

INSPECTION REPORT

WESTROP PRIMARY SCHOOL

Highworth, Swindon

LEA area: Wiltshire

Unique reference number: 126253

Headteacher: Mrs Janet Urban

Reporting inspector: Mrs Carole Skinner
23160

Dates of inspection: 3rd-5th March

Inspection number: 248750

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body, Westrop Primary School
Name of chair of governors:	Mrs Miriam Weisinger
Date of previous inspection:	January 2001

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9588	Tony West	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
14596	Tony Fiddian-Green	Team inspector	Mathematics, physical education, religious education, special educational needs, educational inclusion including racial equality.	
19227	Paul Missin	Team inspector	Science, art, design and technology, information and communication technology.	How good are the curricular and other opportunities offered to pupils?
19142	Audrey Quinnell	Team inspector	English, geography, history, English as an additional language.	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
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?	9
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westrop Primary School caters for 204 pupils between the ages of four and 11. There are similar numbers of girls and boys overall. The school is broadly average in size and is currently oversubscribed in Reception. At the time of the inspection, 30 children were attending full-time in the Reception class. Approximately three per cent of the pupils come from minority ethnic groups, which is broadly average. Two pupils speak English as an additional language, neither of whom requires additional specialist support. Twenty-three pupils (11 per cent) are on the school's register of special educational needs, two of whom have statements. This is lower than the national average. Most of these pupils have minor to moderate learning difficulties and two have physical disabilities. Thirteen pupils (six per cent) are eligible for free school meals, which is below average. The turnover of pupils is similar to that seen in most schools: in the previous year 11 pupils joined the school and one left it at times other than those of the usual admission or transfer. Attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

The school has eradicated the underachievement identified by the last inspection and now provides a sound education for its pupils. It has a number of good and very good features. Strong leadership provides clear and decisive direction for the school, which continues to improve. The quality of teaching and learning is good and enables pupils to make good progress in lessons. The school gives satisfactory value for money.

What the school does well

- The leadership and management of the school are effective in determining priorities for improvement and implementing strategies to raise standards.
- The quality of teaching and learning is good in Years 1 to 6.
- Good provision for pupils' spiritual, moral, social and cultural development is reflected in the pupils' very positive attitudes towards school, good behaviour, very good relationships and good personal development.
- The school provides pupils with an interesting and varied curriculum which is enhanced by a very good range of extracurricular activities.
- The procedures for ensuring pupils' welfare and monitoring their progress are very good.
- The school works well in partnership with parents to support pupils' learning.

What could be improved

- Curricular provision for children in the Foundation Stage does not place sufficient emphasis on learning through structured play and developing independence.
- The role of some subject co-ordinators in monitoring and evaluating the quality of teaching, learning and the curriculum, and raising standards is not fully effective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since it was last inspected in January 2001 and it has a good capacity for further improvement. Standards in reading have risen throughout the school, and standards in mathematics are higher in Year 6. In 2001, there was significant underachievement in Years 1 and 2, and among more able pupils in Years 3 to 6. This has been addressed well. Strong leadership and management have been key factors in improving the quality of teaching and learning and raising standards. Teachers now have high expectations of what pupils can achieve and provide activities that challenge and extend them. Target setting for individual pupils and rigorous systems for tracking their progress have also helped to raise standards. The analysis of test data and rigorous monitoring of the quality of teaching and learning have helped to identify appropriate priorities for improvement. Good assessment procedures have been developed, which help teachers to plan work more effectively to meet pupils' needs. Significant improvements to the buildings and grounds have helped to create a very attractive and well-organised environment which stimulates and promotes effective learning. However, provision for children in the Reception class now has shortcomings and, although the role of some subject co-ordinators has improved, most are still not fully effective in monitoring and evaluating standards and provision in their subjects.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	C	D	E
mathematics	E	C	D	E
science	D	C	D	E

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

In 2002, pupils in Year 6 were still underachieving, especially the more able pupils. The trend in the school's performance in national tests has been lower than that seen nationally over the past five years. The school has set challenging targets for pupils in the present Year 6 to reach in English and mathematics in the national tests in 2003, and is on course to achieve them. It has introduced a number of measures to raise standards which are already beginning to have a positive effect. Inspection findings indicate that standards in Year 6 are now average, overall, in English, mathematics and science. They are above average in reading. Pupils also achieve above average standards in art and music. Standards are average in all other subjects. There are no significant differences in attainment between boys and girls. Overall, achievement is now satisfactory in Years 3 to 6, and there are signs that it continues to improve.

In Year 2, standards are above average in reading, and average in writing, mathematics and science. Standards are above average in art and music, and average in all other subjects. Achievement is satisfactory in Years 1 and 2 and continues to improve. Children in the Foundation Stage reach average standards in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. They make satisfactory progress overall, but standards in personal, social and emotional development and creative development are not as high as they should be.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very well-motivated and enthusiastic about learning. They show great interest in lessons and work purposefully to complete tasks, often with little direct supervision.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, at playtime and around the school. They are polite and show respect and concern for others.
Personal development and relationships	Good. Pupils accept responsibility willingly and are encouraged to show initiative. They contribute to decisions made about the management of the school. Relationships between pupils and with adults are very good and contribute greatly to the school's positive ethos.
Attendance	Good. Attendance is higher than the national average and there is no unauthorised absence. Registration is carried out efficiently, with very few instances of lateness. As a result, lessons get off to a prompt and effective start.

TEACHING AND LEARNING

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

Good teaching in English and mathematics in Years 1 to 6 has contributed significantly to eradicating underachievement and raising standards in literacy and numeracy. The re-organisation of teaching groups in Years 3 to 6 so that pupils are taught in sets formed on the basis of their previous attainment in English and mathematics is a good initiative that is having a positive effect on standards. Literacy and numeracy skills are developed well across the curriculum. The very good relationships between teachers and pupils and teachers' effective management of the pupils help to create a very positive atmosphere in lessons. Work is planned well to match the capabilities of lower, average and higher attaining pupils and there is effective provision for pupils with special educational needs. Teachers have high expectations of the pupils, and this helps pupils to acquire knowledge, skills and understanding at a good pace. Pupils show good levels of interest, concentration and independence, though the latter is less evident in the Reception class. Teaching assistants provide valuable support for pupils in lessons. In the Reception class, the teacher and assistant relate very well to the children and have created a secure and caring environment where children are encouraged and feel valued. The teaching of basic skills in literacy and numeracy is satisfactory and children have a varied range of practical experiences which help to increase their knowledge and understanding. The planning of children's personal, social and emotional development is not rigorous enough to ensure that they grow in independence and take responsibility for their own actions. There are not enough opportunities for these children to learn through structured imaginative play.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, varied and interesting and curricular planning is good. There are effective strategies for teaching literacy and numeracy, but information and communication technology is not used to its full effect across the curriculum. The Foundation Stage curriculum does not make adequate provision for children's personal, social and creative development. Provision for extracurricular activities is very good, as is the contribution of the community to pupils' learning. There are good procedures to ensure the curriculum is socially inclusive.
Provision for pupils with special educational needs	Good. There are good arrangements to support pupils' learning in literacy and numeracy in lessons, where teachers and assistants work with individual pupils or with small groups. Individual education plans contain clear and achievable targets. The needs of the pupils with statements of special educational need are well met.
Provision for pupils with English as an additional language	Good. Pupils are supported well and quickly become proficient in speaking English. They have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is promoted soundly through religious education and assemblies. Moral development is fostered well through stories, discussions of issues and the consistent implementation of agreed rules and expectations. There are good opportunities for pupils to take responsibility and contribute to the life of the school community. Very good provision for

	cultural development is achieved through a strong emphasis on the arts, and on increasing pupils' appreciation of cultural diversity.
How well the school cares for its pupils	Very good. There are very good arrangements for ensuring pupils' welfare and for monitoring and improving their behaviour and attendance. Good procedures for assessing pupils' attainment and progress ensure that teachers base their planning on a thorough knowledge of pupils' needs and capabilities. Teachers set targets for individual pupils to achieve and track their progress carefully from term to term.

The school works well in partnership with parents and they, in turn, provide good support for the school. These factors have a positive influence on the quality of pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and clear direction for the school. She and the leadership team provide examples of good practice for other staff. The aims of the school are reflected strongly in its very positive ethos. The school development plan provides a very useful tool for bringing about improvement in both the short and long term. The role of most subject co-ordinators in evaluating and improving standards and provision is underdeveloped.
How well the governors fulfil their responsibilities	Good. Governors play an effective role in shaping the future direction of the school and fulfil their statutory duties well. They have a good understanding of the school's strengths and weaknesses and work closely with the headteacher and staff to improve the quality of education for the pupils.
The school's evaluation of its performance	Good. There is a strong commitment to self-evaluation, and detailed analysis of the school's performance guides the setting of priorities in the school improvement plan. Rigorous procedures for monitoring the quality of teaching help all staff to improve their practice.
The strategic use of resources	Very good. Resources are used very well to support and enhance learning. Financial management and administration are very good. Expenditure is linked closely to the priorities in the school improvement plan. Staff and governors evaluate the effectiveness of spending by reviewing its impact on standards and the curriculum. The principles underlying getting good value for money are applied well.

Overall, the number of teachers and assistants is adequate to meet the needs of the curriculum. The Reception teacher is relatively new to the role and lacks experience in early years education. The accommodation is good and enhances learning. The school is well resourced as a result of careful, well-targeted budgeting.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable approaching the school with questions or problems. • The school has high expectations of their children. • Their children like school. • The teaching is good. • The school is well managed and led. 	<ul style="list-style-type: none"> • A small minority of parents does not feel well informed about their children's progress. • A few parents feel that their children do not receive the right amount of homework.

The inspection team agrees with the positive views of the parents. Indications are that pupils receive an appropriate amount of homework. Although parents receive good information throughout the year about how their children are progressing, the end of year reports do not always show clearly how well pupils have achieved in different subjects or what they need to do to improve.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The previous inspection, in January 2001, judged that standards in the Foundation Stage were above average in communication, language and literacy, mathematical development and knowledge and understanding of the world. In other areas of learning, they were similar to those expected for children of this age. The school's detailed assessment records for the past two years show that, by the end of the Reception year, the pupils who are currently in Years 1 and 2 reached standards that were, at best, average for their age, and in many cases, below average. A large number of pupils did not know the sounds for letters of the alphabet and were unable to write simple words and sentences when they started in Year 1. There were also gaps in their mathematical understanding. As a result, the school has introduced measures to ensure that children in Reception are taught basic literacy and numeracy skills to an appropriate level in their first year at school, following the guidance in the National Literacy and Numeracy Strategies and the national guidance for the Foundation Stage. Children are making sound progress in these areas of learning and their attainment is as it should be for their age. Standards are also in line with expectations in knowledge and understanding of the world and physical development.

2. However, because of the increased emphasis on teaching basic skills and knowledge in order to raise the children's achievement, there is insufficient emphasis on learning through play and developing children's independence. There are not enough opportunities for children to engage in imaginative play or to select activities and resources. Consequently, standards in personal, social and emotional development and creative development are not as high as they should be.

