

INSPECTION REPORT

NYTHE PRIMARY SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 126249

Headteacher: Mrs Deborah Kalyuka

Reporting inspector: Mr Chris Warner
20935

Dates of inspection: 10 –12 June 2003

Inspection number: 248749

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School
School category:	Community
Age range of pupils:	4 to 11 Years
Gender of pupils:	Mixed
School address:	Nyland Road Nythe Swindon
Postcode:	SN3 3RR
Telephone number:	01793 524024
Fax number:	01793 524024
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Geoff Bladen–Hovell
Date of previous inspection:	25 June 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20935	Chris Warner	Registered inspector	Science Information and communication technology Design and technology Foundation Stage	What sort of school is it? How high are standards? a) The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9769	Margaret Morrissey	Lay inspector		How high are standards? b) 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?
8056	Howard Probert	Team inspector	Mathematics Music Art and design Physical education Special educational needs Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?
2200	James Stirrup	Team inspector	English Religious Education Geography History	

The inspection contractor was:

Cambridge Educational Associates
Demeter House
Station Road
Cambridge
CB1 2RS

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nythe Primary School educates pupils between the ages of four and eleven. The school is smaller than average, with a current roll of 133 pupils. The attainment of children on entry is close to average, although there is a significance difference between year groups. The school serves pupils mainly from the surrounding area, although a few live further away.

About five per cent of full-time pupils are entitled to a free school meal, which is below the national average. Pupils come from a range of social backgrounds. Twenty-one per cent of them are on the school's special needs register, which is broadly in line with the national average. These are mainly for learning difficulties. One pupil has a statement of special educational needs. This is below the national average. Two pupils speak English as an additional language.

HOW GOOD THE SCHOOL IS

Nythe Primary is a good school, which serves its pupils and community well. It has many strengths and no significant weaknesses. The headteacher provides very good leadership and is supported well by all the staff. As a result, the standards achieved by the pupils are improving rapidly. Currently, pupils in Year 6 achieve average standards in English and mathematics and above average in science. Overall, pupils of all abilities and backgrounds are making good progress. Teaching is good and often better. When account is taken of recent improvements and how well pupils are achieving, this is an effective school, which gives good value for money.

What the school does well

- The headteacher provides very good leadership of a very supportive staff team.
- All pupils achieve well.
- Standards in science are above average.
- Teaching and learning are good.
- Pupils are keen to learn, behave very well and enjoy very good relationships with one another and with the staff.
- The school takes very good care of its pupils.
- The provision for pupils with special educational needs is good.

What the school should do to improve

- Ensure recent improvements in standards are sustained.
- The role of the co-ordinator in subjects other than English, mathematics, science and information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in June 2001, there were serious weaknesses in the quality of education. The school had improved, but not enough since its first inspection in 1997. The current inspection found that improvement since the last inspection has been good. There are no longer any significant weaknesses and the school has many strengths. Improvement in the last year has been very good. The very good standards of behaviour and positive attitudes to learning have been maintained.

The key issues for improvement from the 2001 inspection are no longer cause for concern: a permanent headteacher has been appointed and in post for a year. Staff are clear about their roles and responsibilities. School improvement planning is firmly focused on, and effective in, raising standards. The improved quality of teaching has led to improved standards achieved by pupils. Where standards were too low, in English and mathematics, geography and information and communication technology (ICT), they have significantly improved. Sufficient time is now allocated to all subjects. The provision for pupils with special educational needs, judged unsatisfactory in the last inspection, is now good. The school is well placed to continue to improve.

STANDARDS

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

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

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

When children enter the school, their attainment is broadly average. Overall, pupils of all abilities are achieving well. Standards have significantly improved since the last inspection. Pupils have made particularly good progress in the past twelve months. Furthermore, standards are set to improve further because the right measures have been taken to improve the quality of education.

In the year group taking the national tests in 2002, a high proportion of pupils had special needs and few were high attaining. In particular, this affected the results in English, where standards in writing were not as high as those in reading. Even so, pupils in the year group made very good progress compared with their achievements in the Year 2 tests. In fact, when all three subjects were taken together the trend in the school's results from 1999 to 2002 was above the national trend of improvement. The 2002 results were the best the school had achieved. The school received a national award for improved results between 2001 and 2002.

The 2002 results for pupils in Year 2 fell from the previous year's high to below average in mathematics and well below average in reading and writing. Given the average prior attainment of pupils in the year group, it is evident that standards were not as high as they should have been.

The inspection found that standards in the current Year 6 are higher than those reached by pupils in the 2002 national tests in English and mathematics. Standards in these subjects are broadly in line with national expectations and pupils are achieving well. Standards in science remain high and are above average. The much-improved standards reflect improvements in the quality of education, particularly in the past year.

In Year 2, current standards are also higher than achieved by pupils in the 2002 national tests. Standards in reading, writing, mathematics and science are broadly average. As in Years 3 to 6, pupils, including those with special educational needs and the few with English as an additional language, are achieving well. Throughout the school, but particularly in Years 3 to 6, there is scope to raise standards further by giving pupils help in reading from a wider range of texts and of writing for different purposes and in different styles. The more able pupils need more opportunities to develop strategies to solve problems in mathematics.

Standards in information and communication technology (ICT) are in line with national expectations for pupils in Year 2 and Year 6. In religious education, standards are in line with expectations of the Locally Agreed Syllabus. In all other subjects, pupils are also achieving standards in line with those expected of Year 2 and Year 6 nationally. In all subjects, standards have improved rapidly in the past twelve months.

The inspection found that children in the Reception class make good progress. Most of them are likely to reach or, in some cases, exceed, the expectations of the Early Learning Goals. They make good progress because they are supported well by staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn. They work hard in lessons and in other activities.
Behaviour in and out of classrooms	Very good in all situations. Pupils are friendly and polite. Boys and girls get on well together. There is no evidence of bullying. There have been no exclusions in the past twelve months.
Personal development and relationships	Although satisfactory, there is scope for pupils to be more independent in their learning. They enjoy very good relationships with each other and with adults.
Attendance	Attendance rates are satisfactory and improving. Pupils arrive on time because they want to be at school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 and 2	Years 3 to 6
Lessons seen overall	Good	Good	Good

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

Teaching is good, overall, and there are examples of very good teaching throughout the school. The quality of teaching has improved since the last inspection. All of the lessons seen were at least satisfactory, and many more of them were very good or better than in the last inspection. This leads to pupils achieving well and making good progress.

Throughout the school, basic skills are taught well. The quality of teaching in English and mathematics is good. National Strategies for Literacy and Numeracy are used with good effect. In the best lessons, teaching is purposeful, and pupils are involved and want to learn.

Lessons are planned and managed very well, so that the teachers and their assistants know what to do to support and extend learning. Pupils are involved through skilful questioning and by being encouraged to 'have a go'. They respond by working hard and wanting to do well. They find lessons interesting and challenging because work is well matched to their abilities. Learning is effective because, in most lessons, the teaching is a two-way process between the teacher and pupils.

Although the quality of teaching is consistently high, there remains scope in some lessons to give pupils more opportunities for independent learning. This includes opportunities for research and the chance to present ideas and efforts to others.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The requirements of the National Curriculum are fully met.
Provision for pupils with special educational needs	Good. There are effective procedures for identifying needs and for monitoring progress. Pupils are supported well, both in and out of the

	classrooms.
--	-------------

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral development is very good and for social development is good. The provision for spiritual and cultural development is satisfactory.
How the school cares for its pupils	Very good: this is a very caring school where the welfare of pupils is promoted very well. Assessments of how pupils are getting on are good and are used well to plan the next stage in their learning.

The school has good links with parents. They are increasingly confident in what the school is doing for their children. Their involvement in the day-to-day life of the school makes a significant contribution to how well pupils get on.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head and other key staff	The headteacher provides very good leadership and all the staff are fully committed to the school's continued improvement.
How well the governors fulfil their responsibilities	Governors make a satisfactory contribution to the management of the school. They are developing their role so as to take a more formal approach to monitoring the work of the school, especially in relation to the standards achieved by pupils. The governors meet all of their statutory responsibilities.
The school's evaluation of its performance	Good. Priorities for improvement are focused on the raising of standards. The governors are increasingly aware and supportive of the priorities in the school development plan.
The strategic use of resources	Available resources are used well, including the teaching assistants, funding for special needs and ICT. The school's efforts to seek the best value for money in its financial decision-making are satisfactory. However, there is scope to relate this more closely to the impact on standards achieved by pupils.

The school has a sufficient number of well-qualified teachers and other staff. They benefit from the good opportunities for professional development. Although the Reception class has its own outside area, it needs to be further developed to make it an effective resource for all areas of learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p><i>At least nine out of every ten parents who responded to the questionnaire felt that:</i></p> <ul style="list-style-type: none"> • children like school and are making good progress. • behaviour is good, as is the teaching. • the school is well led and managed. • children are expected to work hard, do their best and be mature and responsible. 	<p><i>Parents expressed no significant concerns</i></p>

The inspection team agree with all of the positive comments made by parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- All pupils, including those with special educational needs and the few for whom English is an additional language, achieve well
- Standards in science are above average by Year 6
- Standards have improved; in geography, ICT and in the Reception class standards are markedly better than in the school's last inspection.

Areas for development

- All subjects, to continue the drive for higher standards
- Pupils' ability to write for a range of purposes and in different styles
- The ability of the more able pupils to use and develop strategies to solve mathematical problems.

Attainment on entry

1. Pupils' attainment on entry to the school is broadly average. However, attainment on entry varies between year groups. This is significant because some of the year groups are small, with as few as 13 pupils. Differences in pupils' prior attainment contribute to the school's fluctuating results in national tests.

Attainment by the end of the Foundation Stage

2. By the end of Reception, children are likely to achieve the expectations of the Early Learning Goals¹ in all areas of learning. In mathematical development and in language, literacy and communication, about one in every three children are likely to exceed the expectations. Standards in the Reception class have improved compared with the last inspection. The quality of teaching and learning is good and children of different backgrounds and abilities achieve well and make good progress.
3. The children's personal, social and emotional development is good. The consistent and fair expectations of all members of staff help children to grow in confidence and self-esteem. The children have a strong sense of belonging to a family and community.
4. Nearly all the children listen for reasonable lengths of time to an adult reading a story or explaining something. They speak with growing confidence to one another and to adults. As in all areas of learning, different children are achieving at very different rates. Some are particularly attentive and articulate; others may listen well, but need encouragement to respond.
5. Overall, the children's literacy and numeracy skills are in line with those expected nationally. They achieve well, learning sounds that letters make and writing them with growing accuracy. Most children can recognise and spell at least some simple words. While the more able children

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical and creative development.

attempt to write simple sentences on their own, those at an earlier stage in their development need, and benefit from, adult support.

