of assessment information to plan work to meet the needs of the most able children in the Foundation Stage¹.
- Stability in staffing to ensure continuity in pupils' learning.
- Greater involvement of teachers with management responsibilities in the day-to-day running of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was identified as underachieving in the last inspection in May 2001 and since then overall

¹ Foundation Stage- Education before pupils enter Year 1, i.e. in the Nursery and Reception classes

improvements have been good. Action has been taken on all of the key issues identified, although some aspects have not been fully addressed. The underachievement of pupils has, however, been addressed. Higher expectations and good quality teaching in English, mathematics and science has helped to ensure that the more able pupils are challenged well. Some progress had been made with the appointment of a deputy headteacher to provide the headteacher with adequate time to complete her management tasks. However, many staff absences have hindered progress in this area. The time allocated to delivering the curriculum in Years 3 to 6 has been reviewed. However, this is still below the recommended minimum time and as a result standards in the foundation subjects² remain broadly in line with national expectations. Much work has been undertaken in assessment, which is now a strength of the school, and the information gained is used well to plan work in English, mathematics and science and to track pupils' progress as they move through the school. Good use has been made of the national guidelines and schemes of work are now in place for all subjects. These provide useful guidance for planning on a two-yearly cycle. Although the role of some subject co-ordinators has been developed, and is more effective than at the time of the last inspection, there is still room for further training and guidance and a greater involvement in the management of the school. Provision for children in the Foundation Stage has improved. All children now have access to regular outdoor and indoor play activities. However, despite the school's best efforts a secure play area for the youngest children is still not available. Governors have acted on the findings of the last inspection and are fully aware of their responsibility to monitor standards. They know the school well. Since September 2002, there have been numerous changes to the governing body who have already made some positive impact and are beginning to develop their role well. When taking into account the school's successful drive towards raising standards in the last 2 years and meeting its own targets, its capacity to further improve is judged to be very good. The headteacher is aware of the progress that still needs to be made and is in a strong position to achieve it. She has the commitment of staff and the support of governors and parents

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average³ point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools ⁴
	2000	2001	2002	2002
English	C	C	A	B
Mathematics	A	C	A	A
Science	B	C	A	A

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

Note: Only a small group of pupils takes the tests each year, so trend over time and comparisons with results nationally should be treated with caution. In 2002, nineteen pupils in Year 6 took the tests and fifteen in Year 2.

National Curriculum tests results for pupils in Years 2 and 6 show variation over recent years. Although over the past three years standards have fluctuated they have remained at least in line with the national averages.

In 2002, the school's targets for raising standards in English and mathematics. were greatly exceeded. The school continues to have high expectations and more challenging targets have been agreed for 2003.

² Foundation Subjects - Subjects other than English, mathematics and science

³ Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

⁴ Similar schools are those that have a similar proportion of pupils eligible for free school meals

For pupils at the end of Year 2 the results in the 2002 national tests when compared with all school were well above average in reading, above average in writing and average in mathematics. The teacher's assessment in science showed that pupils' performance was well above average when compared with all schools. Although test results at the end of Years 2 and 6 in 2002 indicated that girls performed better than boys, inspection evidence shows little difference in the current performance of boys and girls.

Attainment on entry to the school is normally above average, though the attainment of one child in a small cohort can cause statistical fluctuations from year to year. Inspection evidence indicates that children in the Foundation Stage achieve well. Most are on target to exceed the standards expected (the Early Learning Goals) by the end of the year in all areas of learning except in their early writing skills which are in line with expectations. Progress is limited at times because not enough planned opportunities are provided to develop children's early writing and recording skills and assessment information is not always well used to challenge the most able children.

In Years 1/ 2 and in Years 3 to 6 pupils' achievements (the progress they make in relation to their initial attainment) is considered to be good in English, mathematics and science although attainment on entry to the school is normally above average. This is because the attainment of the present Year 2 was at the level expected when they started Year 1. The present Year 6 pupils were previously identified as underachieving in Year 4 but are now attaining levels above national expectation in the core subjects.

Observed standards in English, mathematics and science are above national expectations at the end of Years 2 and 6. In order to tackle the underachievement of pupils in Years 3 to 6 the school focused its attention on the core subject. As a result, standards in the foundation subjects have not been maintained and progress is sometimes limited. Despite some improvements, overall standards in ICT remain only in line with national expectations. This is mainly because pupils have too few opportunities to use the computer to support other areas of their learning. In all other subjects, where it is possible to make a judgement standards are at the levels expected nationally except in design and technology where standards are above expectations for Year 2 pupils. No judgements are made about standards in geography, art and design, physical education and history at the end of Years 2 and 6 because of insufficient evidence. Overall, standards in the foundation subjects are not as good as those achieved by pupils in the core subjects. This is because of the school's emphasis on English, mathematics and science since the last inspection, numerous staff absences and insufficient time allocated to these subjects in Years 3 to 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are well motivated and keen to succeed. They are interested in what they do and are proud of their achievements. Their attitudes support progress in their learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. They have a clear understanding of the school's high expectations of conduct. Pupils are courteous and respectful towards each other, to teachers and other members of staff at all times.
Personal development and relationships	Very good. Relationships between pupils and adults are very good. Pupils are friendly and courteous to visitors. Pupils have a strongly developed sense of responsibility and are tolerant and supportive of each other.
Attendance	Unsatisfactory. Attendance is below the national average. This is as a result of the high number of pupils who are taken out of school for holidays during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 to 2	Years 3 to 6
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Quality of teaching	Good	Good	Good
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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 good quality of teaching in English, mathematics and science is having a positive effect on standards. In all other subjects, where it is possible to make a judgement teaching is satisfactory. Since the last inspection significant improvements in the overall quality of teaching have taken place. This is mainly due to the increased rigour in the monitoring of some subjects, higher expectations of teachers, implementation of schemes of work and the greater use of assessment information to plan work to meet the needs of all pupils in the mixed age classes.

Where teaching is very good, teachers have high expectations particularly of what pupils are expected to achieve and of their participation in the classwork. Lessons are well planned and activities are matched carefully to the needs of pupils who learn at different rates. The purpose of the lesson is made clear to pupils and very effective use is made of resources to support their learning. Questioning is often very intense and used well to probe and extend pupils' learning. Tasks set are challenging and are well matched to the different levels of attainment and needs of pupils in the class. This ensures that all pupils make good gains in new knowledge and skills.

Teaching is consistently good in the Foundation Stage and makes a strong contribution to the good progress the children make in their learning and to their being happy, secure and confident.

Pupils with special educational needs receive good teaching and a good level of support from learning support assistants. As a result, they made good progress and achieved the targets set for them in their individual educational plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school teaches a broad curriculum which is enhanced by the inclusion of French for older pupils, and includes an excellent range of extra-curricular activities. However, insufficient time, particularly in Years 3 to 6, and some inefficient use of time available limits balance. The curriculum for the Foundation Stage, although good, is narrow for developing children's early writing skills.
Provision for pupils with special educational needs	Very good. Pupils' individual education plans are based on good assessment of their learning needs. Teachers and learning support systems provide good support. Parents are involved in reviewing appropriate targets for improvement.
Provision for pupils' personal, including their spiritual, moral, social and cultural development	Overall good, with a particular strength in the way teachers promote high standards of moral behaviour. Pupils have very good opportunities to develop their social skills. However, opportunities provided to promote pupils' spiritual and cultural development are satisfactory.
How well the school cares for its pupils	Overall satisfactory. Overall, procedures for child protection, first aid, and health and safety are satisfactory. Staff know the pupils well as individuals and work hard to ensure the welfare. Good assessment procedures are in place in all subjects of the curriculum and information is particularly well used in English, mathematics and science to support planning and to ensure that the work is well matched to pupils' needs and levels of attainment.

Parents are kept well informed about what is taught and the progress their children make. There are good links with parents

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads the school very well and brings very clear direction and purpose to its work combined with great energy and enthusiasm. However, the high turnover of staff and a prolonged period without a deputy headteacher have adversely affected the opportunities for her to carry out planned developments. Teachers with management responsibilities have too few opportunities to play a full part in the management of the school.
How well the governors fulfil their responsibilities	Satisfactory. Under the able leadership of the chairman, the governors are playing an increasing role in decision making and evaluating aspects of the school's work. They have a good understanding of the school's strengths and weaknesses and fulfil their legal responsibilities.
The school's evaluation of its performance	Good. The headteacher tracks pupils' performance throughout the school and good use is made of statistical data to target support where it is most needed. The rigorous monitoring of teaching and learning in some subjects has helped to raise standards.
The strategic use of resources	Very good. Financial planning and day-to-day financial management of the school ensures all spending decisions follow the principles of best value. Funding has been used well to enhance the accommodation and has brought benefit to both teaching and learning.

There are sufficient, well-qualified and experienced teachers to meet the needs of the age range taught. Teaching assistants are valued and make a significant contribution to pupils' progress. There are sufficient resources to support learning in all subject areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parents returned 65 questionnaires (65 per cent of those sent out) and 14 parents attended the pre-inspection meeting.

What pleases parents most	What parents would like to see improved
<p>Parents are pleased with most aspects of the school, but they are especially content that their children</p> <ul style="list-style-type: none"> • like school. • behave very well at school. • make good progress. <p>They are also pleased that the school</p> <ul style="list-style-type: none"> • has a positive effect on their children's values and attitudes. • expects children to work hard and achieve their best 	<p>A few parents expressed concerns about the number of staff changes.</p>

- | | |
|---|--|
| <ul style="list-style-type: none"> • keeps them well informed. • is well led and managed. | |
|---|--|

The overwhelming response of parents is positive, appreciative and constructive. Inspection findings support all the positive views expressed in both the questionnaire responses and at the meeting with parents. In all instances where parents expressed a negative view, there was a contrary positive view from other parents. The inspection team analysed the comments made by parents and supported the view that staff turnover is high. This aspect is highlighted in the report.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

This section should be read in conjunction with the section on standards in the summary. What is reported there is not necessarily repeated here. Details about standards will also be found at the beginning of each subject report and through examples given in those reports.

1. The last full inspection in May 2001 identified the school as underachieving especially for boys in Years 3 to 6. Standards in the core subjects of English and mathematics were in line with national expectations at the end of Year 6 and above the level expected nationally at the end of Year 2. In science, overall standards were above expectations at the end of both Years 2 and 6. In all other subjects, standards were at least in line with the nationally expected levels at the end of Year 2 and Year 6. Since then several initiatives have been put into place to address pupils' underachievement and to raise levels of attainment. These include:

- rigorous monitoring of teaching and particularly teaching in English, mathematics and science
- detailed analysis of National Curriculum test results and greater use of statistical data to target support in the core subjects
- greater use of assessment information and improved planning
- staff training

All of these are having beneficial effects on pupils' progress especially in English, mathematics and science but have not had sufficient time to make greater impact on standards at the end of Years 2 and 6 and in the other subjects of the curriculum. Teachers now have high expectations to meet the demands of pupils across the school in the core subjects. Consequently, standards are rising from the Foundation Stage upwards.

2. In 2002, national test results for pupils in Year 2 showed that standards, as measured by average points score, were well above the national average in writing, above in reading and in line with the national average in mathematics. Results when compared with those of pupils in similar schools (those with a similar proportion of pupils eligible for free school meals) were well above average in writing and below average in reading and mathematics. The teachers' assessments in science showed well above average standards when compared with all schools, as well as similar schools. The slight decline in the 2002 results can be attributed in part to fewer higher attaining pupils and the school's focus on writing. When the end of Year 2 test results in reading, writing and mathematics for 2002 are compared with the previous three years, they show fluctuating standards that have remained above the national averages.
3. In the 2002 national assessments for pupils at the end of Year 6, results in mathematics and science were well above the national average and in English standards were above expectations. When compared with similar schools, standards are above average in mathematics and science and average in English. Test results for 2002 indicate some differences in the performance of boys and girls at the end of both Years 2 and 6. Girls did better than boys at the end of Year 2. The underachievement of Year 6 boys identified in the last inspection report has been addressed and their performance was better than that of the girls in 2002. Caution should be taken in interpreting these statistical results, as the cohorts taking the

tests were always less than 20.