3. In the national tests for Year 2 pupils in 2002, standards were above average in reading and mathematics, and average in writing when compared to all schools. This represents an improvement on the 2001 results. Compared to similar schools, standards in reading were below average, those in writing were well below average and in mathematics they were average. The proportion of pupils who reached higher than average standards in writing and mathematics was lower than that seen in most schools. Over the past five years, the results have fluctuated from one year to the next. Overall, they have kept pace with the national trend in reading and mathematics but have declined in writing. The school has introduced strategies to raise standards in writing as its key focus for improvement. Teachers' assessments in science in 2002 showed standards to be above average.

4. The findings of this inspection are that standards are average in English, mathematics and science. In English, they are above average in reading, and average in speaking and listening and writing. Although standards are slightly lower than in the 2002 national tests in mathematics and science, assessments of pupils on entering Year 1 show that they have made steady progress over the past 18 months. The school continues to focus on raising standards in writing and mathematics, and evidence from the lessons seen and the pupils' work shows that the strategies being used are beginning to have a positive effect. Since the previous inspection, standards have improved significantly in reading as a result of more effective teaching. Standards are similar to those at the time of the previous inspection in mathematics and science. The school has set its own challenging targets for pupils to achieve in 2003.

5. In Year 2, standards are above average in art and aspects of music because there is good teaching of skills and plenty of opportunities for pupils to practise and refine these. In all other subjects, standards are similar to those seen in most schools, except in physical education, where there was not enough evidence to make a firm judgement. Standards are higher than in the previous inspection in art, history and music, while in other subjects they have remained at similar levels. The

previous inspection found that standards were not high enough in Years 1 and 2 and pupils were underachieving. Pupils' achievement is now satisfactory in Years 1 and 2. The good teaching pupils are receiving is helping them to make up lost ground in literacy and numeracy. This is particularly noticeable in Year 1 since September 2002, where early assessments and identification of gaps in pupils' knowledge and understanding have enabled the teacher to ensure that these weaknesses are addressed. There is evidence to show that, as a result, this year group is making good progress in literacy and numeracy and standards are rising.

6. In the national tests for Year 6 pupils in 2002, standards were below the national average in English, mathematics and science. This represents a fall in standards compared with the 2001 results. Compared with similar schools, the results were well below average. Over the past five years, standards have fluctuated significantly, and the overall trend has been lower than that seen in most schools. The findings of this inspection show that standards are average overall in English; they are above average in reading and average in writing, which represents a good improvement on the 2002 results. Standards have also improved in mathematics and science and are now average. Raising standards in writing continues to be a priority for the school, and there is evidence to show that the strategies being implemented are beginning to have a good impact. Standards in English and science are similar to those seen in the previous inspection, while those in mathematics are higher. The school has set suitably challenging targets for pupils to achieve in the national tests in 2003.

7. In Year 6, standards are above average in art and aspects of music. They are similar to those seen in most schools in all other subjects. In physical education, it was only possible to see a dance lesson, in which standards of attainment were average. In art and music, good teaching of knowledge and skills, combined with a rich variety of experiences within and beyond the set curriculum, enable pupils to achieve well. Standards are similar to those seen in the last inspection in all other subjects except physical education where there is insufficient evidence to make a valid comparison. Overall pupils achieve soundly in Years 3 to 6. The school has done well to eradicate underachievement among the more able pupils, who now receive demanding work that challenges and extends their thinking. Careful monitoring of the progress of pupils in Year 3, together with good teaching and high expectations, have ensured that those pupils continue to make good progress. Similarly, rigorous tracking of all pupils' progress helps teachers to identify early signs of underachievement.

8. Thorough analysis of the results of national tests revealed that girls, in particular, were underachieving. In this inspection, no significant differences in attainment between boys and girls were evident. This is because teachers are alert to the need to ensure that all pupils are well motivated and interested in what they are learning and take this into account when planning lessons. Higher attaining pupils, who were identified as underachieving in the last inspection, now achieve soundly because they are given sufficiently demanding work. Lower attaining pupils receive appropriate work that addresses the weaker aspects of their learning and seeks to build on and reinforce their knowledge and understanding.

9. Pupils with special educational needs make good progress towards their targets. They are integrated well into classes and generally receive good support from adults. Pupils have clear targets to help them improve, and these are reviewed regularly. The school has developed effective systems for tracking pupils' progress in English and mathematics. Pupils who have statements of special educational need also make good progress overall towards their targets.

10. Two pupils speak English as a second language. They have received good support and now have a good command of English. They do not require additional support from outside agencies. They are making similar progress to their classmates and take a full part in all aspects of school life.

Pupils' attitudes, values and personal development

11. Pupils' attitudes, values and personal development continue to be a strength of the school, as at the time of the last inspection. They have been further strengthened by the school's emphasis on involving pupils more actively in all aspects of school life. Throughout the school, the pupils' attitudes to learning are very good and they are very enthusiastic about school. Parents' questionnaires and their meeting prior to the inspection confirmed that pupils enjoy school and are happy to be there.

12. Pupils are very interested and involved in school activities, including lessons, assemblies and extra-curricular activities. Throughout the school, pupils settle down very quickly to the free activity session before registration and this provides a purposeful start to the day. During lessons, the great majority settle to work quickly, engage eagerly in lessons and work purposefully to complete tasks, often with little direct supervision. This is especially noticeable in the older classes.

13. Behaviour is good in lessons, around the school, in assemblies and at playtimes. The very good procedures for monitoring and promoting good behaviour contribute positively to this, as does the effective lunchtime supervision by the mid-day meal supervisors. The great majority of pupils know the bounds of unacceptable behaviour and they understand and accept the system of rewards and sanctions. On a few occasions, immature behaviour amongst older pupils disrupts learning in some lessons. The pupils have contributed to forming the school rules and in the great majority of cases respond to them positively. Pupils are well mannered and greet staff, each other and visitors politely, often holding doors open for them. There have been no exclusions during the past year. Pupils and parents confirm that bullying is rare and is speedily and sensitively dealt with when it occurs. School and personal property is treated well and the school grounds are litter free.

14. Relationships throughout the school are very good. Members of staff provide excellent role models for pupils and are well respected by them. The pupils show concern for others, they value each other's views and are tolerant of opinions different from their own. They are generous in supporting charitable causes. Examples include fund-raising events for the Remembrance Day Poppy Appeal and Blue Peter appeals. Pupils with special educational needs and those from minority ethnic backgrounds are treated with kindness and respect by other pupils and all get on well together.

15. Pupils' personal development is good. They accept responsibility willingly and are encouraged to show initiative and develop independence. Pupils assess their own work, including homework. They are encouraged to look after each other and to care for younger pupils. Older pupils organise a 'Friendship Stop' in the playground to look after those pupils who have no one to play with. In Years 5 and 6, pupils have the opportunity to take part in a residential visit, which enhances the development of their social skills and independence. Pupils benefit from contact with secondary school pupils, and from meeting pupils of their own age attending other schools whilst taking part in inter-school sport and musical events. Pupils are able to join the school council, where they contribute to decisions made about the management of the school. They are also encouraged to assist in school by being monitors, manning the office during lunchtimes and helping with assemblies. The good provision for pupils' moral and social development leads to an effective school community where pupils respect the rights of others and all take a part in its upkeep and well being.

16. The good quality of the displays around the school and the high profile given to music encourage pupils' spiritual response to pattern and beauty. They have a good understanding of the basis of Christian beliefs and are beginning to compare these with the beliefs of other faiths. The clear promotion of positive moral values is done well through the agreed Golden Rules and the consistent and fair way that pupils are treated by all adults. Pupils have a very good appreciation, both of their own cultural traditions and those of other ethnic groups. For example, they know aspects of the art and symbolism of Aborigines, the importance of Chinese New Year and aspects of the distinctive culture of Wales.

17. Children in the Reception class enjoy coming to school and participate in all activities with enthusiasm. They generally behave well in lessons and around the school, but have not developed the self-discipline to moderate the noise they make in class and the teacher has to remind them frequently to be quiet. Children's personal development is not fostered well enough to help them understand the impact of their actions on others or to take responsibility for their own behaviour. This is because there are insufficient opportunities for children to make choices and to select activities and resources.

18. Attendance at the school is good. Over the reporting period 2001 to 2002, attendance in the school at 95.1 per cent was above the national average. Over the same period, there was no unauthorised absence, which is better than the national average of 0.5 per cent. Registration is carried efficiently, with very few instances of lateness. As a result, lessons get off to a prompt and effective start.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The previous inspection found that the quality of teaching and learning was satisfactory overall. Good teaching was seen in just over half of the lessons observed and there was a small percentage of unsatisfactory teaching in Years 1 and 2. The findings of this inspection are that the quality of teaching and learning has improved and is now good. The proportion of good and very good teaching is higher than at the time of the last inspection. Of the 44 lessons observed during the inspection, nine were very good, 22 were good and 11 were satisfactory. There were two unsatisfactory lessons. Overall, there has been a good improvement in the quality of teaching and learning since the previous inspection. This is because the headteacher has carried out thorough checks on teaching throughout the school, and, as well as providing personal support and training opportunities for teachers, has made very effective use of external advisers to work alongside teachers and show them examples of good practice. Teachers have also had the opportunity to observe each other and colleagues in other schools. At the time of this inspection, a temporary teacher was taking one class of Year 5/6 pupils.

20. The previous inspection found that the quality of teaching in the Foundation Stage was good. There has recently been a change of teacher in the Reception class and a recognition that, although provision in some areas was good, the teaching of literacy and numeracy skills was not helping children to reach the standards expected of them by the end of the year. The quality of teaching and learning in the Foundation Stage is currently satisfactory. Some good features were observed, but there also shortcomings in some aspects which limit children's progress. During the inspection, six lessons were seen, of which five were satisfactory and one was unsatisfactory. The teacher and assistant relate very well to the children and have created a secure and caring environment where children are encouraged and feel valued. This helps them to become keen learners and to feel happy at school. The teaching of basic skills in literacy and numeracy is satisfactory and there is an appropriate focus on elements of the national strategies. Children have a varied range of practical experiences which help to increase their knowledge and understanding of the world. For example, they make visits in the local area, learn from visitors, explore the school environment and investigate a range of resources and materials in the classroom. The teacher provides suitable opportunities to extend and refine their physical dexterity and their skills in painting, drawing, singing and dancing.

21. The main weaknesses in the teaching arise from the teacher's lack of experience and the shortcomings in curricular planning. These result in an inadequate balance between activities that are initiated by the teacher and those chosen by the children. The planning of children's personal, social and emotional development is not rigorous enough to ensure that they grow in independence and take responsibility for their own actions. In addition, curricular planning is in subjects, rather than areas of learning, which results in a fragmented approach rather than a curriculum in which all six areas of learning are interrelated. It does not make sufficient provision for children to learn through structured

imaginative play. Most activities are directed by the teacher and do not allow pupils the opportunity to select and move between different tasks.

22. The quality of teaching and learning in Years 1 and 2 is good. This is a significant improvement since the last inspection when it was unsatisfactory. Of the 13 lessons observed, one was very good, seven were good and five were satisfactory. In the previous inspection, over a quarter of the lessons seen were unsatisfactory because teachers' expectations were too low. Expectations are now high and pupils are given appropriately demanding work. The previous inspection found that teachers did not make good use of the results of their assessments of pupils to ensure that activities were matched well to pupils' differing needs. Now, assessment information is used well to identify able and underachieving pupils and to ensure that their needs are met. There is careful monitoring of all pupils' progress by class teachers and the headteacher to ensure that all are achieving at an appropriate rate. The last inspection also identified weaknesses in the organisation of some lessons and the quality of support given to pupils. These are now good. Overall, the quality of teaching and learning is good in English, mathematics art and music, and satisfactory in all other subjects.