6. Reception children have a sound knowledge and understanding of the world. They use the computer with growing confidence because they have good access to the much-improved resources for ICT. They have a good understanding of how living things, including plants and small creatures, grow. Learning in several areas, including science and aspects of physical development, would be enhanced if their outdoor area were better resourced.
7. The children can throw and catch with reasonable skill and have good awareness of their own space when moving. For most, their creative development is good. They express themselves, their feelings and ideas with enthusiasm and growing confidence in a range of media, including art, dance and music. They joined in songs at the school concert with gusto and a sense of timing.
8. Pupils with special educational needs and those with English as an additional language achieve well throughout the school in relation to the targets set in their individual education plans. Progress is checked on a regular basis and, when appropriate, targets are reviewed and new provision made. Pupils with special educational needs achieve especially well when they get additional support, such as a teaching assistant (TA) working alongside. The very few pupils for whom English is an additional language receive a good level of support and progress well, both in their acquisition of English, and in other subjects.

Attainment at the end of Year 2

9. In the last inspection, standards were found to be below average in reading, writing and mathematics. A significant minority of pupils were underachieving. This reflected the school's below average results in the 2000 national tests. Since then, the school's results significantly improved in 2001, but fell in 2002. The results in some years are higher than in others because of the significant difference in prior attainment between pupils of different year groups.
10. In reading and writing, the school's results in the 2002 national tests were well below the national average and the average for similar schools. The results in mathematics and science were below the national average and the average for similar schools. The year group included a high percentage of pupils with special educational needs and a sizeable group did not reach the expected Level 2. The results were also brought down because few pupils achieved the higher Level 3 in any subject. Samples of work from when these pupils were in Year 2, show that expectations were not high enough. Pupils had not made enough progress since starting school. However, the same pupils are now in Year 3 and are making improved and good progress.

Current levels of attainment at the end of Year 2

11. The current inspection found that by the end of Year 2 standards are in line with those expected nationally in all aspects of English, mathematics and science. Compared with the previous year, the group includes fewer pupils with special educational needs and more higher attaining ones. Pupils in the current Year 2 are likely to exceed the levels achieved by their counterparts in 2002. Pupils of all abilities, including those with special educational needs and English as an additional language, achieve well and are making good progress.
12. The inspection found that standards have improved and are continuing to do so. The main reason for pupils' good progress is the predominantly good quality of teaching and learning. Procedures for assessing what pupils know, understand and can do have improved and are helping staff to give pupils work that is matched well to their needs. Setting pupils their own targets for improvement is beginning to have an impact in raising standards in English and mathematics.
13. By Year 2, pupils achieve the nationally expected standards in their reading. There is a well-structured approach to the teaching of reading and pupils, especially those with a limited knowledge of books, learn and use their reading skills well. Most of them benefit from the help

they get with their reading from someone at home and from the encouragement of the 'Books and Beyond' project.

14. Overall, pupils make good progress in their writing. Standards have improved in the past year because of the focus given to improving pupils' writing skills. The school rightly intends to continue to place a priority of developing pupils' skills in spelling, punctuation and handwriting.
15. By Year 2, pupils have developed their speaking and listening skills to the level expected for their age. Most of them speak clearly and with reasonable fluency. They take account of what others have to say when making their own response.
16. Standards in mathematics are improving because of the effective implementation of the National Numeracy Strategy and the improved monitoring of standards. This is evident in the accuracy and speed of pupils' mental calculations. The more able pupils are challenged well in English and science and achieve well. However, there is scope for the more able pupils to extend and apply their mathematical thinking by having more opportunities to undertake investigations and tackle problems.
17. Standards in science are improving. This is seen in pupils' interest in the subject and in their ability to undertake investigations. The greater attention given to experimental and investigative aspects of the subject is making a significant difference to pupils' understanding and to their ability to communicate their ideas.
18. Pupils in Year 2 achieve the expected standards in all aspects of information and communications technology (ICT). The improvement is mainly down to the good use of better resources. At the same time, the use of nationally recommended guidance helps pupils to acquire skills in a structured way.
19. By Year 2, pupils achieve the expected standards for their age in art and design, design and technology, geography, history, music, physical education and religious education. Standards in geography have significantly improved since the last inspection. Pupils, including those on the school's register for special needs, have made satisfactory progress in all these subjects since starting school. However, in all subjects, their progress during the past twelve months has been good.

Attainment at the end of Year 6

20. The last inspection found that, by Year 6, standards in English and mathematics were broadly average. However, pupils were not always doing as well as they should and a significant percentage of them were underachieving in these subjects. Standards in science were average and pupils achieved soundly.
21. The school's improving results between 2001 and 2002 were recognised with the presentation of a national award. Overall, the school's results from 1999 to 2002 improved at a rate above that achieved by schools nationally. However, the improvements were more apparent in mathematics and science than in English. Here, pupils' writing had not progressed as well as had skills in other aspects of English.
22. In the 2002 national tests, the school's results were below average in English, average in mathematics and well above average in science. The results were well below the average for similar schools in English and mathematics, and above average in science. Overall, the results in 2002 were the best the school had ever achieved. Pupils in Year 6 made a very good improvement in relation to their results in Year 2. However, whereas the percentage of pupils gaining the higher Level 5 was well above average in science and above average in mathematics, it was below average in English.

Current levels of attainment at the end of Year 6

23. The inspection found that standards are rising rapidly throughout Year 3 to 6. This reflects the school's improving results in the national tests. Above all, the improvements in the quality of teaching and learning are leading to higher standards. This is not only apparent in Year 6, but also in younger year groups. Furthermore, standards are set to continue to improve as the measures taken to strengthen the quality of education have time to make a greater impact.
24. Standards achieved by the small cohort of pupils in the current Year 6 are broadly average in English and mathematics and above average in science. All pupils, including those with special educational needs and the few who speak English as an additional language, are making good progress. A scrutiny of pupils' work shows that they have made particularly good progress over the past year.
25. By Year 6, standards in all aspects of English are average. Most pupils display a good level of interest, fluency and understanding in their reading. Their comprehension skills are promoted well through guided reading during the literacy session. Standards in writing are improving and a good proportion of the year group are working above the expected level. Where standards could be higher, pupils need more opportunities to read from a wider range of literature and to use this in their writing for different purpose and in different styles. Pupils make good progress in their speaking and listening skills in Years 3 to 6 and by Year 6 most are achieving in line for their age. About one in three of them confidently expresses their ideas and views and takes account of what others have to say.
26. Nearly all pupils are achieving the expected standard in mathematics and about one in four exceed this. They have a good grasp of place value and handle large numbers confidently in applying different operations. The more able pupils could extend their problem solving skills if there were more opportunities to apply and develop a wider range of strategies.
27. In science, the noted improvement in standards in the last report has continued and standards are currently above average. All pupils have a good knowledge and understanding of all aspects of the subject. About one in every three of them communicates their ideas well to others using a very good range of scientific language.
28. By Year 6, standards in ICT are average. Standards have markedly improved because of the much better resources and teachers' growing confidence in what to teach and how to achieve this.
29. By Year 6, pupils achieve the expected standards in art and design, design and technology, geography, history, music, physical education and religious education. All pupils, including those on the school's register for special needs, are making good progress.

Pupils' attitudes, behaviour and personal development

Strengths

- Pupils have very good attitudes to learning
- Behaviour is very good
- Relationships are very good.

Areas for development

- Opportunities for pupils to develop greater independence in their learning.

30. Pupils are happy to come to school; they are keen to learn and are positive in their attitudes and in the respect they show for others. This fosters the growth of good relationships and helps pupils to get on in their learning. Attendance is in line with the national average and is improving.
31. Pupils with special educational needs and those with English as an additional language have good attitudes to school and learning. They respond well to the efforts of teachers and support staff who work diligently to develop positive behaviour and learning strategies. All pupils are growing in confidence and in their social skills.

32. Pupils have very good attitudes to learning and are very positive and keen to play their part in the school community. They have the confidence to express opinions; they show tolerance and interest in listening to the views of each other. They are conscious of not hurting the feelings of others.
33. Pupils' behaviour in lessons and around the school is very good. They understand the school's rules and absorb the values conveyed to them by teachers, who are good role models. There have been no exclusions in the last year. Even the youngest children are quickly developing habits of very good behaviour. In the Reception class, children changed into games clothes then sat quietly on the carpet until everyone was ready to go outside.
34. Relationships across the school are very good: pupils have a genuine respect and affection for their teachers, which are reciprocated. This creates a caring and encouraging environment and underpins good learning. All feel safe and secure; pupils are relaxed and happy in the school; even before the school day begins there are pupils and teachers around working together. It is commonplace to see children helping the teachers and vice versa. Two young pupils helping a classmate who had a broken leg summed up the friendly and supportive atmosphere. They automatically took her arms and offered her their help.
35. All pupils have satisfactory opportunities to develop personal skills through their life in the school. This increases by Year 6 when pupils work with the Reception class in the classroom and in the playground. The 'Books and Beyond' scheme encourages pupils to take responsibility for their own learning by reading at home and producing their own written review. Pupils also take an active role in the school's ecology ('ECO') committee. The school is working hard to extend the opportunities for pupils of all ages to develop greater independence in their learning, whether through planning their work, personal research or by presenting ideas and their efforts to others.

HOW WELL ARE PUPILS TAUGHT?

Strengths

- Teaching is good overall
- Teaching has improved since the last inspection
- Lessons are managed well so that pupils can listen, concentrate and work hard
- In much of the teaching, pupils are involved in their learning and feel encouraged to talk about their work.

Areas for development

- In some lessons, getting pupils to be more independent in their learning.

36. The quality of teaching and learning throughout the school is good. In the lessons seen, all of the teaching was at least satisfactory and nearly all was good or better. Overall, more than one in every three lessons was very good or excellent. Teaching in Years 3 to 6 was often very good.
37. The overall quality of teaching and learning has improved since the last inspection. During the last inspection, many of the teaching staff were temporary due to the absence of permanent staff. This is no longer the case and, although many teachers are new to the school, they have settled in quickly and with good effect.
38. There are four main reasons for the improved quality of teaching:
 - The school is increasingly effective in monitoring and improving the quality of teaching
 - The school has made very good appointments of new staff
 - The staff have taken advantage of the very good opportunities to develop their teaching skills
 - The strong sense of team spirit among new and existing staff leads to a positive atmosphere for learning.
39. Pupils with special educational needs and those with English as an additional language are taught effectively. Well-trained teachers and support staff provide specialist support, which meets the

needs of individuals and small groups. Planning and target setting are consistent. There is some effective withdrawal, mainly during literacy lessons, to provide additional work towards meeting pupils' individual educational targets, for example to learn key words in literacy.