4. Despite the small number of pupils in each year group, the school uses its performance data well to set targets for raising standards in mathematics and English. As a result of data analysis and teacher assessments, appropriate targets have been set for Year 6 pupils for 2003 and the school is working hard to achieve them.
5. Children are admitted to the mixed aged Reception / Year 1 class at the beginning of the year in which they are five. Attainment on entry to the school is normally above average. Not all the children who start school have had Nursery or pre-school experience. They receive good quality teaching and make good progress so that by the end of the Foundation Stage, they exceed the nationally agreed Early Learning Goals for children of their age in all areas of learning except in their early writing skills in which children meet the expectations. This is because there are too few planned opportunities to develop early writing skills.
6. Work in progress shows that overall standards in English and mathematics are above the expected levels at the end of Years 2 and 6. Improvements show the success of tackling the underachievement of pupils in Years 3 to 6. Standards in speaking and listening are above expectations at the end of Year 2 and well above the level expected nationally at the end of Year 6. Pupils listen attentively to teachers' explanations and instructions, respond appropriately to questions and many confidently and articulately express opinions. In reading and writing, standards are above expectations and better than the findings of the last report at the end of Year 6. However, pupils have too few planned opportunities to develop their literacy skills across the curriculum.
7. In mathematics and science, standards are above expectations and better than those reported in the last inspection for pupils in Year 6. However, pupils have too few opportunities to investigate and solve mathematical problems and insufficient opportunities for pupils to plan their own experiments, select appropriate equipment or develop independent research skills in science.
8. Despite some improvements, overall standards in ICT remain in line with national expectations. This is mainly because pupils have too few opportunities to use the computer to support other areas of their learning. In all other subjects of the curriculum where it is possible to make a judgement standards are in line with the levels expected nationally. The exceptions are in geography, art and design, physical education and history at the end of Year 2 where there was insufficient evidence to make a secure judgement about standards. However, there are a number of factors, which adversely affect standards and progress in the foundation subjects.
 - the school's increased focus on English, mathematics and science since the last inspection;
 - insufficient time allocated to these subjects;
 - still too much time allocated to swimming;
 - insufficient use of assessment information to plan work to meet the needs of pupils' in the mixed age classes;
 - the lack of continuity in teaching in Years 5 to 6

Pupils' achievements (the progress they make in relation to their initial attainment) for the present Years 2 and 6 pupils is considered to be good in English, mathematics and science although attainment on entry to the school is normally above average, This is because the present Year 2 pupils did not have the opportunity to benefit from the improved quality of provision currently available in the Foundation Stage and started Year 1 at the average level. Although the prior attainment of the present Year 6 pupils was well above national expectations at the end of Year 2, progress slowed when pupils started work in the juniors and soon after the school was identified as underachieving especially in Years 3 to 6. Since the last inspection, the school's focus on the core subjects has helped to reduce pupils' unsatisfactory achievement.

9. Although test results for 2002 show variations in the attainment of boys and girls, in the work

seen during the inspection there was no evidence of this. The school has identified twelve pupils on its register of gifted and talented pupils. A policy and action plan is in place to meet the needs of these pupils.

10. Pupils with special educational needs make good progress in relation to their identified learning difficulties. Individual education plans with achievable short-term targets and additional classroom support have a positive effect on their achievement. The curriculum is matched well to the needs of each pupil and all staff are working effectively to ensure that these pupils make good progress
11. Higher attaining pupils are not doing as well as they could in the foundation subjects. This is because of the reasons mentioned earlier. Where teaching is good, higher attaining pupils are often given extension work, but, in many lessons, they have too little opportunity to extend their skills, knowledge and understanding by, for example, pursuing ideas independently or by undertaking more demanding tasks.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to learning are very good and the high standards reported at the time of the last inspection have been maintained. Almost all parents who replied to the pre-inspection questionnaire confirmed that their children like school. Pupils are interested in their work, enjoy reading and generally sustain their concentration during lessons. They are attentive and eager to answer questions in assemblies. Pupils are supportive of each other when working in groups and pairs, for example sharing atlases to identify holiday destinations in geography and when accessing information from the internet on life in Victorian times.
13. Pupils also work well independently in their history lesson when making comparisons between Athens and Sparta. Opportunities for establishing respect for the feelings, values and beliefs of others are limited, however, by the fact that only two world-faiths are studied in any detail as required by the local agreed syllabus for religious education.
14. Relationships between staff and pupils and between pupils themselves are very good. Pupils are polite and confident with adults and are happy to talk about their work or their feelings about school. Representatives from the school council are proud of the fact that their ideas with regard to the school environment have been acted upon.
15. As at the time of the last inspection, behaviour in class, at lunchtimes, in assemblies and around the school is very good. Pupils are well used to school routines and respond readily to instructions. They generally play amicably together at break times and clearly enjoy the large outside space available. Bullying is not an issue in the school although there was one fixed-term exclusion in the last year.
16. Personal development is very good and is enhanced by the increased responsibilities that pupils undertake as they progress through the school. Pupils of all ages willingly help with classroom routines and help to devise their class '*Golden Rules*'. The school council representatives take their duties seriously. Individual initiative with regard to the school council is, however, inhibited by running of meetings by the headteacher and not the pupils. By Year 6, pupils have a wide range of responsibilities such as helping with assemblies, monitoring the '*Friendship Stop*' in the playground, lunchtime duties and, in the autumn term each year, befriending a child from the Reception class until they are confident with school life. The excellent range of extra-curricular activities also enhances personal development. There are interesting educational trips and visitors are invited into school to complement the curriculum.
17. Attendance, at 93 per cent, is not satisfactory because it has declined by 2.9 per cent since the last inspection. A major factor in the relatively high absence figure is the fact that so many parents take their children out of school for holidays during term time. In total, children missed 621 days of school in the year 2001-2, many of which were taken around the time of the Queen's Golden Jubilee, which effectively extended half term. Unauthorised absence is 0.2 per

cent below the national average. Registration sessions are efficient and orderly although a few pupils are regularly late for school.

18. The school has a strong commitment to inclusive education, which allows pupils with special educational needs to be well integrated within classrooms. Additionally there is no stigma attached to receiving this help. The effective resources provided, the good support and the high quality of adult-pupil relationships means that pupils enjoy the support work and, as a result, there is a secure atmosphere for learning for these pupils.

HOW WELL ARE PUPILS TAUGHT?

19. The good quality teaching in English, mathematics and science contributes significantly to the quality of pupils' learning in these subjects, their attitudes and the progress that they make. Valid comparisons about improvement since the school was last inspected cannot be made as the quality of teaching was judged only on the lessons observed. However, the proportions of good and very good lessons are similar to the findings of the last inspection. Since then the school has worked hard to improve the quality of teaching and learning. Many of the factors which contributed to the underachievement of pupils are no longer significant weaknesses and this, as well as the successful introduction of the initiatives mentioned earlier in the report are responsible for the improving standards in the core subject. However, the high number of teaching staff changes, especially in Years 5/ 6, has had a negative impact on learning. Teachers are hard working and conscientious. They let their pupils know that they want them to do well. The climate in lessons is one where pupils work hard and where relationships are very good.
20. During the inspection in all the lessons observed, the teaching was satisfactory or better. In 53 per cent of lessons the teaching was good and in 34 per cent of lessons it was very good. There were examples of good teaching in all classes. Although the overall quality of teaching observed during the week of the inspection was good, teachers' planning and an analysis of pupils' earlier work reveal that there are important weaknesses in the quality of teaching in the foundation subjects, which limits the progress that pupils make.
21. The teaching of English and mathematics is good and both subjects have benefited from the successful introduction of the National Literacy and Numeracy Strategies. Although satisfactory use is made of these skills across the curriculum and key words are emphasised in several other subjects, there are not enough planned opportunities for pupils to extend their literacy skills in all subjects. The teaching of mathematics is good but with limited opportunities provided for pupils to develop investigative skills. In all lessons there is an appropriate focus on the development of mental arithmetic at the start of the session and teachers encourage pupils to explain their methods of finding solutions to problems. When teaching is very good teachers explain concepts clearly and, as a result, pupils learn very well. Science teaching is successful because of teachers' good knowledge and understanding, brisk pace and high expectations of pupils. A further good feature is the way that pupils are encouraged to discuss and explain their findings and use scientific language correctly. This develops their interest and independence. Although good emphasis is placed on pupils learning through enquiry and practical investigation they are not always helped to develop their experimental and investigative skills systematically. Since the last inspection teachers are more confident in the teaching of ICT. However, lessons are not always planned to develop pupils' skills effectively and computers were underused during the week of the inspection. In all other subjects the overall quality of teaching is satisfactory. No judgement is made on the quality of teaching in design and technology, art and design and physical education because of insufficient evidence. The quality of teaching in the foundation subjects is only satisfactory because of the school's focus on addressing the underachievement of pupils in English, mathematics and science, weaknesses in planning for the different ages and levels of attainment in the mixed age classes and the use of assessment information to inform planning.
22. The overall quality of teaching at the Foundation Stage is good with examples seen of very good

teaching that generates an excitement and enthusiasm for learning that is very good. The teacher understands the needs of young children and provides a good, stimulating environment. Where teaching is very good, as seen in a lesson on developing children's understanding of materials the focus was sharp and adult intervention was used very effectively to develop children's learning. Teaching is good in all areas of learning and in particular, children's personal, social and emotional development and language development is given strong emphasis. However, opportunities are sometimes missed to promote and extend pupils' early writing and recording skills in all areas of learning. Staff know the children well, and although assessment procedures are in place the information is not always well used to plan work to challenge the most able children.

23. Pupils who have learning difficulties are taught well in areas relating to literacy and speaking and listening. The work within the classroom and in small group settings in reading is good. Those with the greatest difficulties receive good teaching from teachers and teaching assistants who are experienced, sensitive and have a good professional knowledge of special educational needs. Most teaching assistants have received training in a variety of support techniques. Class teachers match these pupils to appropriate tasks and use language and questions effectively to ensure understanding. They also provide clear and consistent boundaries for pupils who display problem behaviour. Teachers know their pupils well and activities are well matched to individual needs.
24. Teachers generally have a good command of the subjects they teach, and in a number of lessons their good knowledge stimulates pupils' learning. The good subject knowledge in science enabled the Year 1/ 2 teacher to pose challenging questions about the properties of materials and their suitability. As a result, pupils moved quickly to drawing sensible conclusions about the suitability of some materials for some objects. Good subject knowledge in religious education meant that the Year 3/ 4 teacher was able to clearly explain the different prayer positions Muslims use when praying. Pupils consequently showed greater understanding of the significance of prayer to Muslims.
25. Although the planning of lessons has improved since the last inspection, there is still further room for improvement. The best and most detailed planning is prepared for the literacy and numeracy sessions and follows national guidelines. Plans clearly show what is to be taught and learned and tasks organised for group work is generally matched carefully to pupils' learning needs. Therefore, in a Year 5/ 6 numeracy lesson on *'using written methods of calculating decimals'* pupils were prompted to think hard when working out calculations. In this very good lesson, effective use was made of extension activities and support materials to ensure that work was closely matched to the identified needs of the pupils and an appropriate challenge provided for all pupils. However, this improved planning is not always evident in the foundation subjects of the curriculum and short-term plans in these subjects do not routinely identify what pupils of different ages and levels of attainment will know, understand and be able to do by the end of the lesson, nor give a clear indication of the levels that different groups of pupils should attain. As a result, similar work is sometimes set for all pupils and the most able are not always sufficiently challenged.
26. In a number of lessons, challenging activities and the use of different teaching strategies result in good and sometimes very good gains in learning. For example, in Year 5 / 6 interest and concentration were captured by using the 'hot-seating' technique for pupils to role-play aspects of life in Victorian society. Working in groups, pupils successfully used the Internet to gain additional information about life in Victorian times.
27. Teachers' expectations vary and are higher than at the time of the last inspection. In the core subjects of English, mathematics and science teachers generally have high expectations of their pupils' work and behaviour and plan work, which is challenging and designed to stretch the thinking of all pupils in their classes. Pupils respond well to this and are keen to do their best. However, in the foundation subjects not all teachers have high enough expectations of the quality and quantity of written work and this has resulted in lower standards in these subjects. Teachers manage pupils very well and the positive relationships between teachers and pupils

have a significant effect on pupils' attitudes to work. For example, in a Reception / Year 1 literacy lesson on rhyming words, the very good relationships between the teacher and children played a significant part in giving the less able younger pupils the confidence to share the rhyming words they had identified on their 'Wellie Hunt'