23. Good teaching of literacy skills was seen in a Year 1 lesson about writing instructions for making a jam sandwich. The teacher effectively combined reading and writing by using examples of how to write instructions and modelling the writing process well for the pupils. By muddling up a set of instructions and asking pupils to re-arrange them in the right order, she helped them to appreciate the importance of thinking through each step before writing. A particularly effective part of the lesson also developed pupils' listening and speaking skills well. The teacher asked pupils to tell her how to make the sandwich and then responded literally to their instructions: "Get two pieces of bread, put the butter in the bread and put the jam on top". As the teacher carried out these instructions to the letter, not only did the pupils find the result hilarious, but they also realised the importance of choosing and using words precisely to express their ideas. Good teaching of numeracy skills was seen in Year 2, where the teacher set a brisk pace as pupils counted forwards and backwards in fives and tens. The activities were planned well for pupils at different levels of attainment and the teacher's clear explanations helped pupils to make good progress in extending and consolidating their learning. An effective session at the end of the lesson helped a few pupils who had difficulty with some concepts to develop a better understanding.

24. The quality of teaching and learning is good in Years 3 to 6. This is an improvement since the last inspection when it was satisfactory. Of the 25 lessons observed, eight were very good, 15 were good and one was satisfactory. There was one unsatisfactory lesson, where the pupils' behaviour was unacceptable and the teacher's strategies for managing it were not sufficiently effective to ensure that all pupils made adequate progress in their learning. At the time of the last inspection, the main weakness in teaching was that teachers' expectations for the more able pupils were not high enough. These pupils were often completing the same work as the majority of pupils in the class and they were not given sufficiently challenging work. This shortcoming has been addressed very well. In literacy and numeracy, pupils are now taught in groups formed on the basis of their previous attainment (sets). This is an effective strategy and ensures that all pupils are given work that matches their needs. Overall, the quality of teaching and learning is good in English, mathematics, science, art and music, and satisfactory in all other subjects.

25. A very good example of this was seen in a numeracy lesson for the most able set of pupils in Years 3 and 4. The teacher set up a cracking pace as she developed pupils' ability to use their knowledge of the two and four times tables to multiply by six. She accelerated learning by moving pupils on to using their knowledge of multiplication by 10 to multiply by nine and 11. The teacher had a very good awareness of different pupils' capabilities within the group and provided tasks at appropriate

levels of difficulty. Her infectious enjoyment of mathematics was reflected in the pupils' own enthusiasm for learning and their high levels of motivation.

26. The previous inspection found that some teachers' knowledge was insecure in some aspects of mathematics, information and communication technology and art. The teaching of reading, particularly in Years 1 and 2, had some shortcomings. A well planned programme of professional development for teachers and assistants has addressed these weaknesses. They now have a good understanding of what is being taught in all areas of the curriculum. Improvements in the teaching of reading throughout the school have had a marked impact on standards. The last inspection also identified weaknesses in the targets that were set for individual pupils as these were not expressed in language that they could easily understand. There were also inconsistencies in the provision of homework. Pupils' targets are now easily understood and help them to understand what they are trying to achieve. Homework is used consistently to reinforce and extend pupils' learning, and the vast majority of parents are satisfied with the way it is organised and presented.

27. The quality of teaching and learning for pupils who have special educational needs is good, as at the time of the last inspection. Teachers plan and provide suitable work for these pupils, and ensure that the activities in lessons address the targets in pupils' individual education plans. These targets are clearly expressed and provide realistic steps for improvement. As a result, pupils make good progress, both in their grasp of basic skills, and in their positive attitudes to work. Teaching assistants provide good support for pupils in lessons. In the last inspection, the support given to pupils in lessons was not as good as that received in small withdrawal groups. This has improved as the school now places greater emphasis on supporting pupils within the class rather than withdrawing them. Although teaching assistants provide good support when they work with groups in lessons, in some instances they are not used effectively during the introductory session and the final part of the lesson when the whole class sits together on the carpet.

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

28. The school provides an effective curriculum for all its pupils, which is broad and balanced and is enhanced by a very good opportunity for offsite visits and visitors to the school. All the subjects of the National Curriculum are taught and they fully meet requirements. Religious education is provided according to the locally Agreed Syllabus. Provision for pupils' personal, social and health education is good and sex education and drugs awareness training are provided appropriately. The curriculum is made particularly relevant by the high priority placed on first-hand experiences and the use of the local and wider area to reinforce pupils' learning. The allocation of time to different subjects has improved since the last inspection and now ensures that each has enough time to guarantee full coverage of the curriculum.

29. Curricular planning is sound overall. Planning in literacy and numeracy is done according to the recommendations in the respective national strategies. Planning in other subjects makes appropriate use of national guidelines and these have been supplemented well by material provided by the Local Education Authority and from other commercial resources. Planning across the school follows an agreed curriculum plan where topics are taught on a two-year cycle. This ensures that the needs of pupils in the mixed age classes are met. The curriculum plan for Years 1 and 2 has recently been revised to strengthen cross-curricular links. This has been done well but has yet to be formally adopted as an overall curriculum plan. The strategies for teaching literacy and numeracy are effective and are having a good impact on raising standards. There is insufficient planned use of information and communication technology across the curriculum.

30. Curricular planning and provision for children in the Foundation Stage are currently unsatisfactory. The quality of this provision is lower than at the time of the previous inspection. The

provision for children in the Foundation Stage is in a period of transition following a change of teacher and concerns about the attainment of children on entry to Year 1. Although there is a strong emphasis on teaching basic literacy and numeracy skills and on preparing pupils for more demanding work in Year 1, opportunities for children to learn through structured play and to develop independence are not well planned or integrated into the daily programme of activities. The curriculum, therefore, is not sufficiently well balanced to provide effectively for all of the six areas of learning.

31. The provision of extracurricular opportunities across the school is very good. A wide range of activities for the whole school is arranged. For example, pupils have enjoyed visits by a theatre company, an author and music workshops in percussion, brass, strings and woodwind. A local willow sculptor contributed effectively to the whole school project to design and locate a willow sculpture in the school grounds. Extra contributions to the work being done by year groups have included a telecommunications roadshow, a visit by the England football team masseur to Years 5 and 6, a performance by an Indian Dance workshop and the organisation of an Egyptian day for pupils in Years 3 and 4. Classes also undertake regular offsite visits to support and develop work they are doing. For example, pupils in Years 5 and 6 attend Shakespeare for Kids, join a technology challenge and take part in combined choir and musical events. Pupils in Years 3 and 4 visit Chedworth Roman Villa and the sculpture trail in the Cotswold Water Park. Pupils across the school have good opportunities to attend a wide range of extracurricular clubs and many participate in these with enthusiasm. Activities include choir, football, netball, recorders and drama. In addition, pupils in Years 3 to 6 are able to take part in clubs for computers, debating, and art. These opportunities make a positive contribution to the standards pupils achieve and positively enhance their interest and commitment to the life of the school.

32. There is good provision for personal, social, health and citizenship education. The school has been successful in gaining the Healthy Schools Award and this aspect is planned to link well into the curriculum. This was evident in the very good lesson Year 3/4 where pupils investigated healthy lifestyles and analysed those of members of their own class. Pupils are encouraged to debate and understand social issues, both in school and in the wider world. As part of their education in citizenship, older pupils have visited the local council chamber to meet the mayor. In a very good lesson in Year 5/6, pupils discussed different kinds of bullying and its consequences. Circle time and assemblies are often used to help pupils understand social issues and to accept that others may hold different opinions and beliefs to themselves. Adults encourage pupils to work and play with one another in a structured yet happy social atmosphere. This is especially evident during lessons, break and lunchtimes.

33. Links with the local community are very good. The school buildings are regularly used by several local organisations and the school benefits from strong links with the local parish church. The school enjoys significant financial support from parents and friends, local businesses and a charitable trust. Several visitors have supported the school by contributing to the curriculum and to pupils' personal development. For example, a governor who is an employee of a local company worked closely with the deputy headteacher to teach pupils how to make a presentation on the computer using the 'Power Point' program. The school enjoys useful links with local sporting institutions.

34. Links with partner institutions are very good and have improved since the previous inspection. Transition to secondary school is handled well and there are effective links with the adjacent pre-school group. Pupils from the secondary school make weekly visits to hear pupils read. Students on work experience are welcomed into school, as are students from local colleges on teaching practice. They confirm that the school provides for their needs very well. The local cluster of schools is very strong and the school benefits from participating in its initiatives. Examples include sharing personnel and consultants, as well as sharing contracts for grounds and building maintenance.

35. The curriculum provides well for all groups of pupils within the school and is socially inclusive. School documents include appropriate statements and policies about equal opportunities, and care is

taken to see that all pupils have full access to the school's curriculum and to extracurricular activities. This includes pupils who are more able, and those who have special educational needs. The school also has appropriate policies about racism and disabilities. The school is also alert to the needs of both boys and girls and activities are well planned to take account of their interests and aptitudes.

36. Pupils who have special educational needs have good access to the school's curriculum, and after school activities. Most support is given in lessons but some pupils are withdrawn for short periods for help with specific aspects of learning. This sometimes means that they miss important parts of a story or topic. Individual education plans are good and focus pupils' targets well on the areas identified as needing assistance. Some classes have a group plan, which is used for all the pupils in the class who have special educational needs. Overall, provision is good. For those pupils who have statements of educational need, annual reviews meet the legal requirements and provide good, focused targets for the coming year.

37. The provision for pupils' spiritual, moral, social and cultural education is good. This was also the finding of the previous inspection. Provision for pupils' spiritual development is satisfactory, and that for their moral and social development is good. Provision for pupils' cultural development is now very good and has improved since the last inspection when it was judged to have been satisfactory.

38. Pupils' spiritual awareness is promoted soundly through acts of collective worship where pupils share prayers, sing spiritual songs and are encouraged to reflect on important themes. For example, in an assembly during the inspection, pupils considered the difference between what they need and what they want, before giving thanks for what they are. Music is used well across the school to promote a calm, responsive atmosphere. For example, in the corridors, in several classrooms and at the beginning of assemblies, music is used effectively to encourage a positive response from the pupils. Attractive displays around the school encourage pupils' aesthetic appreciation and positively promote spiritual awareness. However, there are not enough planned opportunities to develop this aspect of pupils' experience across the curriculum, especially in the Foundation Stage.

39. Provision for pupils' moral development is good. The way that all adults in the school community treat individuals kindly and fairly and the very good relationships that exist within the school are very good examples for the pupils to follow. Pupils are aware of right and wrong and in conversation they show good respect for the 'Golden Rules', which are clearly displayed, and are pleased to have the opportunity to devise their own class rules. Older pupils have good opportunities to consider and form their attitudes to important issues as they compose poems about joy, anger and war. Positive moral attitudes are promoted well by the Year 3/4 pupils' 'Tree of Pride' where they attach leaves to the tree to represent positive responses such as being kind, offering to help and remembering to be polite.