40. Teaching and learning in the Reception class are consistently good and often better. This is an improvement compared with the last inspection. As is the case in the class for Year 4 and 5 pupils, two teachers job-share effectively in the Reception class. They plan and work together well and make sure that support staff are kept fully in the picture. All members of staff have consistently high expectations based on a good knowledge of the children's achievements and needs. In the most effective situations, careful observations of the children as they learn are used by the adults to inform them when and how to intervene. The children enjoy very good relationships with the adults. They feel secure in trying out new things and in talking about their ideas. There is a good balance between activities that are initiated by the child and those that are led by an adult.
41. Throughout the rest of the school, much of the teaching succeeds in getting pupils of all abilities fully involved in their learning. The recent improvements in the school's subject planning helps each teacher to plan lessons effectively and to meet the needs of pupils from two-year groups within each class. Work set is challenging enough to get pupils thinking, talking and engaged in their learning.
42. The teachers have a high expectation of success, both for themselves and their pupils. The learning objectives are explained to pupils at the start of each lesson and they are clear about what they have to do and what they are hoping to learn. The objectives are referred to again in the plenary as a means of evaluating the lesson. In Years 1 and 2, the teacher got the pupils to demonstrate and talk about how they made their electrical circuits. This was a good way of getting them to communicate and reinforce their learning. At the same time, the teacher assessed their skills and understanding and used the information to plan the next lesson.
43. Teaching assistants work well with the teachers to extend pupils' learning and to help them overcome any difficulties. This is particularly effective when the assistant takes on a role in assessing how the pupils are getting on as, for example, in an effective ICT lesson for pupils in Years 2 and 3.
44. Skilful questioning by the teacher is particularly effective in getting the pupils involved in their learning. The teacher adapted and targeted questions in a Year 5 and 6 lesson so as to stretch the more able pupils in their ideas and feelings about slavery. Repeating and rephrasing questions made them easily accessible for the more reluctant pupils who felt they could 'have a go.' Often, pupils are encouraged to evaluate their efforts and to think of ways in which they can be improved. In a numeracy lesson in Years 4 and 5, one pupil responded to a suggestion by trying out an alternative way to calculate the area of a desktop, and then proceeded to apply an idea explained by another pupil in the end of a previous lesson.
45. The best lessons get off to a good start and proceed at a brisk pace. The crisp beginning of many lessons sets the tone for what is to follow. In the Reception class, everyone knew where and how to sit, and listened carefully to the teacher as she told them 'we are learning to add on and count back'. The children knew what to do and what was expected of them. Learning was made fun by including a number song and by being very hands on. As in many other lessons throughout the school, teaching was a two-way process and the children responded with enthusiasm and interest.
46. Staff enjoy very good relationships with the pupils. Pupils of all abilities and backgrounds work hard and try to overcome difficulties. Good behaviour, achievement and effort are encouraged and praised fairly. Pupils know that their responses are valued even if they haven't given the 'right' answer. The teachers are interested in the pupils' ideas and how they can be used to help understanding and extend learning. This adds to pupils' sense of self-esteem and makes them feel that their efforts are worthwhile. In almost all lessons, little time is wasted on establishing or maintaining order because the pupils are interested in what they are learning.

47. Pupils make good progress in acquiring essential skills in literacy and numeracy. They develop a secure knowledge of spelling patterns in literacy and of mental 'facts' in numeracy. The national Strategies for Literacy and Numeracy are used well to provide structured and challenging lessons. In the most effective lessons in numeracy and literacy pupils are encouraged to listen, not only to the teacher, but also to each other. Overall, teachers make good use of ICT in lessons to support learning.
48. Even good teaching could be improved and learning would be more effective in some lessons if pupils had more opportunities to be independent in their learning. Here, the teacher needs to seek opportunities for pupils to plan and evaluate their work and to explain and demonstrate their ideas and work in their own way.
49. Homework makes a good contribution to pupils' learning. At best, there is a clear purpose to the work set and it is understood by pupils and, where necessary, by their parents. A scrutiny of pupils' books shows a good quality of teachers' marking. At best, the marking gives the pupils a clear idea of their success as well as making any learning points.

HOW GOOD ARE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

Strengths

- The curriculum has been improved since the last inspection
- There are good opportunities for extra-curricular activities
- The provision for pupils with special educational needs and with English as an additional language is good
- The provision for social development is good and for moral development is very good.

Areas for development

- The quality and range of opportunities for children in the Reception class to learn in their outdoor area
 - Opportunities to use the National Numeracy Strategy to support learning in other subjects
 - Planned opportunities for pupils to develop their spiritual awareness in lessons
 - Opportunities to extend pupils' cultural development.
50. The planned curriculum meets the statutory requirements for all subjects, including religious education. The curriculum for children in the Foundation Stage (Reception class) is satisfactory. Overall, this is an improvement since the last inspection when the curriculum was judged to be unsatisfactory. Religious education is taught successfully to the Locally Agreed Syllabus. The school now offers a satisfactory range of interesting opportunities for pupils and which motivates them to want to learn. The computer suite has been a valuable addition to developing pupils' skills in using ICT. Curriculum resources are clearly set out and accessible and there is a satisfactory range of materials and equipment.
 51. In the Foundation Stage, the six recommended areas of learning are planned imaginatively so that children are acquiring skills, knowledge and understanding, which give them a good start to their education. There is appropriate emphasis upon personal, social and emotional development and on communication, language and literacy. Now that the children in the Reception class have their own outdoor area, resources need to be improved and activities need to be planned around these to enrich all areas of learning.
 52. Schemes of work for each subject are securely in place and members of staff have a clear knowledge of what they have to do to put them into practice. Provision for pupils who have special educational needs and pupils with English as an additional language is good. Teachers and learning support assistants support them well in the classrooms. They receive additional specific tuition individually or in small groups as required. Individual education plans are prepared well by

the special educational need co-ordinator in consultation with class teachers and parents. Targets are well focused, mostly specific, measurable and related closely to each subject.

53. The school has correctly placed an emphasis on the core subjects of English and mathematics. The National Strategies for Literacy and Numeracy are implemented well incorporating all the elements. However, there remains scope for the Numeracy Strategy to be adapted to meet and challenge the needs of more able pupils. This is needed to ensure that mathematical skills are used widely to support and enrich learning in other subjects, such as science and geography.
54. The provision for extra-curricular activities is good. The wide range of popular clubs includes football for all age groups and ICT, rounders, rugby, chess, model clubs, choir, guitar and drama for the older ones. The school also has a good programme of visits out of school to enrich pupils' learning. For example, Years 5 and 6 pupils visited the Wyvern Theatre to see A Midsummer Night's Dream. Pupils in Years 2 and 3 visited the art gallery at Swindon Museum and Years 3 and 4 pupils had a residential visit to Braeside. The school's curriculum is enriched through the activities out of school time. This has a good impact on standards seen in physical education and there are also good opportunities in music, choir and art.
55. The provision for personal, social and health education is good. The teaching and learning include suitable programmes for sex education, drugs education and citizenship. Sex education for Year 6 pupils is supported by visits from the school nurse. The school is currently giving priority to the development of this curriculum aspect.
56. The strong commitment to equality of access and to inclusion of all pupils is reflected in policy documents and the good way in which they are understood by staff. All pupils are fully included in lessons and other learning opportunities regardless of background, gender or ability. The curriculum values the heritage of pupils from ethnic minority backgrounds. Teachers work closely with teaching assistants to ensure that all pupils enjoy access to all areas of the curriculum. The individual education plans for pupils with special educational needs are supported by outside agencies and those involved with the pupils' continuing education. There are no problems of access for pupils or adults with physical disabilities.
57. The local community makes a good contribution to pupils' learning. Some parents and grandparents were seen helping pupils with their reading during the inspection. There are regular visits made by speakers to talk to pupils about topics of interest. Recently there has been an Islamic visitor and the local priest led the harvest festival. The school has been involved with the Great Western Community Forest representative regarding local tree planting. There are close links with the local church and senior citizens attend school events and performances.
58. The school has good links with the local secondary school, pre-schools and playgroups in the area. Constructive working relationships have been forged with schools in the cluster group through inter-school competitions and other events. This allows for the sharing of expertise in music, special educational needs and ICT, for example.
59. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and makes a positive contribution to the ethos of the school. This is a very caring school in which pupils are seen as individuals and are positively valued.
60. The provision for pupils' spiritual development is satisfactory, though in the main it takes place within religious education lessons and school assemblies. There is currently no specific policy of identified strategies for developing spiritual development throughout the whole curriculum, though examples of lessons with a spiritual dimension were observed during the period of the inspection.
61. The planned provision for pupils' moral development is very good. A strong sense of morality underpins the aims and objectives of the school, with pupils having a clear sense of right and wrong. They are aware of the responsibility they have for their own actions, and show a concern for the well being of others. A number of moral issues are explored both within Personal, Social and

Health Education (PSHE) lessons as well as within individual areas of the curriculum. A good example of this occurred in a role-play activity in a English lesson; pupils were persuaded not to take part in an act of petty theft.

62. Pupils' good behaviour is enhanced by a system of rewards and sanctions with pupils gaining 'Golden Time' to spend on a range of selected activities. The emphasis is always on the rewarding of good behaviour rather than the penalising of bad.
63. The planned provision of pupils' social development is good. Pupils develop good social skills as they progress through the school. All members of staff, including teaching and non-teaching staff provide good role models. Pupils move around the school in an orderly manner, respect their working environment and are courteous to visitors. Good relationships exist between pupils and between pupils and adults. Pupils work well together when given the opportunity to do so and listen to and value each other's opinions.

64. The current introduction of Citizenship is helping to develop pupils' understanding of their role within the wider community. They put this knowledge into practice in their regular funding of national and international charities. There is, however, scope to extend the opportunities for pupils to contribute to the organisation and running of the school, other than as individual classroom monitors.
65. The provision for pupils' cultural development is satisfactory, with most of it taking place within the timetabled curriculum. Within religious education, pupils develop some understanding of the cultural background to a number of world faiths. Within history, pupils get the chance to consider other cultures and societies in the past. In art and music, pupils consider the works of accepted great artists and musicians. There are currently limited chances for pupils to develop an understanding of their literary heritage. Although pupils develop some understanding of their local community in geography, there is further scope for them to consider growing up in a multi-cultural society in more detail.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- Child protection procedures and the care for pupils' welfare are very good
- Personal support and guidance is very good
- Procedures to monitor and improve attendance are very good
- Behaviour and bullying policy and procedures are very effective
- The provision for health, safety and welfare of pupils is very good.

Areas for development

- None.