28. Teachers' use of day-to-day assessment is inconsistent. There are good examples of regular assessments in English, mathematics and science where pupils' recent performance is recorded and used effectively to plan suitable tasks in subsequent lessons. However, little evidence was seen in other subjects of teachers planning lessons on the basis of what pupils had learned. Teachers check on pupils' understanding as lessons proceed through good questioning. In some classes questions vary in difficulty to match the needs of the pupil and are skilfully used to encourage pupils to say what they know and to bring all pupils into the discussions. Throughout the school, teachers regularly mark pupils' work. As yet, however, the value of the teachers' written comments is limited. They provide insufficient help to pupils on how their work might be developed or improved. Whilst there are some good examples of helpful marking, these are not typical.
29. Time is used well in most of the lessons observed and in the best practice, for example in a mental mathematics session; not a minute was wasted. Some teachers use time targets well to inject pace and urgency into pupils' working, giving them five minutes to complete a task or reminding them that they have only 15 minutes left. Teachers make good use of learning support assistants, involving them fully in the main part of the lesson, so that pupils have constant help from adults. This enables pupils to seek advice and develop confidence in their own levels of attainment. However, in some cases opportunities are missed to involve them fully in children's learning during the introduction and end of session discussions. The use of computers to supplement or extend work in all subjects of the curriculum is developing.
30. Pupils who have learning difficulties are taught well in areas relating to literacy and speaking and listening. The work within the classroom and in small group settings in reading is good. Those with the greatest difficulties receive good teaching from teachers and teaching assistants who are experienced, sensitive and have a good professional knowledge of special educational needs. Most teaching assistants have received training in a variety of support techniques. Class teachers give these pupils appropriate tasks and use language and questions effectively to ensure understanding. They also provide clear and consistent boundaries for pupils who display problem behaviour. Activities are well matched to individual needs.

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

31. The school has maintained the satisfactory quality and range of learning opportunities since the last inspection. The breadth and relevance of the curriculum are also satisfactory. The balance of provision found, in the previous report however, has not been adequately addressed. Overall the balance of the curriculum is affected by a number of factors.
 - The school day for pupils in Years 3 to 6 is sixty minutes below the recommended time allocation. This shortfall affects the time available for curriculum provision especially in the foundation subjects.
 - The school devotes a generous amount of time to swimming and this reduces the time available for other subjects within the curriculum.
 - The school provides good opportunities for pupils to receive music tuition. Pupils are withdrawn from their lessons for this additional teaching and so miss on-going class activities.
32. In each class there are two-year groups. In order to avoid repetition teachers plan to a two-year rolling programme for pupils in Years 3 to 6. Although this arrangement helps to maintain a broad curriculum there is sometimes a gap of up to two terms before pupils' are taught geography or history. As a result, their development of skills in these subjects is much slower than it should be.

33. The curriculum for the Reception class is appropriately linked to the nationally agreed areas of learning for children in the Foundation Stage and the Early Learning Goals. In the mixed age Reception / Year 1 class the curriculum provides a good balance of focused teaching activities and opportunities for children to organise themselves within the carefully planned opportunities for structured play. However, opportunities to promote children's early writing and recording skills are limited. The provision for a secure play area is still limited, as was the case, at the last inspection.
34. The school has recently introduced a good programme to promote pupils' personal, social and health education, (PSHE). As part of this programme pupils learn about healthy living and drugs awareness as part of their science lessons. Aspects of social development are taught through class circle time. These sessions enable pupils to share their feelings and consider the effect their behaviour has on those around them. PSHE is planned successfully within other subjects such as studies on Ancient Greece and the Romans in history or '*Me and my Body*' in science. There is inadequate monitoring of the impact of PSHE in order to ensure it is successfully established within the curriculum.
35. Teachers make good use of schemes of work provided by the local education authority. Since the previous inspection there has been progress in how teachers plan their work and how pupils develop their skills progressively. In several cases these schemes have been supplemented with additional activities from the government's recommended guidelines and this offers teachers a wider range of activities from which to plan their work. In art and design there is still a lack of an established scheme of work as teachers are planning from an adapted scheme. This hinders the development of art and design skills. There is an appropriately high focus on the teaching of literacy and numeracy throughout the school through the successful implementation of the National Literacy and Numeracy Strategies.
36. Pupils generally have equal access to the curriculum. Pupils with special educational needs are fully integrated into the life of the school and its various activities. The school makes very good provision for pupils with special educational needs and they make good progress. The provision for pupils with statements of special educational need is also very good. Individual learning plans have well focussed targets. The pupils are well supported and have full access and entitlement to the National Curriculum where it is appropriate for their needs.
37. There is excellent provision for extra-curricular activities that offer a balance between sporting and creative activities run by staff, parents and hired trainers. Provision depends on the time of year but include computer, craft, choir, recorder, French, football, netball, hockey, rugby, ball skills and multi-games. These all offer very good opportunities for pupils to extend their personal and social skills. The curriculum is further enhanced through class visits such as Years 1 / 2 to Trowbridge museum, the Years 5 / 6 residential trip to Exeter and the use made of Victorian and Roman days organised by The History People. Additional curriculum stimulus resulted from an 'Arts Week' a visiting storyteller and a 'Book Week'.
38. The contribution of the community to pupils' learning is satisfactory. The school has links with the local church. Pupils invite senior members of the community to their Christmas production and gifts are donated to the senior citizens within the community at Harvest festival. The school has good connections with the three local secondary schools especially during the time of transfer. Bridging curriculum activities are carried out between the school in Year 6 and later in Year 7. The school has good links with Bath University and often hosts students as part of their training.
39. Provision for pupils' spiritual development, judged to be good at the time of the last inspection, is satisfactory. It is generally incidental across the curriculum rather than coherently planned. However, the school makes effective use of its extensive and interesting grounds to promote interest in the natural world with, for instance, a weekly "Wellie Walk" for younger children. Assemblies provide a sense of occasion with suitable opportunities for participation and reflection. The religious education curriculum provides suitable opportunities to study aspects of

Christianity, Islam and, to a lesser extent, Judaism.

40. As at the time of the last inspection, provision for pupils' moral development is very good. Pupils in Years 5 and 6 are very aware of their responsibilities, including the monitoring of the 'Friendship Stop' in the playground so that no one needs to feel left out. The school has high expectations of behaviour and this confidence is rewarded throughout the school. Pupils are encouraged to support charities such as Action on Homelessness, Concern Worldwide, Wrong Trousers Day and Comic Relief. The wide range of fund-raising for good causes of their own choice, such as Save The Children, Blue Peter appeals and Orang-Utan Week, show a mature concern for issues beyond their own immediate experience.
41. Provision for pupils' social development is good. Social development is promoted well through visits and visitors to the school, by the biennial residential trip to Devon for Years 5 / 6 and by the excellent range of extra-curricular activities on offer. Pupils also extend their personal experience by taking part in school productions, performed to families and friends of the school. The school makes a point of celebrating individual success in pupils' outside interests, which enhances self-esteem and confidence.
42. Provision for pupils' cultural development is satisfactory, a decline from good at the time of the last inspection. Awareness of pupils' own and other cultures is promoted by events such as the recent African Experience workshop, with a multi-cultural 'Arts Week' planned for the end of the summer term. One class is preparing for a proposed e-mail link to a school in Bhutan. However, an appreciation of other cultures is limited by the fact that only three world religions are studied, the art and design curriculum does not make a sufficiently broad contribution to pupils' cultural development and opportunities are missed to promote pupils' cultural awareness in history and geography.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. There is a welcoming atmosphere in the school with very good relationships between pupils and staff and between pupils themselves. Parents appreciate that the headteacher greets parents and pupils at the school gate every morning "whatever the weather". Pupils are well supervised throughout the day. Appropriate procedures are in place if pupils are unwell or need first aid.
44. The school's child protection policy has recently been reviewed and arrangements are being made to ensure that child protection training for all staff is fully up to date. The frequency of health and safety checks by members of the governing body has been reviewed and a termly check has been agreed. There are plans to improve the perimeter of the Foundation Stage play area.
45. Procedures for monitoring and promoting good behaviour are satisfactory. Class teachers have devised their own system of rewards, such as stickers, certificates and team points. There is an inconsistency in approach, however, as no tangible system exists for Years 5 / 6. This is partly due to temporary staffing arrangements for this class. The headteacher takes a prominent role in promoting good work and attitudes. Teachers invite pupils to show her good pieces of work and she sends postcards home from time to time, praising pupils' efforts. A special award for good work, sponsored by past parents, is awarded twice a year. Monitoring of pupils' personal development, although informal, is effective. Annual reports to parents include a comment on personal development, which reveals a secure knowledge of each pupil as an individual.
46. Procedures for monitoring and improving attendance are satisfactory. The Education Welfare Officer visits each term to check the registers and discuss any concerns. Parents are reminded by letter that holidays in term time may affect their child's attainment and progress.
47. The school has a caring ethos that values every pupil. It provides security for pupils who experience learning difficulties. The procedures for assessing their needs, reviewing their individual education plans and providing realistic targets are good. Pupils who experience

behaviour and emotional difficulties receive very good personal support. Individual education plans have sharp targets, which are reviewed by the co-ordinator and support staff on a regular basis.