40. Provision for pupils' social development is good. Opportunities to take responsibility within the school community are encouraged and developed well. The school council, which consists of representatives from all classes, meets regularly to discuss whole school issues and manages a small budget for minor improvements. Conversations with school council members indicate that they take their role and responsibilities very seriously. Pupils also act as playground 'buddies', offering support and help to others in need. Older pupils have responsibilities in the school, such as house captains, setting up equipment in the hall and giving out class resources. The social responsibility of older pupils is developed well as they have the opportunity to represent the school in sports competitions and musical performances. They also benefit from the annual residential visit to the Isle of Wight. Pupils' wider social responsibility is also promoted well as they work to raise money for several charities, such as 'Operation Christmas Child', which supports children in Eastern Europe.

41. Provision for pupils' cultural development is very good. The school works hard to ensure that pupils share in the richness of the wide variety of cultures in our society. This is shown by the colourful and attractive displays that are prominent in the school. For example, pupils learn about the story of the Chinese Willow pattern and the importance of Chinese New Year celebrations. They know about aspects of Hindu culture, including the importance of mango designs and the use of curry spices. Displays also remind them of different celebrations around the world, including Mardi Gras in Brazil and the West Indies, and Shrove Tuesday in Germany and England. They also have a good appreciation of other elements of our own culture, including the distinctiveness of Wales. The main Christian festivals of harvest, Easter and Christmas are celebrated and links are established with the local parish church and the local community. Grandparents and friends of the school support its work, for example in talking about the recent history of Highworth. There are many opportunities for pupils to enjoy art, music and dance, which enjoy a high profile in the school. Pupils participate in music festivals and enjoy performances from visiting musicians.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Parents confirm that pupils feel safe, secure and well cared for in this school. Since the previous inspection, the provision for the care of pupils and their welfare has remained a strength of the school. All members of staff show concern for the well being of pupils. The information kept on each pupil is detailed and comprehensive, and members of staff know pupils and their medical and personal needs very well. The school is supported well by health professionals and other agencies. The school identifies and deals well with any hazards found on site, and health and safety inspections are regularly undertaken. The school's health and safety policy is implemented well by governors and staff, who take their responsibilities seriously and undertake regular risk assessments. Detailed assessments are undertaken of all school trips in accordance with local authority guidelines.

43. Members of staff are trained to administer first aid and provide very good cover for the school's activities on and off site. The school's procedures for the care and treatment of pupils are very good, despite the lack of a dedicated first aid or welfare room. Thorough precautions are in place for dealing with emergencies arising from pupils' medical conditions and for dealing with accidents and injuries.

44. The school's arrangements for child protection are very thorough. The headteacher is the person nominated to deal with any child protection issues and a member of staff has been trained to support and monitor any looked after children. The school policy and procedures follow the guidelines of the local committee for the protection of children. Other members of staff are regularly trained to ensure that they understand the school's arrangements and procedures. The school monitors pupils very well, especially if there is any concern about their welfare.

45. The school's ethos, the good quality of teaching and the consistent use of positive behaviour strategies support the good behaviour seen in the school. Teachers use appropriate rewards or sanctions and assemblies, class activities and circle time are used well to reinforce good behaviour. The school is good at monitoring and eliminating oppressive behaviour, and parents and carers confirm that their children feel safe in the school. The institution of a school council has enabled pupils to accept responsibilities, to represent their peers and to contribute to the management of the school.

46. The monitoring of attendance and punctuality is very good. The educational welfare service and members of staff regularly monitor pupils' attendance. The school makes telephone calls home on the first day of any unreported absence for pupils who usually walk to school, unaccompanied. Any unauthorised absences and lateness are noted and followed up speedily. For day-to-day recording of attendance, the school uses manual records that are transferred into computerised records for analysis

and checking. This system works very well and enables the school and the educational welfare officer to analyse the absences and deal with any issues very promptly.

47. The procedures for monitoring and supporting pupils' personal development are good. Teachers and support staff have very good knowledge of pupils' needs and the curriculum for personal, social, health and citizenship education supports these well. Pupils join in a very wide range of events in the school and extra-curricular activities that contribute well to their personal development, including raising money for charities and offsite visits. The school runs clubs that help to support and develop social skills. Pupils are encouraged to join the school council as well as contributing to the organisation of the school and certain events.

48. The school cares for pupils who have special educational needs well. Class teachers identify pupils who have special educational needs early in the school year. Individual education plans provide appropriate targets, and these are reviewed regularly. Annual reviews for those who have statements of special need identify areas for the following year that will have a focus, and they provide appropriate targets within those areas. Outside agencies' reports and advice are used well at reviews. This is an inclusive school, and good care and attention are taken to ensure that the needs of all groups of pupils are addressed. The results and achievements of boys and girls are analysed, and efforts made to rectify any differences in their performance and attainment.

49. Procedures for monitoring and supporting pupils' academic progress are very good. Procedures for assessing pupils' attainment and progress, and the use of assessment information to guide curricular planning, are good. This enables teachers to plan a suitable curriculum for every pupil's needs, which is helping them to achieve higher attainment. This judgement shows that the school has worked hard to improve assessment since the previous inspection, when it was judged that there were weaknesses in the procedures and use of assessment, which were having an adverse effect on standards of attainment throughout the school.

50. In September 2001, the school produced a good new policy for assessment, recording and reporting. This supports all aspects of assessment well. A good programme of focused assessment tests and tasks has been established for all subjects. These good new initiatives are relatively new in the school and are already having a significant impact on raising standards of attainment.

51. Assessment procedures in the Foundation Stage focus appropriately on children's progress in acquiring basic literacy and numeracy skills. However, there is not enough emphasis on assessing and tracking their progress in personal, social and emotional development.

52. The co-ordinator for assessment has introduced a very good tracking system for literacy and numeracy for each year group, which enables her to monitor pupils' academic progress very well. This tracking system is enabling teachers to provide an appropriate curriculum for the needs of all pupils. The school uses a good range of standardised assessments for English, mathematics and science and is making good use of this information to raise standards of attainment. The data from the statutory end of key stage tests for pupils in Years 2 and 6 are analysed well. The information gained is used effectively to inform future planning in order to raise pupils' attainment. The school has introduced individual targets for pupils in English, mathematics and science, which are linked to national curriculum levels. These good new measures are helping to raise teachers' expectations of what pupils can achieve. The good use of assessment is ensuring that the work set builds on pupils' previous learning and becomes more demanding. The assessment procedures in this school have been recognised by the Local Education Authority as an example of good practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school works well in partnership with parents, as at the time of the previous inspection. Parents' views of the school are good; the school has established very good links with parents and provides good information for them. The parents' involvement in the work of the school and their contribution to pupils' learning at school and at home are also good.

54. Parents are invited to help and support the school, attend assemblies, performances, curriculum events, briefing meetings, parents' evenings and open afternoons. They are able to communicate with the school on a daily basis by seeing members of staff, or by arranging appointments. They are provided with informative regular newsletters, and day-to-day class and school information. Parents are also given topic webs each half term to show them what their children will be learning. Although the annual reports on each pupil's attainment and progress explain clearly what pupils have learned, they do not always explain how well pupils are progressing, nor how teachers feel that they could improve. The school prospectus and governors' Annual Report to Parents contain all the required information, which is an improvement since the last inspection.

55. Parents appreciate the careful introduction of their children into the school and the opportunities each term to discuss their children's progress and targets with the teachers. Parents feel that the school responds quickly and positively to any suggestions or complaints they may have.

56. Parents' contribution to pupils' learning at school and at home is good. There were several parents helping in class and supporting activities during the inspection, and they confirmed that they feel welcomed and appreciated by the school. Parents regularly support clubs and extra-curricular activities, assist with school trips and organise fund-raising and social events through the Friends Association, which raises substantial funds for the school.

57. Parents of pupils who have special educational needs are well informed and involved in their children's education. Individual education plans provide things for parents to help with at home. They are involved in targets and reviews well, and have good opportunities for consultations with teachers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the school are good. At the time of the previous inspection, the headteacher had been in post for only three weeks, and the inspection judged that "initial signs were good". Her leadership of the school is very good and she has taken decisive action to eradicate underachievement and raise standards. The headteacher has a very clear vision for the school and has communicated this effectively to staff, governors, parents and pupils. This has helped to create a strong team spirit and a very positive ethos in the school. The headteacher has managed change constructively at an appropriate pace. She works very well in partnership with the deputy headteacher and the co-ordinator for Years 1 and 2 in the day-to-day and long-term strategic management of the school. All three lead by example as teachers and inspire staff to strive for the highest possible standards in all areas of school life. The school is well placed to continue to improve and has a good capacity to succeed.

59. There is effective delegation of responsibilities within the school. The senior management team, consisting of the head, deputy and co-ordinator for Years 1 and 2, have a very good overview of standards and the curriculum and work together to analyse the school's performance and identify priorities for improvement. They also provide models of good practice for the rest of the staff as subject co-ordinators and, between them, have led development in English, mathematics, information and communication technology and music. The role of other subject co-ordinators is at an earlier stage of development, particularly in monitoring and evaluating the quality of teaching and learning and standards of attainment. This was the case for all co-ordinators at the time of the last inspection. The headteacher focused appropriately on improving practice in key subjects and is now training other teachers to carry out these aspects of their role by working alongside them. Apart from in English and

mathematics, there have been few opportunities for subject leaders to observe teaching in their subjects. Most co-ordinators have no previous experience of this aspect of their role.

60. The leadership and organisation of special needs provision are very good. The co-ordinator knows the pupils on the special needs register very well. She provides good support for class teachers, and liaises very well with outside agencies, who provide reports and advice. The necessary paperwork for special educational needs is considerable and includes bidding for financial support. This is carried out very efficiently and effectively. At the time of this inspection, the school did not have an experienced Foundation Stage co-ordinator. Changes of staff and the re-organisation into seven classes resulted in the governors being unable to appoint an experienced Reception teacher. The headteacher and co-ordinator for Years 1 and 2 are providing good support for the Reception teacher, who has had opportunities to observe good practice in other schools. The school is aware that leadership of the Foundation Stage is currently unsatisfactory and has identified it as a priority to be addressed in the next year's school improvement plan

61. The governors fulfil their statutory duties well and play an effective part in shaping the future direction of the school. Many are relatively new to the role, but have worked hard to gain a thorough understanding of their responsibilities in a short time. Governors have a good awareness of the school's strengths and weaknesses and work closely with the headteacher and staff to monitor progress and identify areas for improvement. This is an improvement since the last inspection. Each governor has responsibility for overseeing one or more subjects. As part of this role, governors liaise closely with the subject co-ordinator to discuss priorities for improvement and the progress that has been made. They visit the school whenever possible to see the pupils' work and observe lessons, and then discuss their observations with the co-ordinator or headteacher. Governors are confident to ask challenging questions, in order to fulfil their role as a critical friend.