66. The school cares very well for the health, safety, and personal welfare of its pupils. Teachers and other staff make pupils' personal welfare a priority and they provide a healthy and safe environment.
67. The headteacher supports the very good pastoral care for individual pupils provided by the class teachers. Parents and pupils say that this is a very caring school and the inspection agrees with them. Pupils are known well by all staff as individuals. Children are well supported and prepared for entry into the school: induction procedures have been significantly improved in this school year. Pupils are prepared well for the continuation of their education in secondary school.
68. Child protection procedures are very good. The school has an agreed policy that is well known to the staff. The designated officer has good working relationships with all relevant support agencies and, overall, this provides good protection for all pupils.
69. Health and safety provision is monitored by the headteacher with the help of a governor and is very good. Risk assessment is up to date and all equipment is well maintained with recorded checks. There are clear notices to support procedures for fire evacuation; fire drills are undertaken regularly and are properly logged.
70. First aid provision is very good; training is up to date and a designated officer and other staff hold current first aid certificates. Pupils understand who will help them and how this will happen. All serious accidents and head injuries are reported to parents and recorded.
71. The school promotes healthy and safe living through a programme for personal, social and health education, in circle time and across the curriculum. There are good relationships with a range of outside agencies to secure pupils' welfare and personal development.
72. Procedures for monitoring and promoting behaviour are very good. The school's code of behaviour is understood and consistently used by teachers within the school policy. There are very good procedures in place to eliminate bullying and other forms of oppressive behaviour;

these are used well in personal social and health education lessons and across the curriculum. Procedures for monitoring attendance are very good and well known to staff. Registers are correctly and systematically marked and monitored for absence and punctuality.

73. The assessment, recording and tracking of pupils' progress and attainment is good. The good procedures to assess children when they start school are followed up at the end of the Foundation Stage to assess how well they are getting on and to plan ahead.
74. The monitoring of progress is good for pupils with special educational needs and those with English as an additional language. Individual education plans ensure that the work is built up in small steps and contributes to good progress. The review process is regular and thorough and keeps all the interested parties informed about progress. Class teachers and support workers contribute well to the discussions. The one pupil with a statement is carefully monitored against the nationally recognised levels of achievement. The overall quality of individual education plans is good. Targets are specific and measurable.
75. There are good assessment procedures in place for English, with pupils having 'running' records for reading and guided reading. Pupils' writing is usefully assessed every half term. It is levelled, standardised and placed in pupils' Writing Portfolios. Pupils' mathematical skills are assessed at the end of each individual unit of work. Assessment tasks are used to provide pupils with individual targets for improvement and usefully displayed on the inside covers of their literacy and numeracy books.
76. Science, ICT and the foundation subjects are accurately assessed against the key skills in individual units of work in the National Curriculum. The school is well placed to extend individual target setting to include science in order to maintain the improved standards in the subject.
77. All pupils take part in the required and optional Standardised Assessment Tasks and the information entered into a computerised assessment system. This is used to predict attainment for future years and to plan how best to meet pupils' needs within the mixed age classes. The improved assessment procedures are having a positive impact on the planning of the curriculum and the support given to individual pupils.
78. There is an effective whole-school marking system. This contributes to consistency in the marking and correcting of pupils' work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths

- Parents are very positive about the school
- Parents are kept well informed about how their children are getting on
- Parents' very good support for the school has a significant impact on the progress pupils make
- The 'Friends of Nythe School' make a valued contribution to the school.

Areas for development

- None.

79. Parents are very positive in their support of the school. They are correct in their views that the school now has high expectations of their children. Parents at the pre-inspection meeting believe there is a high standard of procedures to promote the wellbeing of all pupils; several pupils benefit from extensive pastoral care. Parents are confident that behaviour, attitudes and relationships are strengths of the school; inspection findings confirm this to be so.
80. Parents returning the questionnaire and those attending the pre-inspection meeting agree that the school promotes very good attitudes amongst pupils and that they are keen to come to school.

Parents value the respectful attitudes shown to them by the school; the headteacher

deals well with their concerns and staff are dedicated, good teachers. They feel that their children are well cared for and are getting on well. They are confident that the school has improved rapidly in the last year. The inspection agrees with all of these positive views.

81. Overall, the quality and quantity of information provided for parents are good. The school prospectus, policies, curriculum and consultation evenings, newsletters, telephone calls and full end of year reports provide good information and give a good insight into the work of the school. Parents say there has been a notable improvement in the last year and that they now feel involved, informed and very much partners in their children's education.
82. Parents of pupils with special educational needs and those with English as an additional language are kept well informed about their children's progress. Individual education plans are discussed with parents who are provided with an opportunity to comment on ideas and proposals. When appropriate, pupils themselves are given an opportunity to comment. The school has an open door policy to all parents and, at the end of school, teachers are available to meet with parents should the need arise.
83. Opportunities for parents to be involved in the school are good; parents are genuinely welcome at any time and the school enjoys the confidence of all communities. This high level of parental involvement enriches the curriculum and supports pupils' progress; a number of parents help in the classroom and others help make story sacks to support pupils' reading. Friends of Nythe School are an active group who, through hard work and with the support of all parents, raise considerable amounts of money to provide valued extra support to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- The school is managed well.
- The headteacher's very good leadership is spearheading a marked improvement in the quality of education.
- The staff work together well as a team.
- Effective planning gives everyone a very clear idea of what needs to be done for improvement.
- The governors are improving their contribution to school improvement.

Areas for development

- Monitoring by the governing body so that raising standards becomes the focus.
84. The headteacher provides very good leadership of a very supportive staff. The school was first inspected in 1997 and found to have serious weaknesses. There followed a long period when different acting heads took charge. The last inspection, in June 2001, found that the school had not improved enough and that serious weaknesses remained.
 85. Governors, parents and staff agree that the appointment of the permanent headteacher in 2002 has given the school a much needed drive and enthusiasm. The current inspection found that standards are rising rapidly because of recent improvements in the quality of education. There are no serious weaknesses and the school is strongly placed for continued improvement.
 86. The new headteacher has won the support of staff even though most of them have only recently joined the school. In a short time, they have developed into a strong team that wants to succeed and to do all it can for the children. Parents talk positively about the improved atmosphere and commitment of the staff and the impact this is having on their children.
 87. The headteacher works successfully with governors and staff to identify the right issues for improvement. Her lead gives a shared and clearly understood vision of what the school should be

and what needs to be done to achieve it. The inspection confirms the view of parents, that the school's aims and values are reflected in its work.

88. The last inspection report noted that the role of staff with management responsibilities needed to be developed. The preparation of job descriptions has enabled the staff to focus on their tasks and this has helped them to address the key issues from the last inspection. Areas of responsibility, including those for subjects and special educational needs, are now managed effectively. Audits have been undertaken leading to clear plans of action to improve standards.
89. Co-ordinators in the core subjects of English, mathematics, science and ICT are effective in planning the curriculum and in assessing standards. This is having a positive impact on the standards pupils achieve. The headteacher and other senior staff regularly visit the classrooms to check the quality of teaching and learning. This approach is proving very effective in developing the skills of individual teachers and in promoting good practice. The necessary priority given to develop the co-ordinators' role in the core subjects has meant that further work needs to be done in the other subjects. In particular, a formal programme of monitoring the quality of teaching and learning needs to be introduced.
90. All staff are fully aware of the new Code of Practice for special educational needs and what is necessary to ensure its implementation. The school has arranged training for all staff and the special educational needs co-ordinator has taken additional training to cover the needs of pupils with dyslexia and auto-motor co-ordination. There is a clear strategic planning document and racial equality policy in place. In the case of one pupil with special educational needs, links have already been made with the designated secondary school.
91. The governors fulfil all their statutory obligations. They are very supportive and some of them are actively involved in the life of the school. Governors receive relevant information from the headteacher, including some details of the standards achieved by pupils. There is regular and useful communication between the headteacher and the very supportive chair of governors.
92. Through visits to the school, discussions with staff, and reports from co-ordinators, governors gain a good insight into the work of the school. Through their effective role in the performance management process, some governors are developing an insight into what is being done to improve the standards pupils achieve. There is scope for governors to focus their monitoring efforts on the school's priorities in the development plan and, in particular, on the school's continuing drive for higher standards.
93. The school development plan clearly identifies the most important issues facing the school and is linked closely to pupil achievement. This a significant improvement compared with the last inspection when planning was found unsatisfactory. The plan identifies the right issues for improvement. Many of the initiatives of the past year have brought significant benefits to the pupils. The staff are clear about the part they can play in the school's improvement because they are sufficiently involved and understand their own role.
94. Financial planning is good and is closely linked to the educational goals. The headteacher works with the finance committee and finance officer to ensure proper checks on the school's financial position. A more structured approach to monitoring the school's educational priorities is necessary to enable governors to assess the effectiveness of spending in a more precise and useful way.
95. The very effective day-to-day administration ensures the smooth running of the school, and allows the headteacher to focus her attention on the needs of the pupils and staff. Satisfactory use is made of new technologies to support the monitoring of pupils' educational progress and attendance. ICT is increasingly being used to present information on pupils' performance to governors and parents.

96. The school has started to seek best value through audits of resources and their usefulness. The headteacher and finance officer ensure that sufficient quotations are obtained before a major purchase is made.
97. After a period of considerable changes in staffing, the school now enjoys improved staff stability. There are enough suitably qualified staff to meet the needs of the curriculum and the pupils, and a good blend of experienced and less experienced teachers. Teachers and teaching assistants benefit from the good opportunities for professional development. Newly qualified and appointed teachers are very positive about the level of support and guidance they receive. The willingness of all staff to learn and to share ideas reflects the particularly strong team spirit amongst staff. The commitment of the school's support staff contributes well to the smooth running of the school.
98. The accommodation is satisfactory for the school's current needs. However, the recently opened area for outside learning for the Reception class needs to be completed and properly resourced in order to support all areas of children's learning. Resources in all subject areas are adequate and are being improved in the light of recent audits by co-ordinators.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

99. In order to improve the quality of pupils' learning further and the standards they achieve, the governors, headteacher and staff should:

(1) Continue to raise standards achieved by pupils by:

- extending the opportunities for pupils to write for a wide range of purposes and in different styles and to read from a wider range of texts (paragraphs 25, 131, 135)
- extending the opportunities for the more able pupils to use and develop different strategies to solve mathematical problems (16, 53, 145)
- introducing a whole-school approach to monitoring pupils' progress and set individual targets for improvement in science (76, 158)
- extending the opportunities for pupils to use and develop their ICT skills in other subjects (181)
- giving children frequent access to a planned and suitably resourced outdoor area to extend all areas of learning in the Reception class (51, 102, 103)
- the governing body monitoring the work of the school with a particular focus on the standards achieved by pupils (92).

(2) Further develop the role of the co-ordinators for the foundation subjects by:

- Ensuring a formal and structured programme of monitoring the quality of teaching and learning and the standards achieved by the pupils (paragraph 89) .