48. During the school's last inspection, assessment procedures were reported to be a strength of the school. Good assessment practice is still evident throughout the school. Formal assessment systems are well developed.
49. Procedures for the assessment of children on entry to the Foundation Stage are good. Identification of special educational need is undertaken early on. All adults record the children's achievements as they work with them. The notes they make help diagnose learning difficulties and help staff to plan activities for children's subsequent learning. However, at times opportunities are missed to monitor children's response during end of session discussion when important contributions are made.
50. In all subjects, there is effective recording of what individual pupils can do and the skills they have learned from the Foundation Stage through to the end of Year 6. There are regular tests in reading and spelling and pupils' attainment in all subjects are assessed against the levels of the National Curriculum. Test results are analysed and the information gained from regular and on-going assessments in English, mathematics and science are used carefully to set targets for each pupil and an aggregated school target. These are challenging and support the school's aims of having high standards. Targets are reviewed regularly and parents are informed of them. Older pupils are encouraged to participate in writing their own additional self-set targets in negotiation with their teacher. These procedures have a positive effect on the attainment and learning of pupils. A portfolio of selected pieces of assessed work is retained for each pupil as a continuing record of achievement and is useful for monitoring pupil's progress through the school, particularly in English and mathematics. They are particularly helpful when the work is dated and levelled against national criteria.
51. Good use is made of assessment information in the core subjects of English, mathematics and science to inform curriculum developments and planning. Here, teachers use what they know about pupils' prior learning to ensure their learning activities are well matched to their needs. As a result, standards of attainment have risen and pupils are no longer underachieving in the core subjects. The headteacher is aware that this good practice is not evident in the foundation subjects where teachers do not as yet, consistently use assessment information to ensure that work is always challenging enough for the older pupils in the mixed age classes. However, with the clarity of vision about the school's needs that now exists, and the increasing involvement and understanding of subject leaders in formal and informal procedures, the use of assessment information to promote pupils' achievement in all subjects is developing strongly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents' views of the school are generally positive. Almost all who returned the pre-inspection questionnaire said that their child likes school, that expectations are high and that behaviour is good. Very nearly as many felt that the school is helping their children to become more mature and responsible and that there is a good range of activities offered outside lessons. A few, however, did not feel that they are kept well informed about their child's progress and had reservations about how well the school is led and managed. The inspection team found that opportunities for parents to discuss their children's progress are good and in some ways are better than the arrangements made by other schools. Parents' dissatisfaction with the leadership and management of the school is directly related to recent changes in membership of the governing body. Those who attended the pre-inspection meeting were agreed that the school is very helpful in response to parents' suggestions and concerns and identified several areas in which they felt the school has improved in recent years.
53. There were several individual concerns raised in writing. One of these noted the effect on pupils of prolonged staff absences. Inspectors feel that the headteacher is doing all she can to alleviate

matters by taking on a substantial teaching commitment herself until the situation is resolved. Other parents praised the headteacher's understanding and handling of inclusion issues.

54. The impact of parents' involvement on the work of the school is good. Several parents, particularly of younger children, help in the classroom or on trips. Others support the school in practical ways such as recent redecoration work. The very active Parent Teacher Association organises a range of popular social and fund-raising events and just over £4000 was donated to the school last year. The majority of this was spent on play trail equipment.
55. All parents attend consultation evenings to discuss their children's progress with teachers. There is very good support for events such as productions, sports day and class assemblies. Curriculum evenings and the annual meeting with governors are less well attended, however. Parents are supportive of their children's homework and become concerned if teachers do not make their expectations clear.
56. As at the time of the last inspection, the quality and quantity of information for parents is satisfactory. Newsletters are sent out every week and there is an opportunity for informal exchanges of information with the headteacher at the school gate. Consultation evenings are held in the autumn and summer terms but a useful opportunity to report on progress in the spring term is missed as consultation is replaced by an open day. However, the school provides a good topic over-view every half term so that parents know what is to be taught. Annual reports are personal to each child, clearly describe pupils' attainment and progress and include targets for future improvement. The governors' annual report to parents is very brief but meets the minimum legal requirement.
57. Class teachers and the special educational needs co-ordinator maintain good parental contact. For pupils with learning difficulties the close contact with parents is beneficial. The school welcomes parents who have concerns about their pupils. Every opportunity is taken to involve parents in the reviews of individual educational programmes and in providing additional help at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. Although the overall leadership and management of the school is good the headteacher provides very good leadership. She is committed and conscientious and has a very clear vision of the path the school needs to follow to continue improving. At the last inspection her contribution was judged to be good, and there has been further improvement since then. The headteacher has been instrumental in raising standards. She fully accepted the judgements of the last inspection report, which stated that standards were below expectation and took action to rectify the situation. Her acceptance of this judgement led to friction with some of the governing body. There was some tension for a while until there was a change of personnel in the board of governors and now the relationship is much more constructive. The headteacher has also developed the management structure of the school. The lack of a senior teacher or deputy headteacher was highlighted in the last report. A deputy headteacher was appointed to remedy this, and to help free the headteacher from fulltime classroom teaching. However, due to numerous absences since her appointment it has made it necessary for the headteacher to resume teaching, which has left her less time to devote for strategic planning and monitoring of standards and progress. However, this is a good example of how the headteacher leads by example and is ready to work unstintingly for the good of the school. The last report mentioned the need to improve the role of the subject co-ordinators so that they would be more effective in raising standards in the subjects for which they are responsible. Since then the school has implemented several improvements, notably the introduction of a very comprehensive assessment system for all subjects, and this is beginning to improve standards. There is insufficient delegation to members of staff for example by giving them control of budgets for their subject areas. As result of lack of delegation there is an absence of a closely-knit and coherent management team essential for a corporate ethos within the school. Subject co-ordinators manage their subjects conscientiously, particularly in devising policies and schemes of work.

They look at samples of work, offer support to colleagues and take advantage of training opportunities. The members of the team are beginning to have a clear understanding of their role and are beginning to make an increasingly valuable contribution to the school.

59. The school has a very positive atmosphere. It has a caring ethos where pupils are genuinely valued. The headteacher has rigorously monitored the performance of the school, analysing strengths and weaknesses in pupils' attainment in the core subjects in order to develop short and longer-term priorities. There is room for improvement in this process by analysing the whole curriculum and looking at the balance of time allocated to the foundation subjects and how various units of work are timetabled.
60. There is monitoring of teaching by the headteacher, and subject co-ordinators are also becoming involved in this process. The school has handled the implementation of performance management well and has a good range of procedures. These help the professional development of staff and have improved on the effectiveness of the school. The procedures for the induction of new staff are good and help them to settle quickly and become effective contributors to school life in a short space of time.
61. The provision for pupils with special educational needs is well managed and support staff are well trained. The school has invested much time and effort into the management and organisation of the provision for pupils with special educational needs. The policy is clear, systems are thorough and early identification of pupils' needs is effective in enabling pupils to make the progress of which they are capable. The SEN governor, who is the chair of the governing body, has a clear and incisive understanding of the systems that are in place. The delegated funds are appropriately deployed and statutory requirements are fully met.
62. The effectiveness of the governing body in fulfilling its responsibilities is satisfactory overall. Members of the governing body are dedicated to the school and have confidence in the headteacher whom they support well. Within the last year there has been considerable upheaval in the governance of the school and as a result many governors are new to the school as well as to the role. Although they collectively have much expertise and have the capacity to be very effective, they are only just beginning to have real influence over the school. The chair of governors meets regularly with the headteacher and governors meet regularly. They have conducted a thorough review of the way the various committees are set up and plans are in place for a more coherent structure. They have also established an agenda for meetings for the next two years and arrangements are in hand to ensure that all areas of school life will be examined in turn. Several governors visit the school on a regular basis and as a result, they are acquiring an increasing understanding of the school's strengths and areas for improvement.
63. The school has a clear and effective process for development planning that will match the financial rather than the academic aspects. The priorities for future development are appropriate and the action taken to meet these targets is good. The management of the school budget is good. Governors and the headteacher work well together to ensure that priorities identified in the school improvement plan are supported by good financial planning. Governors receive regular financial reports and there are good systems in place so that the best value is obtained in the spending of money. Spending is prudently targeted so that funding is used effectively. An example of this is the way that a grant has been used to fund the choir and football activities that have enhanced the out-of-school provision integrity. There are good accounting and financial procedures in place to ensure the propriety of day to day transactions. Educational technology is satisfactorily used in the administration of the school. Overall, the school makes effective use of its available resources to promote pupils' learning.
64. The school is currently adequately staffed. The range of teaching and support staff and their experience meet the demands of the curriculum. However, there is still some instability in staffing, especially in Years 5/ 6. Consequently, the headteacher is engaged in regular teaching and is therefore unable to monitor and support teaching in all subjects of the curriculum.

65. The school has adequate accommodation for it to teach all the National Curriculum subjects effectively. There have been improvements since the last inspection, notably the provision of a separate classroom for the younger pupils. This has addressed some of the issues in the last inspection, which mentioned that noise in the open plan areas affected pupils' concentration. Classrooms are in good condition, well decorated, and provide attractive learning environments. The outdoor areas are attractive, used effectively, and well maintained. The pond and the 'wild area' for nature walks are useful resources for promoting environmental education. However, the play area for Reception Year children is still not secure. This was a key issue in the last inspection report. It has formed part of the school's improvement plan but funding has not been available to enable this important improvement to the site to be implemented. Overall, the provision of resources is satisfactory, which is similar to the situation at the last inspection. Resources in music are good and in all other subject areas are satisfactory. The ratio of computers to pupils is in line with that recommended in government guidance for the effective teaching of information and communication technology

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The school has many strengths. In order to build on these and improve the overall quality of the education provided, the governors, headteacher and staff in co-operation with the local education authority should:

❑ **Improve the progress of all pupils especially the more able in subjects other than English, mathematics and science by:**

- using assessment information thoroughly to provide a better match of work to pupils' previous attainment.
- raising teachers' expectations of what pupils can achieve in these subjects.
- ensuring that teachers' plans in these subjects more precisely identify what pupils of different ages and levels of attainment, including those with special educational needs can be expected to learn and do by the end of the session.

[paragraphs 8,21,27,104,112,113,117,122]

❑ **Improve the quality of the curriculum by:**

- increasing the weekly lesson time for Years 3 to 6, in line with national recommendations;
- reviewing the schemes of work in the foundation subjects especially in Years 1 and 2 in order to ensure that learning develops systematically year to year;
- Increasing opportunities to reinforce literacy across the curriculum;
- providing more opportunities for pupils to develop and apply their mathematical knowledge in problem-solving;
- ensuring that ICT is actively and regularly used to support subjects of the curriculum;
- creating more opportunities for pupils to plan their own experiments and improve their recording of investigative work.

[paragraphs 6,7,8,27,29,31,85,95,98,112,118,131,135,136]

❑ **Review and further develop the school's provision of the Foundation Stage by :**

- ensuring that there are more regular planned opportunities for children to develop their early writing skills and to record their work;
- ensuring that the information gained from assessment is used consistently to assist planning to meet the needs of all children especially the more able;
- implementing the school plans to provide an accessible, safe and secure outdoor play area.

[paragraphs 5,22,33,65,68,72,76,78]

❑ **Continue to further develop the role of subject co-ordinators by delegating further responsibilities, which will enable them to become more effective members of the management team.**

[paragraph 58]

❑ **Seek ways of reducing the high turnover of staff by:**

- exploring and analysing the reasons for staff leaving the school;
- reviewing and revising policies for recruitment and retention of staff;
- improving the opportunities for staff and governors to communicate with each other thus fostering a greater sense of teamwork.