62. There are rigorous systems for monitoring the quality of teaching and learning, the curriculum and standards. The headteacher and senior management team observe lessons regularly. Some of these observations have been carried out in tandem with external advisers, which has helped to sharpen teachers' evaluations. They also check pupils' work and teachers' planning in order to gain a good overview of standards and the quality of provision. Staff and governors work closely together to evaluate the school's performance and to identify key priorities for improvement, both in the short term and over a five-year period. For example, detailed analysis of the results of national tests has led to a specific focus on improving reading and writing skills. This has already had a very good impact on standards in reading, and writing is clearly improving. The school development plan and associated subject action plans identify clearly what needs to be done to raise standards and bring about improvement in the school's provision. Although the written plan does not include specific measurable criteria for judging improvements in attainment, these are presented in detail in the school's target setting and tracking documents.

63. The school's procedures for appraisal and performance management are good and contribute well to its effective management. The headteacher's and teachers' objectives are firmly linked to the targets that are set for individual pupils and for the whole school. There are also good procedures for the management and appraisal of teaching assistants and other support staff, which means that all staff feel valued and supported. Appraisal procedures help to identify appropriate priorities and opportunities for continuing professional development. Consequently, staff training is well planned and directed towards specific areas of development. The headteacher's observations of teaching often relate specifically to training that has been provided. She monitors the impact of the training and gives teachers clear feedback on the outcomes.

64. Overall, the school uses its resources very efficiently to support learning. Financial management and administration are very good. The headteacher, administrative officer and finance

committee monitor expenditure rigorously. They regularly undertake reviews of expenditure to ensure that the school is achieving best value for money. The principles of best value are implemented well. For example, the school evaluates its own performance in comparison with other schools and consults both parents and pupils about their views through questionnaires and discussions. Staff and governors evaluate the effectiveness of spending by reviewing its impact on standards and the curriculum. Spending decisions are challenged and alternatives considered and the school ensures that competitive quotes are obtained for major items of expenditure. A four year financial plan is in place which is reviewed each year in the light of identified priorities.

65. The headteacher inherited a large budget surplus when she took up her appointment. Much of this has been used very effectively to improve the school environment, which is greatly appreciated by pupils, parents and staff. The higher than average budget surplus in 2001/02 included a substantial sum allocated to planned capital expenditure for further improvements to the buildings and grounds. Budget plans show that this will be reduced to within five per cent of the school's income in the current financial year. Expenditure is closely linked to the priorities in the school improvement plan. For example, the school employs an additional part-time teacher to enable pupils in Years 3 to 6 to be taught in smaller groups in English and mathematics. This is having a beneficial effect on their progress.

66. Overall, the number of teachers and assistants is adequate to meet the needs of the curriculum and to provide support for pupils at all levels of attainment. All teachers in Years 1 to 6 are suitably experienced in the age group they are teaching. The Reception teacher is relatively new to the role and lacks experience in early years education. Some teachers who have responsibility for subjects do not yet have a thorough grasp of how to carry out their monitoring responsibilities. One teacher was absent at the time of the inspection. The school provided good support and guidance for the temporary teacher who taught the class.

67. The school's accommodation is good. It provides a very pleasant working environment for staff and children. The premises are very clean and well maintained, and this contributes to the school's welcoming ethos. Classrooms and shared areas are bright and attractively decorated. They are enhanced by colourful displays which celebrate pupils' achievements and support their learning. The grounds are extensive and are being developed imaginatively to enhance the curriculum and playtimes. The Parents' Association is currently raising funds towards further improvements. The size and position of the junior library makes it difficult for pupils to use it as an effective resource for developing research skills.

68. The accommodation for the Reception class is based in a classroom in the main school and a mobile classroom a short distance away. Between the two is an enclosed play area which is easily accessible from both. Most of the more formal teaching and learning activities take place in the main classroom, while the mobile classroom and outdoor area are used for play activities at other times. The way these are used at present restricts the opportunities to integrate play effectively into all areas of learning.

69. The school is well resourced as a result of well planned budgeting. Teachers also make good use of resources from outside of the school to enhance pupils' learning. Resources are good in English, mathematics, information and communication technology, music and physical education and satisfactory in all other subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to improve the quality of education for the pupils and raise standards further, the governors, headteacher and staff should

(1) **Improve the quality of provision for children in the Foundation Stage by**

- ensuring that curricular planning reflects national guidelines for the six areas of learning and places adequate emphasis on learning through play;
- improving the quality of teaching, especially in personal, social and emotional development and creative development in order to raise standards of achievement;
- making more effective use of the available accommodation and resources to ensure that structured play activities are integrated into other areas of learning;
- providing appropriate training for all who are involved in the leadership and planning of the Reception year curriculum to ensure a good understanding of what constitutes best practice for children of this age.

(Paragraphs 2, 17, 20, 21, 30, 51, 60, 68, 71-74, 80, 83-84)

(2) **Continue to refine and improve the role of curriculum co-ordinators in monitoring and evaluating the curriculum, the quality of teaching and learning and the standards achieved by the pupils in their subjects.**

(Paragraphs 59, 112, 122, 126, 130, 137)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

1. Extending and improving the use of information and communication technology to support learning across the curriculum.

(Paragraphs 29, 106, 113, 118, 122, 137, 142, 152)

2. Ensuring that pupils' end of year reports to parents explain clearly how well they have achieved and what they need to do to improve.

(Paragraph 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	22	11	2	0	0
Percentage	0	20	50	25	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	204
Number of full-time pupils known to be eligible for free school meals	13
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	23
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	11
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

		Year	Boys	Girls	Total
		2002	20	16	36
Number of registered pupils in final year of Key Stage 1 for the latest reporting year					
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	17	17	19	
	Girls	15	14	16	
	Total	32	31	35	
Percentage of pupils at NC level 2 or above	School	89 (84)	86 (79)	97 (89)	
	National	84 (84)	86 (86)	90 (91)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	17	19	19	
	Girls	16	15	16	
	Total	33	34	35	
Percentage of pupils at NC level 2 or above	School	92 (84)	94 (79)	97 (84)	
	National	85 (85)	89 (89)	89 (89)	

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

		Year	Boys	Girls	Total
		2002	11	15	26
Number of registered pupils in final year of Key Stage 2 for the latest reporting year					
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	9	8	8	
	Girls	12	11	13	
	Total	21	19	21	
Percentage of pupils at NC level 4 or above	School	81 (81)	73 (66)	81 (94)	
	National	75 (75)	73 (71)	86 (87)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	9	8	8	
	Girls	12	11	13	
	Total	21	19	21	
Percentage of pupils at NC level 4 or above	School	81 (n/a)	73 (n/a)	81 (n/a)	
	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	160	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	34	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	24
Average class size	29

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

Total number of education support staff	7
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	£
Total income	463774
Total expenditure	468427
Expenditure per pupil	2319
Balance brought forward from previous year	58564

FTE means full-time equivalent.

Balance carried forward to next year	53911
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Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	203
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	2	0	0
My child is making good progress in school.	54	44	2	0	0
Behaviour in the school is good.	48	45	4	0	2
My child gets the right amount of work to do at home.	33	55	9	2	0
The teaching is good.	59	37	1	0	3
I am kept well informed about how my child is getting on.	36	52	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	71	24	0	5	0
The school expects my child to work hard and achieve his or her best.	61	36	2	0	0
The school works closely with parents.	43	49	3	5	0
The school is well led and managed.	55	37	2	4	2
The school is helping my child become mature and responsible.	52	47	1	0	0
The school provides an interesting range of activities outside lessons.	46	41	9	1	3

Percentages may not total 100 due to rounding

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. Children start in the Reception class at the beginning of the autumn term in the year in which they become five years old. At first, all attend on a part-time basis, and progress to full-time according to their age and stage of readiness. Attainment on entry to school is similar to that expected for children of this age. During the Reception year, the children make satisfactory progress and are on course to meet the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development by the end of the year. Standards in personal, social and emotional development and creative development are not as high as they should be because children do not have enough opportunities to learn through play. Children with special educational needs make good progress because of early identification of difficulties in literacy and numeracy and good support from the teacher and assistant. Overall, children achieve soundly in their first year in school and are prepared adequately for the National Curriculum in Year 1.

72. At the time of this inspection, the provision for children in the Foundation Stage was in a period of transition following a change of teacher and concerns about the attainment of children on entry to Year 1. The quality of teaching and learning is mostly satisfactory, but some aspects have shortcomings. The headteacher and Key Stage 1 co-ordinator are providing good support for the Reception teacher, who is not a specialist in the foundation stage.

Personal, social and emotional development

73. Although children are on course to meet some of the Early Learning Goals in this aspect, they are not making sufficient progress in developing independence. Children participate with enthusiasm in all activities and sustain concentration well. They listen attentively to the teacher and assistant and sit quietly when asked to do so. However, they do not yet have a good enough awareness of the need to put up their hand before speaking when in a large group and need frequent reminders from the teacher. Similarly, when working in small groups, those who are not supervised by the teacher or assistant do not have sufficient self-discipline to ensure that they keep unnecessary noise to a minimum. A strong feature of the pupils' personal development is the relationships they form with each other and with adults. These help them to develop confidence and to feel happy and secure at school.

74. The quality of teaching in this area of learning has some strong features but is unsatisfactory overall because there are too few opportunities for children to select and initiate their own activities and to take responsibility within the classroom. Teaching is too tightly structured to allow for the development of independence. This was illustrated in a lesson in which groups of children took part in structured play activities. Children were allocated to different activities and had no opportunity to make choices or to move from one activity to another. The teacher and assistant focused their attention on a particular group and, as a result, some children received very little input or adult intervention to help them achieve the intended learning. The main drawback in this area of learning is that the planning for the Reception class does not highlight it as an integral and vital part of the curriculum. It is further disadvantaged as most of the play activities take place in a mobile building that is separate from the classroom. Although this was used appropriately in one lesson to develop the

children's personal and social skills through a variety of play activities, these were not integrated well into children's learning in other areas of the curriculum.

Communication, language and literacy

75. Children make satisfactory progress in this area of learning and achieve the standards expected of them by this stage in the school year. Children use simple grammatical structures when they talk and converse freely with adults and each other. They show increasing self-confidence in speaking about things that interest them to the rest of the class. They listen to stories, songs and rhymes and good attention and enjoyment. Children know that sentences start with a capital letter and end with a full stop and sort out jumbled up words to make sense of a sentence. They hear and repeat initial sounds in words and sometimes link sounds to letters correctly. More able children use their knowledge of sounds to attempt to write simple words and are beginning to recognise some familiar words. Children understand that information can be found in books and handle them carefully. They attempt to write a sentence, practise writing their name and are beginning to form recognisable letters when writing independently.

76. The quality of teaching is satisfactory because there is a clear focus on teaching pupils basic literacy skills in a structured way. The teacher provides appropriate opportunities for pupils to learn to listen carefully and to express their ideas verbally. In one lesson, the teacher harnessed pupils' enthusiasm to tell each other about what they had been doing during the half-term holiday. In this lesson, there was also a good focus on encouraging children to listen carefully to sounds and match the sound to a letter and to words that began with the same sound. Children are given satisfactory tasks that involve writing, but these are mostly directed by the teacher. There are not enough planned opportunities for children to write independently and imaginatively as part of structured play activities. There is not enough emphasis on ensuring that activities are based around a central theme, which makes learning more coherent and relevant to the children. Children are, however, encouraged to read and share books regularly.