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	19	2	0	0	0
Percentage	3	29	62	6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR–Y6
Number of pupils on the school's roll (FTE for part-time pupils)	133
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR–Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

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	1

Attendance

Authorised absence

	%
School data	3.9

Unauthorised absence

	%
School data	1.1

National comparative data	5.4
---------------------------	-----

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	7	11	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	5
	Girls	9	9	10
	Total	13	13	15
Percentage of pupils at NC level 2 or above	School	72 (94)	72 (100)	83 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	5	6
	Girls	9	9	9
	Total	13	14	15
Percentage of pupils at NC level 2 or above	School	72 (100)	78 (100)	83 (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	18	10	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	18
	Girls	7	7	8
	Total	20	20	26
Percentage of pupils at NC level 4 or above	School	71(69)	71(77)	93(92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	17
	Girls	6	8	8
	Total	19	21	25
Percentage of pupils at NC level 4 or above	School	68(65)	75(76)	89(96)
	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	119	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	4	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	4	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)	6.5
Number of pupils per qualified teacher	20
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	97

Financial information

Financial year	2002/03
	£
Total income	381,377
Total expenditure	383,169
Expenditure per pupil	2,970
Balance brought forward from previous year	36,767
Balance carried forward to next year	34,975

Recruitment of teachers

Number of teachers who left the school during the last two years	4.6
Number of teachers appointed to the school during the last two years	5.5
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	4.6

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	131
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	3	0	0
My child is making good progress in school.	72	26	0	0	3
Behaviour in the school is good.	69	28	0	0	3
My child gets the right amount of work to do at home.	44	41	15	0	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	38	54	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	26	3	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	41	46	10	3	0
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	51	41	3	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

100. Children enter the Reception class in the September of the year in which they reach their fifth birthday. At the time of the inspection, all of the children in Reception were attending full-time.
101. Since the last inspection, the provision for children in the Reception class (Foundation Stage) has significantly improved. From being satisfactory last time, provision is now good. Results of baseline assessments show that children's attainment on entry varies considerably between year groups. Overall, the attainment is broadly average. The children make good progress because the teaching is consistently good and often better. This is an improvement on the last inspection when teaching was satisfactory. Most of the children, including those with special educational needs, are likely to achieve, or nearly achieve, the Early Learning Goals. As many as one in every three of them is likely to exceed the expectations in language, literacy and communication and in their mathematical development.
102. The curriculum has been reviewed so as to take account of the national requirements for children in the Foundation Stage. There is a good range of well-structured activities across all six areas of learning. However, there remains scope to further strengthen the curriculum by providing more quality opportunities out of doors for well-structured play and exploration.
103. Although children in the Reception class have access to their own outside area, the lack of resources limits the opportunities to really extend and enrich their learning. This means that the high quality of teaching is not always as effective as it might otherwise be in promoting children's learning. The staff are aware of the need to improve the recently constructed area. The children need regular opportunities to extend their learning through access to equipment, such as climbing apparatus, and by working on a larger, 'messy' and more active scale than is possible indoors.
104. The Reception class is very much part of the school. Staff plan their work well and give a lot of thought as to their role in the children's learning. As a result, the children are involved in what they are doing and learn well. The children are regularly assessed to find out how well they are getting on and the information used to plan the next stage in their learning. The staff work together well as a team and enjoy very good relationships with the children.

Personal, social and emotional development

105. This area of learning is a strong feature of the class, both in planned activities and in daily routines. Teaching is good and most of the children achieve the Early Learning Goals by the end of the Foundation Stage. All members of staff have clear and consistent expectations for good behaviour. Children are learning to take turns, recognise right from wrong and their behaviour is very good. The children enjoy very good relationships with each other and with adults. Their experience of different cultural traditions is sound. They enjoy learning how to say 'Good morning' in different languages at the start of each day.
106. The adults know the children well and their careful observations give them a good insight into individual achievements and needs. The support staff and teachers act as very good role models for the children. Any minor mishaps or unwanted behaviour is handled in a positive and sensitive way.
107. The induction programme is good and helps new children settle in quickly; even the less confident ones soon learn to join in and feel 'at home'. They respond well and join in with others because staff give a good level of support and encourage them to share and to take responsibility. The children look after their belongings, change on their own for games and 'tidy up' after activities. Two of them needed no reminders to take the dustpan and brush and sweep up after playing in the sand tray.

108. Occasions, such as 'circle time' give the children a good chance to respond to an idea and to express their feelings. The children were delighted to make their own bubbles from soapy water, and were pleased with each other's attempts to blow the biggest one. They have a genuine sense of belonging to a family and a school community. They were proud to take their places with older children at the concert for parents and sang with confidence and obvious pleasure.

Communication, language and literacy

109. By the end of the Reception year, most children are likely to reach the Early Learning Goals for reading, writing, and speaking and listening. Those who are at an earlier stage of development make as good progress as others because the quality of teaching is good and often better.
110. The children are encouraged to speak and listen to adults and to each other, in groups or as a whole class. They listen attentively, and some join in enthusiastically with stories and rhymes. They listen well as adults give explanations and instructions, and most of them take on board what others have to say and join in conversations. A lot of attention is given to developing skills in talking and listening. The adults know how and when to intervene in activities to stimulate talk. In particular, imaginative play is set up and supported well. Many children are taking on the role of a character, such as a waiter in a café.
111. The children's literacy skills are promoted well through an adapted version of the literacy session. This is effective because different group activities are planned well, supported at least in part by an adult, and there is a specific purpose to the learning. The children enjoy looking at books in the class and library. They talk about the pictures and follow the plot. They regularly take books home to share with their families. The children learn the sounds that letters make and most of them can think of words that start with the same sound.
112. Nearly all of the children recognise different letter shapes and can form letters correctly. Through a good range of opportunities around the class children are starting to understand the purpose of writing as a means of communication. They send messages to each other, label their painting and 'write' about their model spiders.

Mathematical development

113. Most of the children are likely to reach or nearly reach the Early Learning Goals by the end of the Reception year. They make good progress because the quality of teaching is good. The opportunities to develop a mathematical understanding from planned situations, such as the adapted numeracy session, are good. Good use is made of resources, including sand and water play, board games and bright displays, to foster an interest and understanding of number.
114. The staff are increasingly aware of the need to help the children to develop their mathematical language and understanding at times outside of the daily planned session. Children use their skills in everyday and practical ways, such as 'making cakes', and learning to compare sizes and use words like 'round' and 'square'.
115. The children are learning to count and recognise numbers at least up to ten, and many of them can count out the correct number of cubes to match a given number. They are encouraged to read and write numbers in the same way as letters. Adults make good use of mathematical language, and encourage the children to take part in counting games and songs, such as 'one, two, three, four, five once I caught a fish alive'. The children use and understand simple terms, such as 'add', 'counting on' and 'altogether'. Several of them can identify odd and even numbers.

Knowledge and understanding of the world

116. Teaching in this area of learning is good and the children are likely to reach the Early Learning Goals by the end of Reception. However, children's scientific understanding is restricted by the

limited opportunities of the existing outdoor area. More could be achieved if the children had more frequent access to the outside area, and if it was big enough to include a wider range of features for exploring, such as a trees, shrubs, hollows, shady places and tree trunks.

117. The children have good opportunities to develop their early geographical and historical knowledge and understanding. They handle computers with growing confidence because they now have good access to resources. The improved resources for ICT are helping the children to develop their keyboard and other skills. Reception children are aware of terms, such as 'mouse' and 'spacebar'. Many of them use the arrow keys to move the cursor. They are developing their control skills by programming a simple floor 'robot'.
118. The children get a lot from playing with sand, water and construction kits. At best, adults encourage the children to think and try ideas out for themselves. They ask questions that get the children to talk to each other; something many of them need lots of encouragement to do. 'Why do you think that happened?' led a group of children to experiment with bubbles and to come up with ideas of their own.
119. The children talk in simple terms about their home, school and locality. They are aware of features, such as the shopping parade. Some have a go at describing their route from home to school. They all joined in to draw a 'map' of their walk around Roves Farm.
120. Staff know just how to get the children involved by providing 'hands-on' experience of searching for, observing and talking about 'mini-beasts'. The children talk about and makes lists of features of different small creatures, and many of them can make simple comparisons between creatures.

Physical development

121. With the help of good teaching, the children make good progress and are on course to reach the Early Learning Goals. The limited opportunities of their own, planned outside area do restrict opportunities for regular, adventurous physical activity, although the good use is made of other resources and space. As a result of frequent use of the school hall and, if fine, the playground and adjoining field, most children develop good skills in dancing, jumping, balancing, and climbing in space and on apparatus.
122. The children can run, skip, and hop with increasingly good control. They move well to music and many of them show a good awareness of their own space. Some are aware of others when moving around the hall. Adults encourage the children to explore and develop their skills so that they try new ideas out and improve their movements. They have reasonable skills in controlling wheeled vehicles because they have the chance to use them.
123. The children have a suitable range of opportunities and resources to develop their fine motor skills. In painting, drawing and writing, provision of small tools, such as brushes and pencils, helps the children to develop their control well. They show a lot of skill and determination in putting pieces of construction sets together and adapting their models with thought and care.

Creative development

124. The quality of teaching is good and there is a good range of opportunities for the children to express themselves in a creative way. Nearly all the children are on course to reach the expected levels.
125. Adults encourage the children to use their imagination through role-play and stories. The children create small imaginary environments and act out scenes in them, exploring ideas and feelings.
126. The children experiment with colours, materials and a variety of media to draw, paint, print, and make models. They produced pleasing pictures in pastels of water lilies in the style of Monet. They thoughtfully used crayons and pencils and paints in their own self-portraits. They enjoy listening to and making music, and have a good understanding of loud and quiet sounds. In the

school concert, they all sang 'Wouldn't it be funny if teachers wore pyjamas' expressively and with a growing sense of rhythm.

ENGLISH

Strengths

- The good teaching in the subject and the contribution of teaching support staff in pupils' learning
- The good assessment procedures
- The positive attitudes displayed by pupils.

Areas for development

- More opportunities to read a wider range of literature, including factual materials and literature from other times, places, cultures and traditions.
- Use the above as a stimulus to give pupils the chance to write for a wider range of purposes and in different styles.