[paragraphs 19,64]

In addition to the key issues, the governors should consider the following additional less significant issues for inclusion in the action plan:

- consider ways of strengthening opportunities for pupils' spiritual and cultural development through the curriculum; [paragraphs 36,42]

- improve equality of opportunity for all pupils by monitoring closely the withdrawal of pupils for music and French lessons; [paragraph 31]
- continue with efforts to improve pupils' attendance; [paragraph 17]
- using support assistants more productively at the start and end of sessions. [paragraphs 24, 49, 82,91]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		8	12	3			
Percentage		35	52	13			

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	101
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	12

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2002	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	7	7	8
	Girls	7	7	7
	Total	14	14	15
Percentage of pupils at NC Level 2 or above	School	93 (94)	93 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	7	7	8
	Girls	7	7	7
	Total	14	15	15
Percentage of pupils at NC Level 2 or above	School	93 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2002	8	11	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	8	8
	Girls	11	11	11
	Total	18	19	19
Percentage of pupils at NC Level 4 or above	School	95 (77)	100 (69)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	8	8
	Girls	11	10	11
	Total	19	18	19
Percentage of pupils at NC Level 4 or above	School	100 (77)	95 (69)	100 (92)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	100	3	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	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**Qualified teachers and classes:****YR – Y6**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	20.2 : 1
Average class size	25.2

Education support staff:**YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	128

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.***Financial information**

Financial year	2002 to 2003
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£

Total income	393,655.00
Total expenditure	359,998.00
Expenditure per pupil	3,564.00
Balance brought forward from previous year	28,401.00
Balance carried forward to next year	33,657.00

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

101

Number of questionnaires returned

65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	54	38	5	2	2
Behaviour in the school is good.	60	38	2	0	0
My child gets the right amount of work to do at home.	42	52	5	2	0
The teaching is good.	57	37	2	0	5
I am kept well informed about how my child is getting on.	40	46	12	0	2
I would feel comfortable about approaching the school with questions or a problem.	70	25	2	3	0
The school expects my child to work hard and achieve his or her best.	74	25	2	0	0
The school works closely with parents.	51	42	3	2	3
The school is well led and managed.	60	25	6	5	5
The school is helping my child become mature and responsible.	63	34	2	0	2
The school provides an interesting range of activities outside lessons.	72	25	0	0	3

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. The quality of provision for the children in the Foundation Stage is good and prepares them well for work in most areas of the National Curriculum. This is an improvement since the last full inspection, which highlighted concerns about the quality of provision for the youngest children. Since then, the school has worked very hard to address the weaknesses identified. The quality of the accommodation has improved and children now have access to a broad and rich curriculum planned in line with Early Learning Goals (the national goals set for children of this age).
68. Overall children's attainment on entry to the school is above that expected for their age, particularly in speaking and listening and personal and social skills. By the end of the Reception Year the majority of children have built well on their good entry levels and they successfully attain and exceed the expected standards in all areas of learning except in their early writing skills which are at the level expected. This is because planned opportunities to develop and extend early writing skills are limited and assessment information is not always well used to meet the needs of the most able children.
69. Children enter the Reception / Year 1 class on a full-time basis in the year in which they are five. Those with learning difficulties are identified quickly and fully integrated into the class and in most cases make progress at the same rate as the rest of the class. Arrangements for starting school and children make a happy start to their full time education. There are very good links with parents and carers who are well informed and are encouraged to take an active interest in their children's learning. They have opportunities to visit the school formally and are also welcome to discuss problems and concerns on a day-to-day basis.
70. During the inspection, there were 11 children of Reception age in the mixed age Reception / Year 1 class. The caring ethos of the school helps children to settle in quickly and to develop very good attitudes to learning. There is a good arrangement in place to ensure that the younger children have some opportunities to work separately from the Year 1 pupils. On these occasions, a well-qualified classroom assistant ensures that their learning is good. All adults, including parent helpers, work extremely well together and collaborate very effectively to help meet the needs of children.
71. The Foundation Stage co-ordinator has a clear understanding of her role but due to considerable absence in the last year no clear judgement can be made about her leadership and management. However, since the last inspection the headteacher with support from an experienced early years practitioner teacher has worked hard to deal with the weaknesses identified and as a result provision is now good.
72. Baseline test is implemented in the early weeks of the Reception Year intake to assist teachers in establishing starting points for learning. Satisfactory on-going assessment of children's progress is maintained and the information is used well for the grouping of pupils and for matching work to the right level. However, there is room for more incisive assessment matched against the stepping stones of the Early Learning Goals to help increase the rate of progress of the more able children.

Personal, social and emotional development

73. The high priority given to children's personal and social development is very effective. All adults demonstrate good care of children, ensuring that they feel safe and secure. Most children are confident, talk happily to visitors about their activities and form very good relationships with adults and one another. The calm and friendly manner of the teacher and other adults has a positive impact on behaviour and children's attitudes to learning. They respond well when

obeying instructions, try hard with the activities offered and are developing good levels of concentration. Adults encourage the children to be independent and help each other, such as when putting on their own aprons before using the paints or when putting on their wellies for 'Wellie Walk'. Children participate in a wide range of activities throughout each day, and the many instances provided for them to achieve success help to build confidence.

74. Teaching is good in this area of learning. Children are managed very well and adults have clear expectations of their behaviour. The teacher and support staff plan carefully to help children extend their social skills. They have a very encouraging and consistent approach. Adults provide good role models, particularly when they talk to and question the children. All value each child's contribution. Staff organise and supervise many different tasks that require taking turns, sharing an outcome, or playing a game with set rules and, as a result, most children learn to show consideration to others who want to join them at play. Adults act as very good role models for the children, helping them to form positive relationships with one another and to have positive attitudes towards attending school and learning.

Communication, language and literacy

75. By the end of the Foundation Stage, children exceed the expected standards for children of this age in speaking and listening, and early reading skills. In their early writing skills standards are in line with expectations. The good emphasis on speaking and listening activities ensures that all the children, including those with special educational needs, who are well supported, make good progress. Language work underpins all the areas of learning and adults successfully encourage the quietest children to respond to questions while the others listen attentively. Overall most children talk confidently and very few have limited speaking skills. They readily share experience and talk at length in well-formed sentences using a growing vocabulary to express their ideas, for example when discussing the 'special books' of Christians and of Ismail the Muslim boy. Listening skills are good and this supports children's learning effectively in all areas of learning. Overall, children very much enjoy listening to stories and listen well for extended periods and like to join in when they can, with some older children developing a growing interest in pointing out features that attract their interest for example the rhyming words in the poem 'Dear Potato'. Children are encouraged to take books home to share with their families and most do so regularly. At school they enjoy books and handle them carefully. When reading, most know that print conveys meaning, and that the pictures usually help to make sense of the story. Less able children with some adult support 'retell' a story using the pictures in the storybook to illustrate the meaning, while average attainers recognise a few words and name and say the sounds of letters. The more able children know how to put sounds together to form words, read simple sentences and are well on the way towards becoming independent readers by the end of the Foundation Stage. The good emphasis on phonics is preparing children well for their early reading skills. Younger children successfully identify initial sounds associated with the letters of the alphabet and know the initial and end sound of 'bag', 'doll' and 'lid'. More able children know that 'skinny' and 'skeleton' begins with the 'sk' sound and that 'thin' and 'skin' are rhyming words. Some opportunities are provided for all children to develop early writing skills. Most are beginning to use pencils with increasing confidence and nearly all have learnt to write their names using recognisable letters which were usually neatly, although not always accurately formed. More able children write sentences independently with the correct spelling of simple words and are beginning to use capital letters and full stops correctly.
76. The quality of teaching and learning is good in most aspects and as a result, children learn well. All adults are aware of the importance of spoken language and purposefully intervene to engage the children in conversation and increase their vocabulary in language sessions, role-play activities and individual discussions about their work. They also take care to provide many opportunities for children to develop accurate listening skills. Staff use praise well to build confidence and have very good questioning skills that enable children to share what they know and what they want to find out. This has a positive impact upon the rate of children's learning and helps them to learn effectively. The teaching of basic skills is good and children take part in the school's literacy programme, which has been adapted for this age group. Adults know how young children learn and they constantly reinforce children's grasp of vocabulary, and

understanding of letters and sounds in a variety of ways, as seen when teaching children about rhyming and describing words through the weekly 'Wellie Hunt'. Despite these examples of very good practice the teaching of early writing skills does not prepare children sufficiently for work in Year 1. Overall, there are not enough planned or self-initiated opportunities for children to practise their early writing skills independently or supported by an adult in other areas of learning, for example, through play opportunities in 'writing' postcards, shopping lists and letters or recording work in science and mathematics.

Mathematical development

77. Most children attain standards that, exceed the level required by the national Early Learning Goals. They confidently recognise numbers to 20 and perform simple addition and subtraction activities. Number games are thoughtfully planned and help children to use their initiative and develop social skills, for example when they roll a dice and write down and subtract two numbers. Earlier work indicates that more able children handle numbers competently and identify missing numbers between one and 20. Children accurately match numbers and shapes; sequence patterns and nearly all correctly form numerals. They confidently name squares, triangles and circles and identify identical shapes in a picture and recognise three-dimensional shapes such as cube, cone and sphere. They are aware of concepts such as 'more than' and 'less than' when looking at quantity and 'taller than' and 'shorter than' when making direct comparison of two lengths. All children learn to sort equipment according to criteria such as colour, shape and size and explore concepts of capacity and measures when they use sand and water and fill containers with various items. Most children know the month of their birthday and can name the days of the week. They make satisfactory use of ICT to support their mathematical development.
78. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are good. Teachers have a secure knowledge of how young children learn and use methods adapted from the National Numeracy Strategy. This teaching helps to familiarise children with what will follow when they begin the National Curriculum. Teachers set appropriate and challenging activities for the children and probing questions are used well to encourage children to think and answer clearly before the adult reinforces their understanding by careful explanations. Group activities are well planned and many good opportunities are provided for children to undertake practical mathematical activities such as measuring their feet using non-standard measures and collecting information about their favourite fruit and pets. However, opportunities are missed for higher attaining children to record their work more often and assessment information is not always well used to plan work to challenge the most able children.

Knowledge and understanding of the world, physical development and creative development

79. Evidence in the three other areas of learning was much more limited. However, the standards attained by Year 1 pupils, together with an analysis of work, show that the majority of these pupils had exceeded the Early Learning Goals before they entered Year 1. When they start in the school a small number of children have a good basic general knowledge. Children are curious and interested in their surroundings and enjoy exploring the new experiences offered in the Reception/ Year 1 class. Good opportunities to work with Year 1 pupils have helped the children to gain good scientific knowledge, for example the properties of materials and why some are better suited for some objects, for example why plastic is not appropriate for making a saucepan. Children's knowledge about life in the past is above expectations, largely because this aspect is well taught. For example, they know that children wrote on slates during Victorian times and develop early geographical skills when investigating the immediate environment around the school. Since the last inspection the school has made a good start in developing the outdoor play area for the Foundation Stage and further developments are planned to make a secure area. Although small, it is adequate and includes a tarmac area. There is a good range of wheeled toys and children have regular access to the playground and the hall for physical education lessons during the week. No formal activities for physical development were observed, but outdoor play shows that children make good use of the secure play area to develop their

physical skills and are learning to manage space safely. After their 'Wellie Hunt', they practised fastening buttons and putting on shoes, which helps to develop fine muscular control. In class they use pencils, brushes, scissors and other small, tools with increasing confidence and skill and most cut and paste at the level expected for their age. Children are presented with a range of planned and structured activities, and staff intervene appropriately to help them develop their skills. For example, they skilfully use spoons to cut out patterns from potatoes to create attractive prints. The only aspect of creative development seen was music and this was well above expectations. Children enjoy singing a variety of songs, such as 'The Wheels on the Bus' and learn successfully how to handle percussion instruments and use them within the context of the song to illustrate a series of different rhythmic movements.

80. Teaching to promote children's knowledge and understanding of the world is good. Adults are very well deployed and use skilful questions to probe the children's understanding. Their sensitive use of praise and encouragement raises the children's confidence and self-esteem and results in them having a positive attitude and response to learning. The quality of teaching and the quality of learning in the aspects of creative development seen were good. There was constructive support for children and good demonstrations enable children to acquire skills of printing. High expectations in the music session lead children to produce work of very good quality.