Mathematical development

77. Children make satisfactory progress in mathematical development and achieve the standards expected of them by this stage in the Reception year. They say and use number names in familiar contexts and recognise the numerals from one to nine. Children count up to ten by rote, and more able children count up to 20. They recognise and name squares, rectangles, circles and triangles and can describe some of their properties. Children also recognise and name some three-dimensional shapes, including a cube, cuboid, sphere and cylinder. They are beginning to learn and use the mathematical vocabulary associated with addition and subtraction.

78. The quality of teaching is satisfactory, with some good features. The teacher and assistant reinforce learning through frequent repetition of number songs and rhymes and ensure that children have plenty of practical experience. For example, children played a shape game, in which a bag of shapes was passed round the group and individual children had to feel for a shape, and, without looking, describe it to the rest, who then tried to identify it. When investigating three-dimensional shapes, children had to decide which were better to build with. They decided that cubes and cuboids were best because you could put them on top of each other and one commented: "You can't put a cube on top of a sphere because it falls off". In one lesson, the teaching assistant used a puppet effectively to help children to put numbers in the correct order. She used a variety of helpful strategies to involve children well in their learning and to reinforce the concept of a 'missing number' from a sequence. Subsequent activities were matched appropriately to the level of attainment of the different groups but those for the more able consisted solely of written work unsupported by visual or practical aids to learning and were not sufficiently demanding for the most able children.

Knowledge and understanding of the world

79. Children achieve satisfactory standards in this area of learning and make sound progress. They use their senses to investigate materials such as paper, wood, plastic, fabric and metal and identify objects that are made from them in the classroom and the environment. When describing objects, children use appropriate vocabulary: a key was “hard, cold” and had “pointy bits”. Children build structures from a variety of equipment, as when a group worked together to make a model of a shop. They carry out simple functions on the computer, such as typing out labels for food in the class shop. After learning about the toys that a visiting grandparent played with when young, children examined and compared old and new toys and sorted them into groups. They understand that a map is a way of showing a view from above and identify the differences between maps and photographs of the same area.

80. The quality of teaching is satisfactory and sometimes good in this area of learning. There is evidence to show that children have had a good variety of practical, first-hand experiences to extend and enhance their learning. For example, they played a blindfold game to examine and describe different materials and have handled and sorted them into groups. They walked round the school looking for objects that give out light, and enjoyed asking a visiting grandparent about toys. The teacher and assistant ask appropriate questions to guide children in their investigations, as when they examined materials: “Can you fold it?” “Does it tear?” “Can you bend it?” Sometimes activities are rather too formal and structured as when children drew a plan of the classroom. This illustrated how the areas of learning are not sufficiently well integrated into a common theme but often taught in isolation from each other.

Physical development

81. Children make satisfactory progress and achieve soundly in this area of learning. They move with confidence and appropriate control and co-ordination when travelling around the hall using different parts of the body. In one lesson, children experimented with different ways of moving as they pretended to be a variety of animals and adjusted their speed and direction to avoid obstacles. In the classroom, children handle pencils, tools, construction equipment, jigsaws and small play resources with increasing dexterity and control. They mould and roll playdough to make pretend biscuits and use the computer mouse to select and move words and pictures. They assemble small pieces of paper carefully to create a collage picture.

82. The quality of teaching is satisfactory. In the lesson in the hall, the teacher talked to children about their movements and encouraged them to explore different ways of moving. She provided opportunities for children to observe each other’s actions and refine their own. There was a good emphasis on teaching children to be aware of the space around them and of the way their bodies react to exercise. At the end of the lesson, there was a good opportunity for children to practise how to lift and carry mats safely. Children are taught how to use tools safely and are given appropriate opportunities to practise and refine, cutting, sticking, painting and modelling skills.

Creative development

83. Standards in this area of learning are not as high as they should be because too many activities are initiated and directed by the teacher and there are too few opportunities for children to explore, experiment and use their imagination. In some aspects, children’s attainment is sound. They explore colour, texture and shape and make constructions, paintings, collages and drawings to represent what they see and experience. For example, they make collages from different materials, make postcards to show places they have visited and paint pictures of their own faces. They sing familiar songs confidently and accompany their singing with hand actions and percussion instruments. More able

children maintain a steady beat on drums and tambourines. Most children understand the difference between high and low sounds.

84. The quality of teaching is satisfactory in most aspects, but there are weaknesses in the provision of well planned opportunities for imaginative play to support children's progress in other areas of learning. Although play activities are included in the daily timetable, their purpose is sometimes unclear and adults do not always interact with children to extend their learning as they are working with other groups. In one lesson, play activities were more effective because the teacher and assistant participated alongside children as they acted out going to the post office and dressed up as characters or animals. On this occasion, they talked to the children about what they were doing, which helped to develop both their understanding and their language.

ENGLISH

85. In the latest national tests, pupils in Year 2 achieved above average attainment in reading and average attainment in writing. Pupils in Year 6 achieved below average attainment in English. The findings of this inspection are similar for pupils in Year 2, but show an improvement in Year 6, where standards are now average. These findings show that the school has maintained standards for pupils in Year 2 and improved the achievement of pupils in Year 6 by raising teachers' expectations of what pupils can achieve, and through the introduction of good new initiatives and the effective use of assessment data.

86. During the past two years, the school has worked hard to improve the quality of reading and writing throughout the school by raising teachers' expectations of what pupils can achieve and providing pupils with a good range of high quality literature. This has been effective in helping to improve pupils' reading skills. Pupils achieve well in English. More able pupils achieve very well and produce work of high quality. Pupils who speak English as a second language achieve similar attainment to their classmates in the national tests. Pupils who have special educational needs make good progress due to good support in lessons, and nearly all get close to national standards by Year 6. No significant differences between the achievement of boys and girls were observed during the inspection.

87. In Years 2 and 6, pupils achieve average standards in speaking and listening. The previous inspection found that pupils achieved above average attainment in their speaking and listening skills. Most pupils listen attentively to their teachers and each other. However, a significant minority of pupils in some classes have difficulty listening. Although teachers work hard to help these pupils to listen and sustain concentration, the pupils' immature behaviour sometimes restricts their learning. More able pupils are confident speakers and use a wide range of vocabulary. They listen attentively to others and make suitable responses. However, less confident pupils do not speak clearly and require support from teachers before they offer their ideas in lessons. These pupils tend to use colloquial vocabulary and do not structure their thoughts well into coherent sentences.

88. Standards in reading are above average for pupils in Years 2 and 6. This is a good improvement since the previous inspection. Pupils who have special educational needs receive good support, which increases their ability to read and to access other areas of the curriculum. Pupils build steadily on their reading skills as they continue through the school and, by Year 6, they are mature in their choice of books. Younger pupils confidently handle books. Most pupils read regularly at home and more able pupils read confidently and with good expression. Pupils in Year 2 talk about the books they like and dislike and name two of their favourite authors as Jacqueline Wilson and Dick King-Smith. Other pupils read simple texts accurately and understand appropriate strategies to read unfamiliar words. Pupils' enjoyment of, and interest in, books develop well throughout the school. Pupils in Year 6 are able to evaluate the texts they read with growing competence. Most show a good understanding of

what they read. They tackle difficult texts, such as extracts from books by J R R Tolkien, Charles Dickens and Shakespeare with growing ease and confidence. More able pupils are able to ‘read between the lines’ to find hidden meanings. Pupils are able to choose their own reading material from a good range of books. Research and referencing skills are appropriately developed throughout the school. Many pupils use the public library for research, as well as a source for more fiction, and are confident in using the library classification systems.

89. In Years 2 and 6, attainment in writing is average. There is evidence that a good proportion of younger pupils in both key stages are achieving higher standards. These pupils have benefited from the good improvements in teaching at an earlier stage. Most pupils in Year 2 have a secure understanding of how to write a story, a rhyming poem and how to write instructions. More able pupils select a wider range of vocabulary and are beginning to use words to create interesting effects. This was seen in their history lesson, when they became journalists writing a newspaper article about the first astronauts landing on the moon. They created their own titles, such as *Fly me to the Moon* and *LANDED!* They were eager to write and showed great empathy with people of that generation, when they wrote about the excitement, fear and also doubt if the event had actually happened. Less able pupils, while generally writing coherently, have a variable understanding of how to form simple sentences accurately, particularly in their use of basic punctuation.

90. In Year 6, pupils write in a wide variety of styles, including newspaper reports, biographies, stories, instructional writing and persuasive writing. In the best writing, there is a good range of vocabulary and a lively use of language to create deliberate effects. This was seen in pupils' writing inspired by J R R Tolkien's *The Lord of the Rings*, such as,

“His cold pale yellow eyes shivering in the darkness, as everything lies still on the ground.”

And, in another pupil's writing,

“His beard wet and cold, hanging like a string of knots.

His fingers crumbling like an ancient brick wall.

His eyes glittering like stars on the darkest night.

His lips chapped and dry like a stone stuck in a lonely desert.

His hair white and dangling like a jungle.”

91. More able pupils use paragraphs appropriately and consistently in their writing. Although many pupils use paragraphs, an analysis of pupils' writing indicates that there are variable levels of accuracy, particularly in the consistent use of basic punctuation, in both average and less able pupils' writing. The use of drafting and refining their work is enabling pupils to develop their ideas well. Average and lower attaining pupils use mainly familiar vocabulary and do not sufficiently draw upon the wider range of vocabulary they encounter in their reading.

92. The school has identified the need to continue to improve pupils' standards of attainment in writing and to improve their handwriting. An analysis of pupils' work indicates that the school is effectively addressing the issue of presentation through the introduction of joined writing throughout the school and formal handwriting lessons, as standards of presentation are improving. Pupils organise their work to a clearly understood format and take a pride in presenting it as neatly and carefully as they can. Pupils' work is valued and respected, and this helps to sustain the good care and quality of work. Standards of spelling are improving through an increased focus on the use of phonics and spelling patterns, but this is relatively new and there has not been sufficient time for this to have a consistent effect on all pupils' reading and writing skills throughout the school.

93. Throughout the school, the development of literacy skills across the curriculum is satisfactory. Although there is evidence of some productive links in subjects such as history and geography to

develop pupils' individual research skills using the Internet, there are some missed opportunities to develop the depth and range of pupils' writing and reading.

94. The quality of teaching and learning in English is good throughout Years 1 to 6. This is a good improvement since the last inspection, when teaching in English was unsatisfactory in Years 1 and 2, and satisfactory in Years 3 to 6. There are very good relationships between pupils and adults in the classroom. These relationships create a positive atmosphere for learning and give pupils confidence to develop their skills and understanding, under the guidance of teachers and support staff who know them well. Teachers have good subject knowledge, which is evident in their confident management of the literacy hour and in their clear and interesting presentations, which effectively interest and involve pupils. Most lessons have a brisk, purposeful pace because they are planned well and pupils are given a clear understanding of what they are expected to learn. Teachers provide pupils with rich, stimulating, high quality literature. This helps to widen pupils' range of vocabulary, which they are able to incorporate in their own written work, helping them to achieve higher attainment. Teachers have high expectations of all pupils, to which they respond positively.

95. The school has made a sustained effort since the previous inspection to ensure that pupils achieve high standards in English, which is having a good impact on all teaching. Reading is now taught outside of the literacy hour. This is enabling teachers to focus more on both group guided reading sessions and hearing individual pupils read at a set time each day. It is proving to be very beneficial in helping to develop pupils' reading skills and in raising pupils' attainment in reading. It is enabling a higher proportion of pupils to achieve above average standards. Teachers are also able to focus more closely on writing skills in the literacy hour, which is helping to raise standards of attainment in writing.