127. Pupils in the current Years 2 and 6 have made good progress over the past year with the result that standards at the end of these two years are currently in line with national expectations. Throughout the school, pupils are achieving well. This is a significant improvement in the last year.
128. The majority of pupils display average speaking and listening skills when they arrive in Year 1. Most of them listen with interest to their teachers and friends and are keen to make active contribution to oral activities. Teachers use good questioning skills and give pupils the chance to talk about the activities they are involved in. As a result of this good provision, by Year 2, nearly all pupils' oral skills are at the expected level.
129. Pupils continue to make good progress in their oral skills as they move from Years 3 to 6. Teachers challenge their initial responses and encourage them to think in more depth and explain themselves in greater detail. Occasional opportunities are given for pupils to take part in simple role-play and drama activities. This was observed in Years 4 and 5 as pupils considered the power of language as they tried to persuade someone not to smoke or take part in a petty theft. This activity also made a positive contribution to pupils' moral, social and personal development. By Year 6, pupils' oral skills are in line with expectations for their age, with a number of more able pupils confidently expressing their ideas and opinions.
130. Most pupils arrive at school in Year 1 with satisfactory reading skills for their age. In contrast to this, however, a significant minority of pupils have a limited knowledge of books. Phonics are well taught, with the result that most pupils soon learn to de-code words on the page. The structured, commercial reading scheme is used in an effective manner, and members of staff give pupils with identified reading concerns good support. The home-school reading record makes a positive contribution to reading skills, with many parents supporting their children in their reading activities. As a result of this good provision most pupils have a reading age in line with their actual age by Year 2.
131. Pupils in Years 3 to 6 are given the opportunity to read a satisfactory range of literature, though there are too few opportunities for them to read poetry and stories from the past and from other cultures and traditions. They regularly have the chance to engage in silent reading activities. Their reading comprehension skills are promoted well within guided reading lessons. Pupils develop good critical and analytical reading skills. In Year 5 and 6, pupils considered the writer's use of language in order to infer ideas and opinions, rather than stating them outright. Their good reading habits are promoted in an imaginative way by the 'Books and Beyond' project. This has resulted in pupils from Years 4, 5 and 6 having the opportunity to visit the Albert Hall to attend the launching of the latest Harry Potter book by J.K Rowling.
132. Whilst overall attainment in reading Year 6 is in line with national expectations, a significant number of pupils have above average reading skills and read with real fluency, expression and understanding. Pupils have satisfactory retrieval skills and can find information in factual books by using the contents and index page. They are less secure in their ability to gather information on their own in the library. This impacts on their ability to develop independent research and learning skills.

133. The more able pupils starting in Year 1 can write their names and link simple words together in order to convey ideas and information. In contrast, a number of pupils, particularly those with special educational needs, are just making meaningful marks on the page. Pupils work on improving their handwriting and basic English skills relative to their age. They learn to copy teachers' modelled words and sentences and gradually become independent writers. They develop the ability to write about events in their own lives and produce simple poems, instructional and creative essays. As a result of this good progress pupils in the current Year 2 are achieving standards in line with the national average.
134. Pupils continue to develop their writing skills and those in the current Year 6 have made particularly notable progress in the last year. Pupils continue to focus on the development of basic English skills. Occasionally some of these activities are carried out in isolation, and opportunities for pupils to develop and use them in other subjects could be extended.
135. Pupils often engage in comprehension exercises taken from commercially produced books. Whilst these activities help to develop those skills necessary for national assessment tasks, they often only require single word or sentence responses and fail to challenge the more able members of the class. Pupils produce creative descriptive and instructional essays and write their own poetry, though this opportunity is somewhat limited. They write short play scripts and develop their knowledge of persuasive language through the writing of letters of complaint and argumentative essays based on current issues. There are some opportunities for pupils to consider how language can be used to convey information in different forms through the production of advertisements, newspaper articles, pamphlets and brochures, this is another area with scope for development. Literacy is promoted well in history and geography, with pupils producing some imaginative pieces of work.
136. The curriculum provided for pupils is satisfactory overall, more opportunities should be given for pupils to write for a wider range of purposes and in different styles. Work is well planned with pupils regularly re-drafting their efforts in order to improve it. Handwriting and presentation are at least satisfactory and often good, with pupils regularly word-processing their written work and with good effect. By Year 6, written work is average overall, with a number of high attaining pupils producing good quality extended essays, again with few or no errors.
137. The good progress of pupils in the current Year 2 and 6 classes is enhanced by their positive attitudes towards their work and their ability to work with sustained concentration.
138. The overall quality of teaching in Years 1 to 6 is good, with some very good and excellent teaching being observed during the inspection. Teachers have responded well to the introduction of the National Literacy Strategy and implement the literacy hour in an effective manner. This is having a positive impact on the raising of standards in the subject.
139. Lesson objectives are shared with pupils, and they have a clear understanding of their own learning. Timed targets are used well to ensure that pupils stay on task and that lessons are brisk and purposeful. Teachers have high expectations of all pupils and make sure that activities match and respond to pupils' age and abilities. The final part of lessons is used well to see if the objectives have been achieved and to share and celebrate what they have learned. Good working relationships exist between teachers, teaching support assistants and pupils. Teaching assistants make a positive contribution to pupils' learning.
140. Leadership and management in the subject are good. There is a good range of documentation and an effective scheme of work to support teachers in the planning of their lessons. Good assessment procedures are in place to record and track pupils' attainment and progress with all pupils having individual targets for improvement. Pupils also have a 'writing portfolio' containing pieces of levelled and standardised work.
141. There is a good action plan for the development of the subject. When the points for improvement are put into place and embedded in practice the subject will be in a secure position to move further

forward. Standards in the subject have improved since the last inspection and are set to continue to do so.

MATHEMATICS

Strengths

- The quality of teaching and learning is good
- Pupils enjoy mathematics
- The subject is led and managed well.

Areas for development

- Use of information and communication technology
- To extend the work of more able pupils to undertake investigations and to apply their subject knowledge
- To consider how mathematical skills can be used in other subject areas, for example science.

142. Standards at the end of Year 2 and Year 6 are in line with national expectations for pupils of a similar age. There is clear evidence from the inspection that standards are improving over the last year. The implementation of the National Numeracy Strategy and the monitoring of the work of pupils of all abilities are having a good impact upon progress and achievement. This is an improvement since the last inspection.
143. Over the last three years, the school's results in national tests at the end of Year 2 were above the national expectation, although they fell in 2002. In Year 6, standards in 2002 were above the national average.
144. By the end of Year 2, most pupils are able to add and subtract small numbers mentally and can add two numbers together using numbers up to a hundred. They know multiplication tables for two, five and ten. Pupils add together, use and understand multiplication and division using both number and money. They have started to tell the time in hours and quarters and can measure a range of objects, such as a rolling pin and a board rubber. They can name and identify a range of shapes and describe their features. They are also developing their ideas of weight and capacity. Pupils with special educational needs and those with English as an additional language participate fully in their activities and make good progress. Since the last inspection more emphasis has been placed upon problem solving and the development of reasoning skills. This is suitably challenging the majority of pupils.
145. By Year 6, pupils use their understanding of place value to multiply and divide whole numbers. They recognise two and three-dimensional shapes. Most understand fractions and shapes and numbers and can find the area and perimeter of simple shapes. They draw block and line graphs to display and compare information. Higher attainers can solve problems involving tens, hundreds and thousands. They also learn to 'round up' numbers to the nearest number. Although they use mathematics in problem solving, the problems set generally follow a common pattern. This is helpful for the lower attainers and the majority of pupils, but is not challenging enough for the more able pupils to use and develop their own strategies.
146. Speaking and listening skills are developed well, and this is especially helpful for pupils with special educational needs and pupils with English as an additional language. During the inspection there was little evidence of the use of ICT to support teaching and learning in mathematics.
147. Pupils enjoy mathematics lessons and have positive attitudes towards the subject. The ethos of the school and the quality of relationships has a major impact on pupils' attitudes in lessons. They enjoy very good relationships with teachers, teaching assistants and with each other. They are attentive, well behaved and work effectively on their own and when they are working co-operatively in groups. For example, one group of more able pupils in Year 2 created a class shape solver. After creating the puzzle they looked for someone in their group to solve it.

148. The quality of the teaching is good. Some examples of very good teaching were also seen during the inspection. Teachers demonstrate good knowledge and understanding of the subject. Work is well planned to meet the differing needs of pupil. The teachers review previous lessons well so that pupils build effectively on what they already know. Lessons are well structured and learning objectives are shared with pupils in each lesson. At the end of each lesson, teachers reinforce what has been taught and this provides good opportunities for pupils to reflect upon their learning. Regular and suitably challenging homework is provided for pupils from Years 3 to 6.
149. The National Numeracy Strategy has been implemented well and teachers have gained confidence from this way of teaching. The assessment of individual pupils' attainment and progress is well established and detailed analysis of the results of the assessments and the school's performance in national tests is carried out. The results are used to refine the curriculum, adjust teaching methods and set individual targets which are discussed with pupils. Literacy is promoted in lessons as teachers encourage pupils to use the correct mathematical vocabulary to tease out the mathematical processes needed to solve problems written in words.
150. The co-ordinator provides good leadership and management of the subject. She regularly scrutinises the work produced, examines the planning and provides advice and support with target setting. Her teaching is a good model for other colleagues. More use needs to be made of ICT to support work in the subject. Similarly, now that the Numeracy Strategy is in place, the co-ordinator has rightly identified a need to continue to develop teaching and learning skills.
151. Apart from ICT, the resources in the subject are good. The planned development of numeracy portfolios, to include the levelling of work, and the intention to achieve the basic skills' 'Quality Mark', are helping the school to consider what steps are needed to continue to raise the standards.

SCIENCE

Strengths

- Leadership and management of the subject
- The above average standards achieved by pupils in Year 6.

Area for development

- Involving pupils in setting individual targets for improvements.

152. By the end of Year 2, standards in science are average and by the end of Year 6 are above average. The improvement in standards noted in the last inspection report has continued. Throughout the school, pupils, including those with special educational needs and English as an additional language, are achieving well. This is mainly because the subject has been managed well and the pursuit for higher standards has remained a priority.
153. The inspection findings reflect the school's steadily improving results in national tests since 1999. The results for Year 6 pupils in 2002 were well above the national average and above average for similar schools. The inspection found nearly all pupils currently in Year 6 to be working at or close to the expected Level 4. Although boys achieved better than girls in the 2002 tests, the inspection found no significant difference in standards amongst the current group. About one in every three pupils is currently achieving at the higher Level 5.
154. The improving and above average standards achieved by Year 6 reflect the strong management of the subject and improving quality of teaching. The school has taken account of the recommendations of the last inspection and teaching has improved from satisfactory to good. Standards of work in investigative aspects of science are now good because pupils have good opportunities to discuss and test their ideas. Planning for individual lessons is effective and pupils as well as staff know what they are hoping to learn from the lesson. Although more needs to be

done to use and apply ICT to support and extend learning in science, the good start made is beginning to improve the quality and understanding of data presentation and handling.