ENGLISH

81. Standards are above national expectations at the end of both Years 2 and 6. Overall standards have been maintained for Year 2 pupils but have improved for pupils in Years 6. Inspection findings are similar to the test results of 2002 for Year 6 pupils. Similarly in Year 2 inspection findings match result in writing but in reading standards are above national expectations.
82. Overall, in Years 1/ 2 pupils make good progress both in speaking and listening through opportunities in the literacy sessions. By the end of Year 2 most pupils show increasing confidence in speaking. By the end of Year 6, higher-attaining pupils have very good standards: for example when talking about their reading books. The majority of pupils are becoming skilled in answering and asking questions and they listen attentively to instructions, stories and the contributions of others. A good example of this was seen in a Years 3 / 4 lesson on making up 'Silly School Rules' when a pupil noticed the contradiction in the rule 'don't listen to what I say' and explained in a clear way how this was impossible to follow. During the inspection teachers regularly took opportunities in subjects other than English to enhance pupils' use of spoken English. There are displays that re-enforce the vocabulary for science and mathematics, and these consistently used to increase the literacy skills of pupils. Teachers are good role models for pupils to follow in valuing and respecting the ideas and opinions of both pupils and adults. Learning support assistants in the classrooms make an effective contribution to the good progress of pupils. They clarify questions, explain new vocabulary and encourage pupils to offer answers. However, there are some variations in the way that teachers involve them especially at the start and end of lessons.
83. Standards attained in reading at the end of Years 2 and 6 are above national expectations. The majority of pupils make sense of texts that are appropriate for their age, and retell stories or list the main points of non-fiction extracts. Younger pupils develop skills that help them to read the text. Year 2 pupils skilfully use a variety of strategies to work out words that they find difficult, such as, splitting up the word, sounding out the letters and gaining clues from the illustrations. They are clear about the difference between an author and illustrator and fiction and non-fiction. Most pupils in this age group confidently talk about authors and books that they liked. Among older pupils, all know how to use their knowledge of the alphabet to locate texts and most are clear about how to use a contents page or an index. They also make good use of ICT to access information from CD-ROMs and the Internet. Some pupils are aware that information on the Internet is not to be taken at face value since as one pupil said '*anyone can set up a web site*'. Most talk about their books in more than a literal way, finding evidence from the text to support their opinions. The school has done much to overcome the problem of boys lacking interest in

reading that was highlighted as a concern at the last inspection. During this inspection there were no perceptible differences between boys and girls in this respect. Pupils mostly enjoy reading and many belong to public libraries, reading both fiction and non-fiction texts with enjoyment. Overall, pupils who have special educational needs make good progress as a result of the support provided for reading.

84. Standards in writing are above the national expectation at the end of both Years 2 and 6. From the sample of pupils' written work seen during the inspection there is good progress in Years 1/ 2. However, few pupils in Year 2 use joined handwriting consistently. In Years 3 to 6 progress is maintained, especially in Years 5/ 6. Regular spelling homework and testing has raised spelling standards throughout the school. The work set covers all aspects of the National Curriculum areas and the tasks are often designed to give pupils opportunities to write extensively. Pupils write for a range of different purposes, sequence their ideas appropriately and the majority use punctuation accurately. More able pupils organise ideas into grammatically correct complex sentences, which are arranged in paragraphs and show an increasing understanding of speech and question marks. They write imaginative stories and make good progress in developing punctuation and spelling skills. In the work seen during the inspection there were lively versions of familiar stories and myths as retold by the pupils. They had obviously enjoyed extending their use of language to make their writing livelier. In a piece of work on the myth of Persephone a girl wrote, '*Persephone opened her mouth to the size of an orange and screamed, no sound came out*'.
85. Although the school realises the importance of encouraging the development of skills in literacy, opportunities to develop pupils' literacy skills in other subjects to the same standards as those found in English are limited. In music lessons the teacher used terms like 'fanfare' and 'round' as a natural part of teaching and helped the pupils to have a firmer grasp of technical vocabulary. The planning of lessons takes account of the needs of the more able pupils and provides them with challenging work. Teachers' planning also identifies work suitable for pupils with special educational needs and these pupils make good progress. The use of ICT is developing for drafting and re-drafting work, and there were some good displays of stories that pupils had word-processed. Pupils also send e-mails to schools in the USA and Bhutan and this makes a good contribution to their awareness of other cultures.
86. Overall, the quality of teaching is good and all lessons observed during the inspection were at least good. In a Years 1/ 2 lesson pupils were encouraged to write 'tongue-twisters'. The teacher explained these in a clear and interesting way and pupils quickly grasped the point and set about their task enthusiastically. She also made good use of technical vocabulary, for example antonyms and synonyms and the pupils were soon using these terms in a natural way. In a lively Years 5/ 6 lesson on writing an account of life in Victorian England, the teacher set a very good pace, made good use of a variety of strategies that kept pupils thinking about the subject matter and challenged all pupils, including the most able. The work linked well with the topic that this group was studying in history. Most teachers mark the pupils' work thoroughly, make regular comments to encourage and instruct and give effective points for improvement. However, this is not always the case, and practice is inconsistent. Praise is used well to show pupils that their work is valued and to encourage higher standards. Relationships are good and teachers manage behaviour well. As a result, pupils work hard, show interest and sustain concentration. The subject makes a good contribution to their moral and social development.
87. The management of the subject is good. The headteacher is the literacy co-ordinator. She monitors teaching and learning in all classes and scrutinises samples of work in each year group. There is a very good system of assessment and all staff are now more confident about judging pupils work against National Curriculum levels. There are satisfactory resources for the subject. Each classroom has a stock of good quality books and the teaching materials are also of good quality. However, the library is an area that the school recognises as needing improvement. It is in a central position but is only accessible by going through classrooms, which can sometimes cause disruption. Some library books are out of date and storage is limited. The school is aware of this and has plans to remedy this as funding allows.

MATHEMATICS

88. Standards are above the level expected nationally at the end of Years 2 and 6. The school has improved on the previously reported satisfactory standards at the end of Year 6 and has maintained the good standards at the end of Year 2. Inspection findings match the National Curriculum test results of 2002 at the end of Year 6, but are better than the results for pupils at the end of Year 2. Although standards are considered to be good, because a sufficiently high proportion of pupils do well, results are only in line with pupils' prior attainment and there remains room for improvement. Nevertheless, there have been measurable improvements since the last inspection when pupils in Year 6 were judged to be underachieving.
89. By the end of Year 2 number skills are good. All pupils make good progress in counting, ordering, adding and subtracting numbers and overall, pupils' understanding of number is particularly strong. Almost all have a good grasp of the place value, which allows them to carry out a range of decimal calculations with numbers up to and sometimes beyond 100. Many mentally recall their 2 and 5 times tables and successfully use this information to solve problems such as, if there are 5 pigs in the field and each has four legs, how many legs are there altogether? Pupils recognise and name a wide range of flat and solid shapes and count corners, edges and sides accurately. They use a good range of mathematical vocabulary when discussing their work and know how to estimate simple lengths and compare them with actual measurement in centimetres. Pupils learn how to collect information and, for example, they draw simple bar charts to illustrate how children travel to school.
90. Pupils at the end of Year 6 have experienced all areas of the subject and have a good grasp of number. Analysis of past work shows that most use a range of strategies when calculating and applying the four rules of number. They suggest different calculations to arrive at a given number and confidently estimate the total of $648 + 468$, discussing the method of rounding up and down which they use to extend both their understanding of number and their mathematical vocabulary. Average attaining pupils know the names and properties of different triangles and calculate the area and perimeter of regular shapes. They understand the significance of place value after the decimal point and are beginning to understand the relationship between fractions and decimals. Higher attaining pupils use their understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000 and accurately calculate fractional and percentage parts of quantities and measurements. Pupils with special educational needs are given work closely matched to their abilities and at times receive extra support. They make progress that is at least satisfactory and often good when taking account of their previous learning.
91. The quality of teaching and learning, including that for pupils with special educational needs is good overall but with some very good practice. The scrutiny of pupils' work indicates that there are high expectations. Teachers' subject knowledge including their knowledge of the National Numeracy Strategy is good. Consequently lessons are well structured. As was seen in Years 5 / 6 teachers explain the objectives carefully to the pupils at the start of the lesson and then review the progress they have made at the end of the lesson. This helps pupils to develop a better understanding of what they are doing and why. Good use is made of mathematical language and teachers are consistent in asking pupils appropriate questions, such as 'How did you work that out?' Teachers use time effectively. In a good lesson on addition and subtraction in Years 3/ 4 the teacher gave pupils a clear indication as to how long they had in which to complete each part of their work. Timely reminders such as these helped to focus pupils' attention, with the result that all pupils made good progress during the lesson. Where teaching was very good, the choice of activity was challenging. The content, solving word problems that involved two stages, was delivered in a stimulating fashion that greatly enhanced the pace of the lesson thereby, making more effective use of time, which enabled pupils to make greater progress. In this session, probing questions were asked and pupils were encouraged to 'tell the person next to you' which enabled them to learn from one another. Throughout the school, it is clear that the quality of teaching has improved since the last inspections, and that there is a commitment to bringing even further improvement. Teachers set clearer expectations of what pupils should achieve and provide more challenging tasks for the more able pupils. They are

conscious of the differing needs of the pupils within their classes. Too many worksheet-based activities do little to extend pupils' knowledge and understanding. Teaching assistants provide valuable help during group sessions, but not all of them have sufficient involvement at the start and end of sessions.

92. In most classes, the pupils display positive attitudes to mathematics, which contribute significantly to their learning. In a very good lesson in Years 1 / 2, for example, the pupils were attentive and keen to take part in lessons, particularly the introductory mental sessions, putting up their hands eagerly to answer questions posed. When they are set individual or group work they settle down to work quickly and continue with sustained concentration. In most instances pupils present their work in a satisfactory manner, though at times their presentation is untidy. The good relationships that exist between pupils and between pupils and adults have a positive effect on pupils' learning.
93. The subject co-ordinator who has been in post since the start of the academic year was unavailable for the inspection. The development of her role has been restricted due to her absence. However, since the school was last inspected the development of mathematics has received a high priority and the impact of the initiatives undertaken by the school has been positive. The additional training opportunities provided for all staff has been particularly beneficial in providing a clear curricular structure helping the development of more effective teaching methods. As a result, pupils are now making better progress and standards are rising.
94. Rigorous monitoring by the headteacher has enabled standards to improve giving the school a clearer picture of its own strengths and weaknesses. However, some of the evaluation carried out by the subject co-ordinator is not sufficiently incisive in order to identify specific areas for improvement. Good assessment procedures are in place and the information is well used to inform planning and to track individual pupils' progress through the school. Staff who provide targeted support are efficiently prepared, and provide good support to pupils' learning. Throughout the school, teachers mark pupils' work regularly. However, comments do not always provide guidance to pupils as to why work is good and what they need to do in order to improve further.
95. Although some use is made of ICT to develop the pupils' levels of understanding in most classes, there is still little use of new technology as a tool for learning in mathematics. Although further work remains to be done in order to raise standards further, the overall picture in mathematics is positive and indicates good improvement since the previous inspection.

SCIENCE

96. Standards in science are above the level expected nationally at the end of both Years 2 and 6. The underachievement for pupils in Year 6 has now been addressed. All pupils including those with special educational needs make good progress throughout the school. The improved standards are due in part to the school's focus on experimental and investigative work and higher expectations of teachers. Inspection findings, however, are not as good as test results. This is because inspectors scrutinise a wider range of evidence than that tested. Although standards are considered to be good, results are only in line with pupils' prior attainment and there remains room for further improvement.
97. Pupils in Year 2 were involved in classifying materials. They know the names of many different everyday materials and enjoyed talking about how materials suited particular purposes. They were able to explain why the correct material, rubber, was suitable for the purpose and used terms such as 'waterproof', 'bendy' and 'light'. Pupils in Years 5/ 6 were similarly involved in the area of classifying materials. They discussed all the various materials used in the making of a car and accurately linked the material with the purpose such as, transparency of plastic and glass and the importance of tyre rubber gripping the road. They planned the making of a bag to carry a camera under water and used their knowledge about the properties of materials such as, flexibility and transparency in their designs.