96. The English co-ordinator provides very good leadership, and supports teachers very well by evaluating their planning and teaching. Her very good leadership is having a significant impact on the standards achieved by pupils. This is a very good improvement from the previous inspection. The school has developed good assessment procedures that clearly show pupils' progress and teachers use the data well to show the next steps that will move pupils on to a higher level of attainment. This is a good improvement from the previous inspection when information from assessment was not used effectively. Targets are set for individual pupils, which enable them to know what they need to do to achieve well. The school analyses the data from assessments well, including by gender and ethnicity.

97. Resources for literacy are good. There is an appropriate range and number of good quality books in the classrooms and the infant and junior libraries. The infant library is attractive and is a pleasant place for pupils to browse and enjoy books. However, although the school has made a good effort to create a junior library from an available space, it is small and not well sited. Its usefulness as a central resource for developing research skills is therefore limited.

MATHEMATICS

98. Pupils in Year 2 attain average standards in numeracy and the other areas of the mathematics curriculum. This finding matches that of the previous inspection report. In Year 6 standards are also in line with the national average. This is a good improvement since the last inspection report when standards were below average. It is also a good improvement on the results of the 2002 tests, which were also below average. The initiatives being implemented in mathematics are clearly having a beneficial effect, especially the grouping arrangements which enable the higher attainers to forge ahead. Overall, achievement is sound in mathematics, including that for pupils with special educational needs.

99. The quality of teaching and learning in Years 1 and 2 is good. This is an improvement since the findings of the previous inspection. Teachers plan their work in line with the National Numeracy Strategy, and lessons are well structured. There are good mental warm up sessions, involving boys and

girls equally, and pupils of all levels of attainment. Pupils concentrate well and are keen to offer answers to teachers' questions. In a good lesson, Year 1 pupils were working on odds and evens, counting in two's, and using number lines. A good idea from the teacher was to use pairs of socks to explain to pupils the notion of twos and pairs. They also added up all the pairs to find the total number of all the socks. They learned well through this visual method. The good challenge and pace that were seen in the starter session continued through the lesson to sustain good progress.

100. Teachers plan well and provide suitable activities for pupils of all levels of attainment. Pupils who have special educational needs were helped well in a good Year 2 lesson, both by the teacher and by the support assistant. Pupils solve simple problems, and use mathematical terms well. For example, in Year 2, pupils were using the term 'multiple' and they know that when working in multiples of 5, all numbers will either end in a 5 or a zero. Pupils recognise and describe the properties of common two and three-dimensional shapes. They are beginning to understand simple symmetry.

101. The quality of teaching and learning is good in Years 3 to 6. Teaching has improved because pupils are taught in sets, formed on the basis of their previous attainment. This means that work is planned effectively to meet the needs of more able, average and lower attaining pupils. This carefully focused teaching is having a good effect on raising standards, especially for the more able pupils. This is a good improvement since the last inspection when these pupils were underachieving. For example, in a very good Year 6 lesson, pupils delighted in solving complicated problems about the perimeter and area of irregular shapes. Very good challenge and pace from the start of the lesson kept them on their toes and they learned very well, including some very good independent work. The whole atmosphere of the lesson was one of excitement and challenge and these 'young mathematicians' worked very well. One of the lessons observed was unsatisfactory because pupils' inattentive behaviour prevented them from learning. The teacher had to spend too much time controlling pupils and applying strategies to try to bring their attention back to the work. The pace of the lesson slowed and the challenge was lost.

102. In general, the methods used by all teachers are good. For example, in a very good Year 3/4 lesson, the starter session was a 'brain gym' where pupils were challenged to use their knowledge of related facts, such as the 2 and 4 times tables, to work out how to multiply a number by 6. They held effective discussions in pairs to help their workings and share understanding. The teacher's enthusiasm was infectious and was reflected in the pupils' own delight in their work and learning. Humour, plenty of praise and a very good pace set by the teacher resulted in a very good lesson for Year 5 pupils. They estimated and calculated the areas of rectangles. Some pupils, when they had finished the work, moved on independently to multiplication of decimals. A key feature of the lesson was the way that pupils were asked to analyse why they were not succeeding in a problem. In this way they sorted out their difficulties and learnt very well.

103. Analysis of pupils' work shows that pupils can plot points on a graph and use compass points and co-ordinates accurately. They convert metric and Imperial measures using graphs and plot temperatures on a graph from given data. Pupils have a sound grasp of place value and are confident when solving multiplication and division problems. Most pupils write their own targets in their exercise books. The targets are matched closely to the demands of the national Curriculum. Assessment is good, although teachers do not always write pointers in their marking about how pupils can improve. This is compensated for very well by the very good practice of self-evaluation by pupils. They write how well they have understood the topic, and if it has been successful, they say, "I am on a green light." If there is still work to be done they may write, "I am on an amber light."

104. Teachers are confident with the National Numeracy Strategy and they apply it effectively. Pupils are encouraged to explain their workings and try different methods of solving problems. They respond to the usually brisk pace of the starter sessions, and are keen to answer the teachers'

questions. All teachers share the expected outcome of each lesson with the pupils at the start. They check with them at the end of the lesson to see if the objectives were met. Pupils are good at evaluating their own performance and are open about whether they have understood or not.

105. Numeracy is used appropriately across the curriculum. In science, pupils in Year 2 produced block graphs following their surveys of hair and eye colours in the class. Year 6 pupils test rubber bands with weights to see how far they will stretch, and record their findings on line graphs. In geography, pupils used data handling skills to record the places they had been on holidays, and a group of more able pupils worked on a spreadsheet using kilometres as part of a measuring exercise.

106. The co-ordinator leads the subjects very well and clearly knows what is required to improve standards across the school. Much work has already been done to improve the subject, and the co-ordinator has worked hard to provide a secure base for the curriculum and teachers' planning. The subject is well resourced but there is insufficient use of information and communication technology to support and extend learning.

SCIENCE

107. In Years 2 and 6, pupils achieve standards that are in line with those expected for their age. This is similar to the judgements made by the last inspection. Pupils with special educational needs attain good standards according to their previous ability. The inspection found no significant differences in the attainment of boys and girls.

108. Across the school, pupils achieve soundly. The main strength of the achievement of pupils in Years 1 and 2 is their understanding of life processes. They investigate the best conditions for plant growth and they know the life cycle of a butterfly. They recognise and name the main parts of a human body and have researched the favourite foods of pupils in the class. They have a satisfactory understanding of physical processes. Undertaking experiments is the weaker element of their achievement. A further weakness, particularly for higher attaining pupils is the lack of opportunity to record their work in detail. As a result, opportunities for the development and reinforcement of literacy skills are limited.

109. In Years 3 to 6, pupils' main achievement is the way in which they develop a sound understanding of all the elements of the subject and how opportunity is provided for pupils to achieve higher levels. For example, the work done on the methods of seed dispersal and the process of germination in Year 6 extends pupils' understanding into levels which exceed those for their age. Pupils know the difference between solids, liquids and gases and that some changes in materials are reversible while some are not. They have some opportunity to undertake specific investigations but this area is not one of the subjects' strengths. Other pupils, particularly those in Years 3 and 4, achieve well.

110. In Years 1 and 2, teaching and learning are satisfactory. Teachers' planning is usually full and detailed and in their introductions, teachers check clearly pupils' understanding of instructions given so far. Where teaching is good, the teacher emphasises the importance of predictions and then gives pupils time to explain their prediction with their partner. Teachers make good, clear reference to the principles and importance of fair testing whenever possible. Shortcomings in teaching at this key stage are where pupils are not given sufficient opportunity to investigate and experiment themselves and where insufficient opportunity is provided for pupils to develop their recording and presentation skills.

111. The quality of teaching and learning is good in Years 3 to 6. This is an improvement since the last inspection. A strength of the teaching is the positive way that pupils are managed. Good relationships are established and teachers' expectations and the instructions for the lesson are clearly set out. This ensures that pupils understand what is required and what they are expected to do. This increases their commitment to the lesson and improves their learning. A lesson for pupils in Years 5 and 6, where they were investigating how to separate different solids from water, showed pupils' developing confidence in undertaking their own experiments. Other strengths in teaching are teachers' introductions, the careful reinforcement of specialist vocabulary and the good use of resources. The collection of bones and skulls for a Year 3/4 lesson on the human skeleton made learning very interesting for the pupils.

112. The subject is managed satisfactorily by the co-ordinator but there are areas requiring improvement. The co-ordinator successfully monitors teachers' planning and has done an error analysis on the previous year's national test papers. However, she has an insufficiently clear view of the standards currently being achieved across the school and the possible targets for improvement. She has undertaken some sampling of pupils' work but this has not yet been sufficiently rigorous to have an impact on the standards being achieved. She has also not had the opportunity to observe teaching across the school. This was also a shortcoming identified in the last inspection. Planning is based on the nationally recommended scheme of work and topics are taught according to an agreed whole school plan which covers two years. The emphasis placed on the importance of key skills in the planning and teaching of topics is good. These are then used well in a recently introduced assessment system.

113. Planning in Years 1 and 2 has recently been modified to adopt a more cross curricular approach. In the early days of this approach, it is not clear that specific concepts and skills are being developed in sufficient depth. Priorities for development are identified in a useful subject action plan for the year. Opportunities to use information and communication technology skills in the subject are limited. The curriculum is enhanced well by visits to the science museum in Bristol and South Cerney gravel pit to look at rocks and soils. Visits to the school have been made by the Healthy Life Caravan and a science group is bringing a mobile planetarium to the school soon.

ART AND DESIGN

114. In Years 2 and 6, pupils achieve above average standards, which is a good improvement since the last inspection, when it was judged that pupils in Years 1 and 2 did not make sufficient progress in developing appropriate knowledge and skills, while standards in Years 3 to 6 were below average. Pupils with special educational needs make good progress because they receive good support in lessons.

115. Across the school, pupils achieve well. In Years 1 and 2, the main strength in pupils' attainment is in the way in which they are introduced to a wide range of media and techniques. For example, younger pupils use a good range of bright paints to produce effective patterns based on the work of Kandinsky. Other pupils experiment with the effects that can be obtained through using lines that are straight, curly and zig-zag, using different media such as paint, felt-tips crayons and charcoal. Younger pupils' observation skills are developed well as they look into a mirror and sketch their faces using pencils and charcoal. Several show good attention to detail including teeth, lips, hair and eyebrows.

116. In Years 3 to 6, pupils' main achievement is the way in which they apply and develop previously learned skills. For example, younger pupils investigate warm and cold colours while older pupils mix white and blue paints to produce a variety of shades in their effective 'seascape' pictures. They are aware of the styles of other artists and consider the work of Chagall and Van Gogh before

producing their own pictures in a similar style. Pupils' observational skills are refined and developed well as they observe the local landscape through key-hole shapes and make effective sketches of leaves and fruit in their sketch books. Pupils in Years 5 and 6 are made well aware of the artistic traditions of different cultures as they learn about Aborigine art and produce their own effective patterns based on symbols important to them.