155. Year 2 pupils know how an electrical circuit works and nearly all of them can draw a circuit with the correct symbols, labels and connections. The more able pupils can suggest reasons why a circuit is not working and how this can be remedied. They understand that a battery is a source of power and suggest that a dimly lit bulb may have a battery that is losing power. With a little adult help most pupils in Year 2 can set up an electrical circuit correctly. Pupils make good progress because the teacher knows the subject and makes good use of resources to aid understanding, often in a practical hands on way. In another lesson, the teacher let pupils handle and talk about different types of food. Her skilled questions got them not only to answer but to think and, at best, to explain their ideas for healthy food. Nearly all of them could suggest healthy options and link their knowledge to different foods for energy and for growth.
156. By Year 6 pupils have a good all-round knowledge and understanding of different aspects of science. The greater attention given to investigative and experimental science is paying off. It was particularly effective in a lesson on the properties of different soils. Pupils handled the compost, gravel and clay and used magnifiers to make close observations and comparisons. The lesson was prepared well and the teacher made sure that the pupils knew just what it was they were going to learn. From the start, pupils were interested and spent valuable time talking to each other and to the teacher about their discoveries and ideas. They found out that compost is a food for plant growth and they used newly acquired scientific language, such as 'saturated' and 'nutrients' to describe soil properties. In discussion, many pupils revealed their good grasp of a 'fair test' and the more able ones described how to set up a test for plant growth in relation to different conditions.
157. Useful links are increasingly being made between science and other areas of the curriculum. Some aspects of mathematics can be seen in the use of graphs, bar charts and Venn diagrams to record the results of investigations. Literacy links are evident in the use of labels and captions to describe observations. However, there is scope to develop opportunities for extended writing and using ICT to support both teaching and learning.
158. The subject is managed and led effectively and this leads to the improving standards. Monitoring undertaken by the co-ordinator has given a good overview of the quality of teaching and learning. The good analysis of strengths and weaknesses provides a useful starting point for development. The resulting action plan identifies effective strategies for raising standards of attainment. A system for tracking pupils' progress in investigative skills is planned and the school rightly intends to introduce individual targets in science similar to those set in English and mathematics.

ART AND DESIGN

Strengths

- The focus on art provided by the Art Week and visiting artists
- Linking artwork to studies in other subjects.

Areas for improvement

- Development of three-dimensional work
- The systematic use of sketchbooks across the school
- The monitoring of planning and teaching across the school
- Extended use of ICT to support learning.

159. Pupils in Year 2 and Year 6 are on course to achieve the expected standards for their age. The standards achieved at the time of the last inspection have been maintained. No lessons were observed during the inspection. So no judgements can be made about teaching and learning. Pupils with special educational needs and those with English as an additional language attain standards comparable with their peers.

160. Conversations held with staff and pupils, together with the displays of artwork around the school, show that pupils make satisfactory progress. They have opportunities to experience a wide range of materials and experiment with a range of techniques. For example, pupils in Years 1 and 2 have made detailed studies of George Seurat's work and examined his paintings. They learned that his paintings were made up of many dots and pure colours in layers to create a new colour. There are good examples of how they experimented and built up their own 'pointillism' pictures.
161. Pupils in Years 4 and 5 examined the work of the painter Rene Magritte and how he created different background techniques, before trying out his ideas for themselves. Pupils in Years 5 and 6 have produced black and white pictures in the style of Bridget Riley. An effective way of developing pupils' skills is through the 'art week' that the school arranges. This focus enhances the art curriculum and supplements the work carried out as a regular part of class work. The 'art week' held before the inspection showed how art is linked successfully with other subjects in the curriculum. There were examples of studies in history showing how pupils develop their ideas of Tudor headwear in their sketchbooks. Pupils in Years 5 and 6 link their artwork to Egyptian Tomb paintings and learn how stories and events have been represented in textiles and other visual ways.
162. There was only limited evidence of pupils working with three-dimensional materials, although there were examples of how pupils have used the 'Dazzle' and 'Paint' programs to create their own pictures.
163. The co-ordinator has only been in post for one term but already has clear ideas about the development needs of the subject across the school. For example, she acknowledges the limited amount of three-dimensional work in school and the need to develop assessment procedures that relate to nationally recommended guidance. An acknowledged priority is to monitor the curriculum and to provide staff with support and training in some art skills and techniques. At the moment sketchbooks are used, but they do not show sufficiently how skills and techniques are developing across the school.

DESIGN AND TECHNOLOGY (D&T)

Strengths

- The subject is well led and managed
- By Year 6 pupils can accurately evaluate the effectiveness of their completed work.

Areas for development

- Opportunities to monitor the quality of teaching and learning and of standards.

164. By the end of Years 2 and 6, pupils achieve standards that are in line with those expected nationally. This is similar picture to that in the last inspection. All pupils, including those with special educational needs and those with English as an additional language, achieve satisfactorily in all aspects of the subject.
165. The school alternates a focus on art and design with D&T in its timetabling. During this inspection, art was the blocked focus and so there were no opportunities to observe any D&T lessons. Therefore, it is not possible to judge the quality of teaching and learning. However, examples of pupils' work and displays around the school, along with discussions with pupils and the co-ordinator indicate the provision for the subject is secure and improving.
166. Pupils in Year 2 understand how to record their ideas on paper and use these as a plan when they make their models. Their designs and record of their completed work show that they are thinking about, and adapting, their original ideas through experience as a matter of course. They identify the materials to be used and the skills needed to match their purpose. When making a moving finger puppet, they explore different ways to join the two cut-out halves, such as the running stitch, staples and glue. They can estimate, measure, mark out and cut simple shapes with reasonable

accuracy. Comments from pupils about their completed models show their evaluation skills are developing as expected for their age.

167. By Year 6, pupils have developed their skills of evaluation to a level expected for their age. They discuss what was and what was not effective, both in terms of their designs and making. The more able ones offer ideas as to how a problem might be overcome and make suggestions as to how their efforts to make a moving monster could be improved. Their designs include appropriate use of terms, such as specification and modify in the labels and descriptions. They are aware of the range of possibilities for using different materials, tools and components. They talk enthusiastically

about different experiences, including work with food and using textiles and wood. Their finished work shows a reasonable and improving level of precision in skills, such as measuring, cutting and assembling.

168. Pupils of all ages display positive attitudes to the subject and they talk enthusiastically about their designs and models. There are some useful links with literacy and numeracy, such as the retelling of traditional stories and writing of play scripts. Finger puppets were used to create plays and stories. There are plans to further develop these links to include other subjects. Resources are sufficient to meet the requirements of the National Curriculum and pupils' experience in some aspects of D&T is enhanced in Year 6 by visits to the local secondary school to use computer control hardware. The school deserves credit for having a design and technology club that proves to be very popular with lots of children.

169. The subject is managed and led effectively by a recently appointed co-ordinator. There is a clear idea of where and how the subject will be developed further. There are plans to establish a programme of monitoring the quality of teaching and relating this to the standards achieved by pupils.

GEOGRAPHY

Strengths

- Chances for pupils to work in a collaborative manner.
- The contribution the subject makes towards pupils social and cultural development.

Areas for development

- Increase opportunities for pupils to engage in personal research and to become independent learners.

170. It was only possible to observe two lessons of geography during the period of the inspection. These, along with a scrutiny of pupils' written work and teachers' planning documents indicate that pupils make satisfactory progress in the subject and achieve the expected standards for their age. Through good support, pupils with special educational needs make the same progress as all other pupils.

171. Pupils in a Year 2 and 3 class, made good progress in their knowledge of rivers as they created a model of a river from its source to the sea, using sand, grit and stones. They then considered the flow of the river as they simulated rain on a hill in their model and watched it flow to the lowest level. Pupils particularly enjoyed this practical way of working, with this imaginative approach, and the good resources provided by the teacher enhancing pupils' positive attitudes towards learning.

172. In a similar hands on vein, but at a different level, pupils in Years 4 and 5 focussed on the settlements (towns and cities) which form at the side of rivers and how they impact on the surrounding environment. Pupils' understanding was helped by the opportunity to work in groups in a collaborative manner. They listened to and valued each other's ideas and arrived at a consensus of opinion.

173. The scrutiny of work indicates that pupils have the opportunity to respond to all aspects of geography, though the time devoted to individual projects and the amount of work produced by pupils vary considerable. Pupils' written work also indicates that the teacher directs the outcome of individual pieces of work and projects as a whole. There are not enough opportunities for pupils to develop research skills and to become independent learners.
174. The overall quality of teaching is satisfactory with some good teaching being observed during the period of the inspection. Lessons are planned, organised and resourced well. Teachers use good questioning skills to promote pupils' learning and understanding, and provide the chance for pupils to work in a collaborative manner. The final part of lessons is used in an effective manner to review the objectives for the lesson, and to share and celebrated what pupils have learned and achieved.
175. Leadership and management of the subject are good. Standards in the subject have improved since the last inspection when they were deemed to be below average. There is an appropriate range of documentation in place to support teachers in their planning. There are good opportunities for pupils to partake in a number of field trips and residential holidays making a positive contribution to their learning.
176. When considering a number of issues about our responsibility for both the local and world environment, pupils work well together. This makes a positive contribution to their knowledge of the world around them and their social and moral development.

HISTORY

Strengths

- The contribution the subject makes towards the development of pupils' literacy skills
- The good use of workshops and visits to places of historical interest to promote pupils' learning
- The contribution the subject makes to pupils' social and cultural development.

Areas for development

- Opportunities for pupils to engage in personal research and to become independent learners.

177. It was not possible to observe any lessons during the inspection. A scrutiny of pupils' written work and teachers' planning indicates that pupils make satisfactory progress and achieve standards in line with expectations. Through good support pupils with special educational needs make the same progress as all other pupils.
178. The scrutiny of work reveals that pupils in Years 1 and 2 develop some understanding of changes over time as they consider Victorian toys and compare them to the toys used by children today. Pupils also come to appreciate how people, such as Florence Nightingale contribute to changes in society, and how the Great Fire of London impacted on the re-planning of London.
179. Pupils in Years 3 to 6 cover all the required topics within the National Curriculum for history, Higher attaining pupils produce some good quality project books, attractively bound and presented. Good examples of this can be seen in pupils' work on the Ancient Egyptians and Tudors. Pupils make sound progress in their understanding of chronology with an overall timeline plotting their studies from the Ancient Egyptians through to Great Britain since the 1930's.
180. It is not possible to make a judgement on the overall quality of teaching, though there is evidence from pupils' written work that lessons are well planned organised and resourced. The structure of projects and the activities carried out are predominately dictated by teachers. As in geography, there is scope to extend opportunities for pupils to take control of their own learning through personal research and to work in an independent manner.
181. History is used effectively to promote literacy across the curriculum, with pupils producing some imaginative written work as they write letters from Henry the Eighth to a lord thanking him for his

hospitality and his country manor. Pupils also write about Tudor life as seen through the eyes of a soldier. The subject is also used well to support art and design with pupils producing their own Tudor portraits and pupils designing and making their own sarcophagus to support their work on the Ancient Egyptians. History is taught in a two-year 'rolling' programme in Years 1 and 2 and a four-year 'rolling' programme in Years 3 to 6 with teachers adapting the scheme of work to match the ages and abilities of pupils. With the chance for pupils to study a number of periods of history, both in Great Britain and around the world, the subject makes a valuable contribution to pupils' social and cultural development.