98. Pupils make good progress in presenting their work. Progress is apparent in their use of appropriate terms when they explain scientific processes such as the use of opaque and translucent in work on shadows. The quality of illustrations improves and by Years 5/ 6 diagrams are clearly labelled and are well annotated with their descriptive writing as seen in the Year 6 work on 'Why The Brightness Of Bulbs Varied In Series And Parallel Circuits'. Pupils in Years 1/ 2 enthusiastically carried out investigations into conductivity. They made good use of guidelines that enabled them to consider predictions, how they carried out the task, what they found out and what they had learned. However, earlier work indicates that there is a lack of consistency in how such information is presented. A whole school approach in how the elements of an investigation are written up including the question of whether the testing is fair is lacking. The school is aware that this is an area for further development and is part of the subject's development plan. Imaginative cross-curricular connections are often made with science learning. For example when the Years 1/ 2 pupils had discovered what materials were conductors and insulators, their success at making simple circuits was then transferred to a design and technology task where simple circuits were placed into models of animals creating eyes that lit up.
99. The quality of teaching and learning, including that for pupils with special educational needs is good and occasionally very good. Where teaching is very good pupils are given plenty of opportunities to discuss and use scientific terms to help in their understanding of scientific processes and the use of resources has been carefully thought out in order to help illustrate and extend pupils' understanding. Very good teaching includes challenge in activities and high expectations of outcomes. In general teachers' subject knowledge is good but teachers' planning does not include the stages in investigative work. The effectiveness of marking varies. In Years 5/ 6 there are good examples of pupils carrying out corrections to their work. The monitoring and assessment of science work is good and teachers are able to track accurately individual pupils' progress. Pupils' attitudes are at least good. They are motivated and strive to do well. In Years 3/ 4 small groups were devising a simple questionnaire on space facts. They progressed well working collaboratively and made good use of books as first hand resources.
100. The management of science is good. The school has striven to raise standards in this subject and is well on course to improve standards even further. Clear management style has enabled areas of weakness to be identified and appropriate action chosen. The need to formalise investigational activities has a high priority and part of the scheme of work now includes "Being a Scientist" which has emphasis on science investigations. A school portfolio is also being developed to support the moderation of assessments and help to illustrate coverage of the programme of study. Resources are adequate and well used to support the teaching and learning of science. ICT is not well used as a tool to support work or to improve presentation in science.

FOUNDATION SUBJECTS

During the week of inspection it was not possible to see the teaching of all foundation subjects. Judgements on standards in some, therefore, are based upon interviews with pupils, scrutiny of pupils' work, teachers' planning and assessments and interviews with teachers and staff.

ART AND DESIGN

101. It is not possible to make a secure judgement on the quality of teaching, learning and pupils' attitudes, as no lessons were observed during the inspection. There was also inadequate evidence to make a secure judgement of the standards in the subject. However, from the small amount of work on display around the school, standards appear to be in line with those expected nationally but are not as good as those reported in the last inspection. This is because of the insufficient time in Years 3 to 6 to deliver the curriculum.

102. In Years 1 / 2 pupils successfully investigated form, pattern and shape through connection with their topic on homes. There are attractive displays using a variety of materials including house fronts made from clay and prints from polystyrene tiles. In Years 3/ 4 pupils in connection with their topic on Water, produced attractive sculptures of swans, water lilies and water insects using wire and modroc. These had an excellent finish. In Years 5 / 6 pupils produced colour washes with additional crayon work to illustrate movement and expression of a satisfactory standard. Additional work included posters in connection with the misuse of drugs. These were mainly carried out in crayon and lacking in visual impact.
103. Termly units of work are planned from an LEA scheme and skills developed in line, shape, pattern, tone and texture and where possible in connection with other areas of the curriculum. For example, when decorating their project folders on Victorians, pupils in Years 5/ 6 sketched details from Victorian scenes onto their covers. There were some detailed drawings and a number of pupils showed great care in their observational work.
104. The monitoring of art and design is restricted as the co-ordinator is part time and has limited opportunity to cover her management responsibilities. Procedures for assessing and recording pupils' attainment and progress have been developed, including end of unit tasks, which provide clear starting points for future learning. However, the information gained is not always well used to inform planning to meet the needs of pupils in the mixed age classes.

DESIGN AND TECHNOLOGY

105. The previous inspection found standards in design and technology (DT) were in line with national expectations at the end of Years 2 and 6. This inspection has found an improvement in the standards seen in the work completed by Year 2 pupils where they were found to be above national expectations. Standards of Year 6 remains in line with those expected nationally and are limited by the reasons given earlier in the report.
106. Pupils in Years 1 / 2 are given good opportunities to develop design and technology skills through a series of well-organised units of work from the LEA scheme of work. They skilfully use a variety of tools and materials in connection with their work on houses. Through the use of square section wood, reinforced corners, paper and glue a variety of house designs were made and well finished with paint. Evaluations included what they had found easy and difficult and what they would do differently next time. Thumbnail digital photographs helped in the monitoring and assessment of these activities. Pupils in Years 1/2 created patterns for Joseph's Coat from a variety of materials such as sticky paper, appliqué and fabric paint. They were confident users of scissors, were able to reproduce previously designed patterns accurately and showed pride in their work.
107. In Years 3/ 4 pupils had used various fabrics such as binka and felt to make money containers. Sewing was well developed and there were a variety of creative designs. ICT had been used in one instance in the planning and pupils' evaluations included materials and tools used. When planning a photograph frame they included front and back sketches and step-by-step instructions. Evaluations were more limited however, and did not include how improvement could be made or what they found easy or hard. In Years 5 / 6 pupils had disassembled tomato puree boxes in order to see what shape was used in its construction. They designed their own container and used ICT to help design the labels for their boxes. These were of good quality and the labels were attractive and informative. Further work included controllable-wheeled vehicles. Motors and a simple switch enabled the vehicle to be controlled. These were of varying designs made from balsa wood, however they lacked finish and some were lacking in some detail. The evaluation template for these activities is comprehensive but evaluation details of both these activities were not evident.
108. The quality of teaching in design and technology is at least satisfactory. Teachers' planning is good, further improved through the formalisation of both design and evaluation resources enabling pupils to gain from staged illustrations and increased evaluative opportunities such as,

pupils evaluating the work of others. In the lesson observed pupils' attitudes were very good, they worked well independently and demonstrated a good level of responsibility in the use of various materials.

109. The management of the subject is good. The monitoring of pupils' work is valuable and highlights areas for development such as the lack of full evaluations in the photograph frame activity or where cross-curricular links have been effective. Governors are also involved in the monitoring of activities. Resources are satisfactory and there are good facilities for cooking. There is a development plan, which highlights ways forward for the subject and includes the monitoring of teaching and learning, making greater use of assessment information and increasing the emphasis of skills development.

GEOGRAPHY

110. In the last inspection, standards were described as in line with national expectations at the end of Years 2 and 6. During this inspection only one lesson in geography was observed for Year 5 pupils and the main unit of work is to be covered in the latter part of the summer term. Due to insufficient evidence from the analysis of pupils' work, displays and an analysis of planning and other documentation neither secure nor informed judgements on standards, teaching and learning or attitudes throughout the school can be made.
111. By Year 2, most pupils have a satisfactory understanding of the local environment through studies developed around the village of Westwood. They recognise some of the human and physical features of the area and correctly identify the different types and use of buildings by fieldwork activities. Work in their books suggests that they are beginning to develop satisfactory skills in drawing maps and in using geographical vocabulary when recording details of their journey to school. Linked to the topic 'Treasure Island', pupils study living conditions on the Island of Struay and contrast them with conditions with which they are familiar, expressing their own views on the attractive and unattractive features. By Year 6, pupils have satisfactory knowledge about physical features of the landscape such as canals. They study the Kennet and Avon canals and learn about the importance of transport, the reasons for their construction and their present use. They have a good understanding of their own locality for example, when surveying the traffic in Trowbridge and investigating the types and ages of houses and how many of them are over 100 years. From their research they learn that the most common age of houses in the village is between 11 and 12 years. Pupils understand the use of keys and symbols on maps and skilfully use co-ordinates to locate features and plot routes in their local area. Most confidently use secondary sources such as books, atlases and the Internet to investigate and ask questions about physical and human features. They learn that tourism can have both negative and positive effects and confidently discussed some of the arguments for and against the site of a hotel at 'Welcombe Bay' in a sensible and sensitive manner.
112. Although it is not possible to make an overall judgement on the quality of teaching and learning a review of the current organisation of the curriculum and teachers' plan reveals some weaknesses, which limit the progress that pupils make. For example the present arrangement of teaching the subject as part of a rolling programme of topics (which do not always have a geographical focus) in Years 1 and 2 means that there is sometimes a long gap before pupils' early geographical skills are built upon and extended. As a result, the development of skills is much slower than it should be in Years 1 and 2. In the mixed age Years 3/ 4 and Years 5/ 6 classes there is a wide range of levels of attainment but teachers do not always match the tasks set to the needs of differing individuals to enable them to make maximum progress. Throughout the school, there is insufficient recording, and work produced is not always of a high enough standard. Overall, too few opportunities are provided for pupils to practise writing skills learnt in literacy in expressing their own views, opinions, reflections and discoveries in geography in pieces of extended writing.

113. Management of the subject is satisfactory. Since the last inspection, the school has improved the curriculum and has adopted the national guidelines, which form the basis of the school's scheme of work for geography. This now needs to be fine-tuned to meet more fully the learning needs of the pupils. The policy has been revised and a clear development plan is in place. Monitoring is done informally but there are as yet insufficient formal opportunities to check on the quality of teaching and learning to identify what needs to be improved. Assessment procedures are now in place and although regular end of topic assessments are carried out the information gained is not always well used to plan work to meet the needs of all pupils especially the more able pupils. Marking, although regularly carried out, is often limited to simple corrections and there are few constructive comments suggesting how the work might be improved. Resources are adequate and used well and very good use is made of the immediate environment for geography fieldwork. The use of ICT is developing well.

HISTORY

114. During the inspection, no teaching of history was observed in Years 1/ 2 because the subject is taught in rotation with geography. As there was very little recorded work, no judgement has been made about standards for pupils at the end of Year 2. Standards of attainment for Year 6 pupils are in line with national expectation and are similar to those found in the previous inspection. Overall, standards and progress is limited due to the reasons mentioned earlier. By Year 6, pupils talk knowledgeably about life in Victorian Britain, describe the lives of children in that period, comparing them articulately with the lives of modern children. They make knowledgeable comparisons between photographs and pictures of life in the nineteenth century and representations of present day life.
115. The quality of teaching is satisfactory. In the lessons seen in Years 3 to 6, during the inspection, teaching was good and very good. Teachers showed secure subject knowledge and enthusiasm which engaged pupils' interest and made them want to know more. They set the context for work clearly and emphasised the importance of historical skills, for example, when comparing modern life and Victorian life. In the Years 5 / 6 lesson, the teacher insisted on the pupils focusing on the evidence rather than making assumptions about the period. She used a wide range of effective questioning to challenge and develop pupils' ideas. Pupils were shown how to use ICT to access information and develop research skills and good guidance was provided on how to evaluate the usefulness of the information found on the Internet. By getting pupils to consider the different experiences of rich and poor children in Victorian times, the teacher contributed well to the social and moral development of pupils. The teacher chose pupils to take on the role of Victorian children from different social classes. The other pupils asked them questions and this use of role-play and questioning made a good contribution to the literacy skills of pupils.
116. Pupils' attitudes to the subject are good. They are eager to contribute to whole class discussions and make interesting and worthwhile contributions. In a Years 3 / 4 lesson, pupils who had been comparing life in Sparta with life in Athens, worked quietly and extremely productively to create a table of differences. This exploration of another civilisation was an effective way of enhancing their cultural awareness. At the end of the lesson, pupils contributed their views eagerly, but listened attentively to the opinions of others. Pupils in Years 1/ 2 were enthusiastic about a recent visit to Sevington Victorian School and made informed comments about how schools had changed since that time.
117. The history co-ordinator has been in post since September 2002. She manages the subject satisfactorily and recognises the need to organise the timetable as effectively as possible to ensure that pupils are not disadvantaged by the rolling programme. There is a good assessment system which uses National Curriculum levels to grade pupils' work but the information gained is not used sufficiently to inform future planning. Pupils with special educational needs are well supported and make good progress. ICT is used effectively in the teaching of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

118. Standards in ICT have been maintained and are in line with those expected nationally for pupils in Years 2 and 6. The school has improved its provision of hardware and this has had a positive impact on pupils' access and how they gain in ICT capability. Standards are generally better in the use of ICT to communicate information. Effective use has been made in both history and geography in Years 5/ 6 where the Internet has been successfully used to download images in connection with areas of research. Although there are some good examples of ICT being used to support learning overall, pupils still have too few planned opportunities to use computers to support and enhance their learning in other subjects and this adversely affects their attainment and progress as they move through the school.
119. Pupils in Year 2 have made satisfactory use of ICT in the development of reading by the use of a good range of CD talking books. Support in their writing skills is provided by the use of word processing. Activities such as writing simple stories, for example about Little Red Riding Hood, and through the choosing and writing of rhyming words, enables them to develop an awareness of keyboard functions and help to develop satisfactorily early writing skills. They successfully save and to print their work. They confidently use modelling software to help in the development of sequencing skills, for example, as they dress a teddy in the correct sequence or by matching appropriate labels to parts of the human body and face. Pupils make satisfactory progress as they use graphics software to illustrate aspects of their learning such as portraits of themselves in connection with science and the human body. In a design and technology lesson, pupils skilfully used graphics software to design a pattern, which was to be used for Joseph's Coat. They accurately copied a colourful sequence from a previously completed piece of work, which included the use of the shape tool to produce diamonds and rectangles.
120. Pupils in Year 6 maintain satisfactory progress in the development of ICT capability. They use databases well in Years 3/ 4 to create questionnaires for history and geography where they learn about fields and records and are able to illustrate their work using a variety of graphs and charts. In Years 5/ 6 pupils are familiar and confident with the Internet as a large database for their research. They search, download and transfer images and text into word processing pages and desktop publishing software to enhance their learning in both history and geography. Their project folders on Life in Victorian Times contained much useful information accessed in this way and the covers of their projects were enhanced attractively through the use of ICT. Good use of ICT in the form of email is used to communicate with a school in America and a digital camera is used to exchange photographs of school activities. Areas of ICT that are underrepresented include aspects control and monitoring the environment through the use of data logging.
121. No ICT lessons were observed and no secure judgement on the quality of teaching can therefore be made. However from the pupils' work seen, the planning documentation and talking to pupils, teaching is at least satisfactory. Teachers have made good progress in their planning for the use of ICT across the curriculum. Teachers have developed satisfactory planning in the subject and have begun to monitor learning and how well pupils perform. Pupil's attitudes to the subject were always found to be very positive and they used the equipment with care and respect.
122. The management of the subject is satisfactory. Good use has been made of LEA support in the management of ICT in school. Monitoring of the quality of teaching and learning to help raise standards and share good practice is underdeveloped. Although there are procedures in place for assessing individual pupils' skills, knowledge and understanding the information is not well used to ensure that work is planned to take account of pupils' prior attainment and the skills they bring from home. The computers have been moved around and the software on machines needs to be rationalised. The network functions effectively but as pupils tend to save their work onto floppy discs, it is limited by file size. Accommodation is unsatisfactory in Years 5 / 6. Appropriate storage and access is lacking so that pupils can use the computers comfortably. At the moment pupils are grouped around a single monitor whenever teachers are demonstrating

software. Pupils gain additional access to ICT through two computer clubs held after school each week.

MODERN FOREIGN LANGUAGES

123. Pupils in Year 6 at the school receive a weekly French lesson. A native speaker of the language teaches this. She follows the scheme of work that has been developed by 'La Jolie Ronde' (the commercial organisation that provides the teacher). As is appropriate, the emphasis is primarily on developing the listening and speaking skills of the pupils.
124. During the inspection, one lesson was seen. The teaching was good and the materials were well suited to developing pupils' knowledge of both the language and culture of France. The teacher's pronunciation provided an excellent model for the pupils. They responded eagerly and tried to reply to questions in an authentic accent. Most of the lesson, including simple classroom instructions was in French. This developed the listening skills of pupils. The CD that the teacher played further developed these. This contained songs related to the subject matter of the lesson. Pupils joined in the singing of the choruses with no inhibitions about speaking a foreign language. The teacher also gave plenty of opportunities for pupils to practice individually as well as in groups. One pupil, when asked about his pet, was eager to find out the French for 'tarantula'! Pupils were confident about the colours, months, and animal names but were less secure about time. When the teacher used simple examples, the pupils were able to move the hands of their clocks to 7.00 am, and 12.10 p.m. but few coped with more complicated examples such as 6.45 am. Pupils successfully read and write simple French. They complete sentences, identify objects in words. Most do this accurately and include the correct accents. Most pupils also identify the correct endings to put on adjectives and form plurals correctly.
125. The good standards noted at the last inspection are maintained and the subject makes a good contribution to the cultural development of pupils.

MUSIC

126. During the inspection there were few music lessons taught. Taking into account the evidence from these lessons, discussion with pupils and relevant staff, pupils at the end of both Years 2 and 6 reach the expected standards for these age groups. Overall, standards are not as good as those reported in the last inspection. This is due to the number of reasons mentioned earlier in the report.
127. The overall quality of teaching and learning is satisfactory but good teaching was seen during the inspection. In a well-planned and lively music lesson in a Years 5/6 class, groups of pupils composed their own fanfares to accompany a 'special occasion'. They planned their work in a very co-operative manner and treated each other's ideas and the instruments with respect. The teacher planned the personnel of each group skilfully, so that each of them contained a pupil who played a wind instrument to add colour to the percussion instruments that the others were playing. There was also good use of technical terms such as 'fanfare' and 'crescendo'. which helped the pupils to develop their literacy skills.
128. Many pupils learn instruments for example flutes, recorders and keyboards. Visiting music teachers take these lessons. Musicians such as percussion players and other instrumentalists visit the school and perform for pupils. Pupils perform in assemblies and other school events and this helps to foster a sense of self worth. Very often, one or other of the recorder groups accompanies the singing in assemblies. The subject also supports social development by the collaborative ethos in group work. Singing in assemblies is tuneful and enthusiastic. As part of the out-of-school activity programme, there is a choir, which a specialist teacher runs.
129. Pupils have positive attitudes to the subject. Many of the pupils can express their likes and dislikes of various types of music and some recognise different instruments and use appropriate

vocabulary to describe the sounds they make. They also listen to examples of music from other cultures and appraise them. As pupils enter assemblies there is a piece of music playing and the composer or genre is sometimes mentioned.

130. The co-ordinator is a Years 3 /4 teacher who has little musical expertise. However, she has risen to the challenge well and is a good manager of the subject. The school uses a commercial scheme of work, which supports non-specialist teachers well. There is a system for assessing the progress that individual pupils make in music and this is an improvement since the last inspection. The resources for the subject are good and teachers have a range of tuned and untuned percussion instruments that they can draw on for their lessons. These are kept in an accessible location.
131. Pupils with special educational needs are supported appropriately and have full access to this part of the curriculum. However, there are times when pupils who learn instruments are withdrawn from other lessons such as literacy to have their instrumental lesson. Monitoring to ensure that pupils are receiving the full breadth and balance of the curriculum does not take place and the use of ICT to support learning is limited.

PHYSICAL EDUCATION

132. Due to timetabling arrangements no lessons in physical education (PE) were observed during the inspection and as a result no secure judgements can be made on standards or quality of teaching. From discussions with the co-ordinator and looking at the planning, the management of the subject is at least good. The school uses an excellent scheme of work from which teachers plan their gymnastics, games and dance lessons. Swimming is a strong feature of the school and all pupils do well in swimming with all achieving the 25-metre certification by Year 6. However, the disproportionate amount of time is devoted to this activity adversely affects the balance of the curriculum especially in Years 3 to 6. The school participates successfully in local sports fixtures including football and rugby and was recently runners up in the High Five netball competition. Additional opportunities are provided for pupils to extend their physical education skills through after school clubs such as the gym clubs and ball skills clubs. Overall the provision for physical education is very good.

RELIGIOUS EDUCATION

133. Standards of attainment meet the expectations of the local agreed syllabus at end of Years 2 and 6 and are not as good as those reported at the last inspection. This lowering in standards is due to the school's focus on raising standards in the core subjects in order to deal with pupils' underachievement. Pupils of all ages, including those who have special educational needs make satisfactory progress.
134. There is very little evidence of recorded work in Years 1/ 2 as much of the learning, particularly in earlier years, is based on discussion. By the end of Year 2, teachers' plans show that pupils are aware that Jesus is a special person for Christians and that the special book telling stories about his life and work is called the Bible. They know that books, such as the Koran and the Bible have special significance for Muslims and Christians and that care and respect is shown when handling these books. They reflect on the people who are important in their lives and confidently discuss some of the characteristics of why they are important. Overall, insufficient opportunities are provided for pupils to express and record ideas and explore meaning through writing and drawing in order to help them to retain knowledge and apply their literacy skills. By the time pupils leave school at the end of Year 6, most acquire a suitable understanding of some of the customs, practices and objects of religious interest used by Muslims and know some of the main features of a Christian church. Analysis of pupils' work shows that they thoughtfully formulate their own views about how Christians 'flavour' the world. They know that it

involves 'being kind' 'sensible' and 'living a good life' and are beginning to understand how religion affects life. Pupils have a good insight of some of the religious festivals throughout the Christian year such as Harvest and Easter and know that stories from the Bible have important moral messages. Although pupils extend their knowledge and understanding of the major world religions when they discuss some of the traditions associated with some of the festivals such as, Chinese New Year, Diwali and Hanukkah, their awareness of the major world faiths other than Islam is limited.

135. Teaching is satisfactory overall, although there were some examples of very good teaching seen during the inspection. Teachers have sufficient subject knowledge to enable them to interpret and deliver the curriculum and the use of stories is a strong feature of the religious education programme in Years 1 and 2. In the best practice the Bible story was well chosen to deliver the main messages and was read in a confident way, which captured and sustained the pupils' attention. In this session, effective use of questioning enabled the teacher to extend pupils' understanding about 'why' and 'how' Christians pray and good opportunities were provided for all pupils to contribute their own ideas about '*why Hannah prayed to God*'. High expectations of behaviour and quality of work led to a very productive response from pupils who made good gains in their knowledge and understanding of the Christian faith. In other sessions lessons are well planned to take account of pupils' prior knowledge and experiences. For example, in Years 3/ 4 the teacher effectively built on what was taught in previous lessons on how Muslims prayed. An analysis of pupils' earlier work indicates that there are few opportunities for sustained independent writing. Written accounts from the oldest and higher attaining pupils are often brief. There were only very few examples seen of different work being set for pupils of different levels of attainment especially in Years 5/ 6. Attitudes to learning are very good. Younger pupils enjoy listening to stories and to one another. Throughout the school pupils' response to the subject is very good. They ask and answer questions thoughtfully and participate well in discussions showing respect for other people's opinions.
136. Leadership and management of the subject are satisfactory. The co-ordinator advises and supports colleagues informally but recognises the need for more systematic checking of teaching and learning and greater use of ICT to enhance learning. Although assessment procedures are in place the current system of recording what pupils know and have understood at the end of each unit means that the teachers have insufficient ongoing information upon which to base their lesson planning. There is a good range of stimulating artefacts, which are well managed and used to motivate pupils and to focus their attention in lessons. Good use is made of visits to a local church and links with other local faith through visits from a Muslim cleric are developing. The subject makes a satisfactory contribution to the spiritual, moral and social development of the pupils but not as well as it should to pupils' cultural development. This is because the local agreed syllabus provides limited opportunities to raise pupils' awareness of major world faiths other than Islam and to a lesser extent Judaism. Overall, the school has a good base from which to develop the teaching and learning of religious education.