182. Leadership and management are satisfactory. Standards have been maintained. The subject uses a satisfactory scheme of work to support teachers in the planning of the subject. Resources for history are adequate. Pupils have the opportunity to take part in a number of workshops, including the visits of actors and the chance to visit places of historical interest.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Strengths

- The improvement since the last inspection has been very good
- The much improved curriculum gives teachers greater confidence in what they are doing
- The subject is managed well
- Resources have improved and are good

Areas for development

- Planned links with other subjects
- Control aspects of ICT
- The programme for monitoring the quality of provision

183. By the end of Year 2 and Year 6, pupils achieve standards that are in line with those expected nationally. Standards have significantly improved since the last inspection because of recent improvements in the way the subject is led and managed. Pupils, including those with special educational needs and English as an additional language, are making very good progress. This is in sharp contrast to the position at the time of the last inspection. Furthermore, the developments in provision means that further improvements in standards can be expected.

184. Standards have improved as key developments have taken effect. Effective measures taken to improve ICT provision include:

- A more structured curriculum to ensure the development of pupils' skills
- Improved access to and use of updated resources
- Improved levels of staff confidence
- Improved links with other subject.

185. The newly appointed co-ordinator has ensured that resources, including the new ICT suite, are working, available and used. The benefits of a well-planned curriculum are evident in the quality of teachers' planning for individual lessons. In turn, this accounts for the much-improved quality of teaching and the positive attitude of pupils to the subject. All the teaching seen was very good; teachers knew what they wanted the pupils to get from the lesson and learning was full of purpose and interest.

186. Pupils in Year 2 and Year 6 reach the standards expected of them in all aspects of ICT. Word-processing skills are particularly well developed. Control aspects of the subject are not so well developed In Years 3 and 4 because pupils only have occasional access to resources, such as a controllable floor robot, to develop their skills. However, pupils in Years 5 and 6 use the control resources at a local secondary school with good effect. Recently, they won first place in a local competition to test their control skills. Pupils in Year 2 each have a password and know how to 'log on'. They are reaping the benefit of the improvements of the last year, and have a good platform to build upon in Years 3 to 6. They create, save, load, edit and move files with growing confidence because staff demonstrate these skills in a clear way and because pupils have enough chances to practise. Pupils showed a lot of skills as they re-wrote their draft writing on health

eating. Nearly all of them changed the font-size and used the enter key to insert line break. Staff gave just the right amount of support and knew how to encourage pupils to learn from any mistakes. In another lesson, pupils attached an e-mail and sent a message to their teacher to state their favourite poem.

187. Pupils in Year 6 know how to use a computer in their own classroom to access and research information; for example, to support their work about mountains in geography and about Tutankhamun in history. However, throughout the school, software to support such research is limited and needs to be extended. Evidence from pupils' work samples shows quite clearly how well their word-processing skills have developed in the past year since they had better access to hardware. When pupils have the opportunity to experience different aspects of the subject they are keen to learn and quick to develop their skills. When introduced to a control box, they soon understood and used the correct language and programming procedures. Their learning was helped by the teacher's good subject knowledge and timely use of the new technology of the

electronic overhead projector. Skilful questioning got all pupils, including those with special educational needs and English as an additional language, fully involved and enthusiastic in their response.

188. Although ICT is used far more in other subjects than was the case even twelve months ago, the school is rightly keen to extend its application further in other subjects. This, together with the need to extend control aspects of the subject and the school's own website, are included in the co-ordinator's action plan for developing ICT. Recent revisions to the school's curriculum and assessment procedures are already helping to boost progress between year groups. This is particularly helpful to staff in teaching pupils from two-year groups in each class. Even so, the co-ordinator rightly plans to review and refine the schemes of work in the light of the experience of the first year. The significant improvements of the past year coupled with the clear vision for the subject's development, bode well for a continued rise in standards. In order for this to be achieved, there needs to be a clear programme for the monitoring and evaluation of teaching and learning.

MUSIC

Strengths

- Quality of the singing and recorder playing
- Development of instrumental work.

Areas for improvement

- Extension of resources
- The use of ICT in music.

189. Only one lesson was observed during the inspection. There were opportunities to listen to pupils performing in a concert for parents and to hear pupils singing in assembly and hymn practices. Taking account of the evidence gained from these experiences, discussion with relevant staff and available records, it is clear that pupils reach standards in line with those expected nationally. By Year 6, some pupils who have additional provision achieve standards above those expected for their age. This is similar to the situation at the time of the last inspection.

190. Pupils in Years 1 and 2 sing in tune and with expression. In the one lesson observed during the inspection, they were developing their knowledge of pitch and recognised that pitch can be used to describe actions. They were singing the verse 'Three Blind Mice' showing their understanding of high, medium and low pitch. This knowledge was implemented effectively as they (with instruments, including chime bar and drums) matched the story of the 'Troll and the Three Billy Goats'. They were learning how sounds can be organised and how to repeat short rhythmic patterns. Pupils participated with enthusiasm and were able to use their instruments appropriately with links to the events of the story. Pupils with special educational needs were fully involved in the musical activity. The quality of the teaching observed was good.

191. In assemblies, and in the concert observed during the inspection, pupils from Years 3 to 6 sing with a sense of the shape of the melody and with obvious enjoyment in music making and singing. A number of pupils have opportunities to learn to play instruments, including the flute, clarinet, piano and keyboards. They make good progress. The school recorder group has been most successful in local musical events. Girls and boys make similar progress in relation to their prior attainment.
192. There is a school choir and all the pupils have learned to sing a wide range of songs, including 'Somewhere Over the Rainbow', 'Consider Yourself', 'Wouldn't it be Lovely?' and 'Noël nouvelet'. They sing tunefully 'If you're happy and you know it' and 'If you clap when you're feeling sad'.
193. The subject is co-ordinated by a visiting specialist teacher who provides a weekly half an hour of singing skills for pupils from Years 1 to 6. Pupils in Years 3 to 6 have opportunities to concentrate upon instrumental work, including performing and composition. Her work is supported effectively by one of the school teaching assistants. Music plays a significant part in the life of the school. Pupils with special educational needs, and those for whom English is an additional language, are helped appropriately. An effective and easy to use system of assessment is in place.
194. The resources for music are satisfactory and include drums, Indian tom-toms, rainsticks, boom whackers, triangles and wood blocks. The range and quality of the instrumental work would be extended if there were a wider range of instruments, including keyboards, glockenspiels, chime bar sets, gazoos and Indian Gong Bells. At the moment there is no evidence of CD-ROMs being used to provide suitable programs for the development and use of ICT in music.

PHYSICAL EDUCATION

Strengths

- The wide range of extra-curricular activities.
- The quality of resources.
- The access of all pupils to the extra-curricular activities.

Areas for improvement

- To develop the role of the co-ordinator and the monitoring of planning and teaching
- To make all lessons challenging in terms of pace and physical effort.

195. By the end of Year 2 and Year 6 pupils, including those with special educational needs and those for whom English is an additional language, are on course to achieve the standards expected nationally. Standards achieved at the time of the last inspection have been maintained. The school takes part in a range of inter-school competitions and is very successful. Standards in this aspect of the work are above those expected nationally.
196. During the inspection one lesson was observed involving pupils in Years 2 and 3 and another with pupils in Years 5 and 6. In these lessons, the learning intentions are made clear to the pupils. They learn the importance of warming-up activities at the start of the lessons and are aware that the body changes as they become more active. Pupils in Years 2 and 3 were developing their ideas of contrasting movements and were given good opportunities to talk about improving their movements and were able to move freely with energy and awareness of space. Their attitudes to learning are good. The lesson was purposeful, well planned and managed and pupils made good progress.
197. In the lesson involving pupils in Years 5 and 6, after a short warm-up activity, they worked well in pairs developing their ideas and understanding of counterbalance and counter tension. They worked enthusiastically and co-operatively and responded well to some challenging tasks. A particularly good feature of this lesson was the attention paid to matters of health and safety. The teacher had a clear lesson plan and managed the class effectively and had very good relationships

with the pupils. The lesson would be improved by providing more challenging warm-up activities and more opportunities to evaluate their performances. Pupils took out and put away apparatus sensibly.

198. The school has an appropriate scheme of work in place and this is an improvement since the last inspection. All pupils have good coverage of gymnastics, dance, games and swimming. By Year 6, most pupils achieve the 25 metres standard in swimming. The co-ordinator has recently taken responsibility for the subject, but has not yet had opportunities to monitor the lesson planning or the quality of teaching by direct observation. The subject is well resourced and there is good storage available. A strength of the subject is the wide range of extra-curricular activities that are in place. These include rugby, football, athletics, netball and rounders, which are very popular with the pupils. Parents and staff are actively involved in these activities and all pupils, including those with special educational needs and those for whom English is an additional language, have full access to them.
199. The effective assessment system links pupils' progress to the nationally recommended curriculum guidance. The accommodation and outside playing field are good.

RELIGIOUS EDUCATION (RE)

Strengths

- The positive contribution the subject makes towards pupils spiritual, social, moral and cultural development.

Areas for development

- Ensure that topics, in particular the non-Christian ones, are covered in sufficient depth.

200. It was only possible to observe one RE lesson during the period of the inspection. This lesson, plus a scrutiny of pupils' written work and teachers' planning documentation indicate that most pupils make satisfactory progress in the subject. They achieve standards broadly in line with the expectations and demands of the Locally Agreed Syllabus used by the school.
201. Pupils in Years 5 and 6 were seen to be making very good progress in their knowledge of the concept and practical implications of slavery as they considered the life of the Jews under the Ancient Egyptians. This lesson contained a real spiritual dimension as pupils reflected on the issue of the enslavement of the human spirit. The lesson was particularly successful with the teacher giving the pupils rich opportunities to take control of their own learning, by deciding how they would like to express their thoughts in a written manner on their subject, either in the form of a prayer, a poem or a diary entry. Each piece of work would be written on a paper 'brick', which would in turn form part of a 'prison' wall.
202. An examination of pupils' written work indicates that pupils are given the opportunity to consider and explore a number of world faiths. Much of pupils' work focuses on Christianity, with pupils topic work on Islam and Judaism being covered in less depth. Pupils in Year 1 and 2 develop a simple understanding of the importance of special places in people's lives leading on the consideration of places of worship in the Christian and Islamic faiths. Pupils in Years 3 to 6 consider events in the lives of Jesus Christ and Muhammad and develop an understanding of the stories, festivals and celebration of these two religious leaders and how people's lives have been influenced by their beliefs.
203. It is not possible to make a secure judgement on the quality of teaching on the basis of one lesson observed. However, the lesson seen was extremely well planned, organised and resourced, with opportunities for pupils to explore the issue of slavery within an appropriate reflective working environment. The teacher used questioning skills in a very effective manner to get pupils to think in greater depth about the subject, and to express their ideas in more detail. Timed targets were used well to ensure that pupils stayed on task and that the lesson was brisk and full of purpose.
204. Leadership and management in the subject are satisfactory. There is an effective scheme of work in place based on the Locally Agreed Syllabus. School assemblies and a number of visitors from local churches make a positive addition to the subject, with the subject in turn making a positive contribution to pupils' spiritual, moral, social and cultural development.