117. The quality of teaching and learning across the school is good. The most significant strength is the teachers' expertise in developing specific skills progressively across the school and in their enthusiasm for the subject. This has been a very significant improvement since the last inspection, when this element of teaching was judged to have been weak. The subject has a high profile in the school. A Year 3/4 lesson illustrated several features of very good teaching which had a positive effect on pupils' learning. The lesson was focused on the development of observation skills as pupils observed and drew their own faces. The teacher demonstrated good subject knowledge as she constantly encouraged the pupils to observe the detail of their faces closely, drawing their attention to the different shades caused by shadow effects and different skin textures. As they worked, pupils were constantly challenged to look for greater detail and ways to show this using a range of pencil shading techniques. An effective summing up at the end of the lesson gave pupils the opportunity to show and to share what they had done, and to discuss ways in which they might further improve their work. As a result of this effective teaching, pupils' observation and drawing skills were developed well, and their confidence and self-esteem was raised.

118. The leadership and management of the subject are good. Although the co-ordinator was absent from the school during the period of the inspection, she clearly makes an important contribution to the work of the subject across the school. There is a clear focus on the teaching and development of specific skills. Topics and skills to be taught are set out in an agreed whole school curriculum plan, which incorporates national guidelines and units devised by the school. Careful planning ensures that all statutory requirements are met, and the recent emphasis on strengthening cross-curricular links in Years 1 and 2 has been effective. The use of sketchbooks is well established in Years 3 to 6. Assessment is sound. Teachers make a termly overview statement of work in the subject and pupils' attainment is assessed according to a checklist of skills which is matched to National Curriculum criteria. Interest in the subject is enhanced by a well attended, weekly after-school club and by occasional opportunities for pupils to take part in local and national competitions. The high profile given to the subject is reflected in the high quality displays around the school. They are colourful, interesting and provide good opportunity for pupils' work to be celebrated. Pupils also have good opportunity to experience other artists' work as they are taken to see, for example, displays of woodcarvings and work in the Swindon Arts centre. Links with information and communication technology are insufficiently developed. The subject contributes significantly to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

119. In Years 2 and 6, pupils attain average standards. This was also the judgement of the last inspection. Pupils with special educational needs attain similar standards to their peers. Across the school, pupils achieve satisfactorily. Evidence from a scrutiny of pupils' previous work in Years 1 and 2 shows that a strength in their achievement is the way in which they are introduced effectively to the design process. Older pupils' work on puppets showed that they drew carefully labelled diagrams of their designs, considered carefully how they could join the different elements of the puppets together, and evaluated what they had done asking questions like, "Were you pleased with your puppet? How would you improve it?" Photographic evidence of younger pupils' models of houses for Barnaby Bear showed careful presentation and finishing skills and obvious pride and achievement on pupils' faces.

120. Pupils in Years 3 to 6 also achieve satisfactorily. A strength here is the thorough way in which they research their design problem. For example, older pupils looked carefully at the existing designs of shoes and slippers and younger pupils researched different electrical torches before designing their own. A further strength is the importance placed on pupils' honest evaluations of their work. One pupils' realistic assessment of his work in making a pneumatic toy was "Nothing went well because we did not stick to our plan". Here was an important lesson learnt for his future work. This was also a strength in pupils' achievement noted at the last inspection.

121. The quality of teaching and learning across the school is satisfactory. This was also the judgement of the previous inspection. Teachers ensure that pupils are given appropriate opportunities to consider a range of design situations and to use a range of tools and techniques in their work. For example, a topic on 'buggies' for older pupils involved measuring, cutting and attaching wheels and axles, while younger pupils developed their stitching and creative skills as they worked with different fabrics to make purses.

122. Management of the subject and planning are sound. The co-ordinator monitors teachers' planning and samples pupils' work but has not had the opportunity to observe teaching. The school uses topics from the national guidelines that have been carefully selected in order to link in closely with work in other subjects. Topics are taught according to an agreed whole school plan. Assessment is satisfactory. Pupils' attainment is assessed according to a list of key skills for each year group which are matched to National Curriculum criteria. This is an improvement since the last inspection. Good links are made with work in other subjects, especially in Years 1 and 2. For example, older pupils' work on puppets supported literacy work on plays and playscripts, and a younger pupils' project to design a bag for Barnaby Bear linked well with work being done in geography. Teachers are beginning to create inventive scenarios for each design opportunity. Interest in the subject is promoted well as Year 5/6 pupils take part in a 'Young Engineers' challenge competition. A whole school project to design and install a willow sculpture further enhanced learning. Opportunities to use information and communication technology in the subject are underdeveloped.

GEOGRAPHY

123. During the inspection, the teaching of geography was observed in Year 1 and in a Year 5/6 class. Judgements are based on these observations and on the analysis of pupils' work throughout the school, teachers' planning and discussions with pupils. The evidence indicates that pupils in Years 2 and 6 achieve average standards. This is similar to the findings of the last inspection. There are no differences in the attainment of boys and girls. Pupils achieve soundly and those with special educational needs make satisfactory progress.

124. The quality of teaching and learning is satisfactory with some good features throughout the school. Year 1 pupils recognise a map of the British Isles and can name England, Scotland, Wales and Ireland. In a good lesson, they achieved well in their learning about Jamaica and used pictures from holiday brochures to illustrate physical and human features on the island. Year 2 pupils have a satisfactory understanding of the natural features in their local area and the need to care for the environment. The story of *Katy Morag on the Isle of Struay* is used well to stimulate pupils' interest in the use of transport to, from and around an island. They show good understanding of appropriate modes of transport to travel around the island, such as bicycles and a tractor to move across rough ground. They compare similarities and differences between their local area and Exmouth. Pupils use information about places they visit on holiday, such as Italy, Spain and Scotland, to make computer generated bar graphs. Teachers use the school grounds and the local environment well to extend pupils' understanding of geographical features in the local area.

125. Pupils in the Year 3/4 classes learn about different regions of India and compare the village of Chembakolli with their local area. Pupils in Years 5 and 6 use a sound range of geographical skills to help them to investigate a variety of places and environments. They have a satisfactory understanding of the functions of a key when using an atlas, are aware of the major differences between different climatic regions and have some knowledge of the effects of the weather on the environment. In a good Year 5/6 lesson, pupils gained well in their understanding of the water cycle. Pupils undertake research projects and make good use of secondary sources of evidence, such as the Internet to download pictures of mountain areas. Teachers provide a wide range of practical experiences to enhance pupils' understanding as well as teaching pupils to use appropriate geographical skills.

126. The role of the co-ordinator is not yet fully developed. The coordinator monitors teachers' planning and pupils' work, but has not observed the teaching of geography in other classes. She gives informal advice to staff and has reviewed and rewritten the good policy in conjunction with them. The school uses national guidelines for geography for its scheme of work. Information gained from the satisfactory assessment procedures at the end of each term is used well to inform teachers' future planning. Resources are adequate. However, the co-ordinator realises the need for more detailed atlases for older pupils and geographical videos to extend pupils' learning about different parts of the world. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development through the study of the environment and other cultures.

HISTORY

127. During the inspection, it was only possible to observe the teaching of history in Year 2 and in a Year 3/4 class. Judgements are based on this evidence, an analysis of pupils' work in all years, discussions with pupils about their work and an examination of the school's planning. Indications are that average standards are achieved in Years 2 and 6. This is an improvement since the last inspection in Year 2, where standards were below average. Achievement is satisfactory across the year groups and all pupils, including those who have special educational needs, make satisfactory progress. There are no differences in the attainment of boys and girls.

128. The quality of teaching and learning is at least satisfactory throughout the school. This has improved in Years 1 and 2 and is the reason why standards have risen. An analysis of pupils' work in Year 1 indicates that pupils appropriately develop their awareness of the past. They can distinguish between old and new toys and give simple explanations for this. They know that Guy Fawkes lived four centuries ago and that he attempted to blow up the Houses of Parliament. In a very good Year 2 lesson, as part of their work on famous people, pupils' knowledge was extended well about the first men to land on the moon. Pupils were fascinated as they watched an interesting video of Neil Armstrong and Buzz Aldrin walking on the surface of the moon. The very good, well-focused question and answer session that followed enabled them to gain well in their understanding of why these astronauts are famous people from the past. The teacher made very effective use of a newspaper article that was written within a few days of the moon landing, showing the now very famous picture of Neil Armstrong reflected in Buzz Aldrin's visor. This inspired pupils to become journalists writing their own newspaper articles about the life of Neil Armstrong and the first moon landing.

129. An analysis of the work produced by Year 6 pupils indicates that they have a sound insight into life in Victorian times. They are learning about the life of Queen Victoria and the differences between the rich and poor at that time. They have a good understanding of the differences between their own lives and those of many poor children of that era. They use their literacy skills well in their letters to Lord Shaftesbury in support of his attempts to stop the exploitation of children working as chimneysweeps, and in the coalmines and factories. Pupils made good use of information and communication technology in their own research projects on the Victorians. Pupils in the Year 3/4 classes have a satisfactory understanding of the Ancient Egyptians. A good lesson on the Tudors

enabled pupils to gain well in their understanding of the life of Henry VIII and his six wives. Teachers ensure that pupils benefit from a good range of experiences, including using artefacts and first-hand experience as well as books and videos. They help pupils to empathise with those alive at the time and place a good emphasis on developing research skills.

130. The role of the co-ordinator is not yet fully developed. She monitors teachers' planning and pupils' work, but has not observed the teaching of history. The good policy has recently been reviewed and updated. The school has a coherent scheme of work based on national guidelines. Resources are satisfactory, but there is a limited range of artefacts. Information gained from the satisfactory assessment procedures at the end of each term is used well to inform teachers' future planning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development, for example, through their understanding of the legacy of ancient civilisations to modern society and learning about other cultures.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Pupils in Years 2 and 6 achieve standards that are average for their age which was also the judgement of the last inspection. Pupils with special educational needs attain standards and make progress which is similar to their peers. Across the school, pupils achieve satisfactorily, although some groups, such as pupils in Year 3 and higher attaining pupils in Year 6, achieve well.

132. Pupils in Years 1 and 2 are introduced appropriately to word processing techniques as they write captions for their class displays and write and print details of something that they have lost, to present them in a class book. Pupils are also make sound use of data handling programs as they discover the favourite snacks of pupils in the class and create graphs of these on the computer.

133. In some aspects of their work, pupils in Years 3 to 6 make effective use of computers in other subjects. For example, pupils' work on mountains in geography was enhanced well as they used the Internet to locate and direct web-cameras to take photographs of several different mountain locations worldwide. Pupils used the Internet well to discover data about Henry VIII in history. Pupils also use word-processing functions well in their work. For example, younger pupils change the printing font and import photographs to record details of their visit to the local church, and older pupils use computers effectively to produce posters encouraging people to 'Come to Egypt'. Pupils have some opportunity to use data, for example as they consider the information gained from temperature sensors located inside and outside the classroom. However, the collection and use of data is generally the weaker element of pupils' achievement. The full integration of information and communication technology across all curriculum areas has not yet been achieved.

134. In Years 1 and 2, the quality of teaching and learning is satisfactory and in Years 3 to 6 it is good. This represents an all round improvement since the last inspection when teaching in Years 1 and 2 was unsatisfactory and that in Years 3 to 6 was satisfactory. Improvements have been made in Years 1 and 2 as a result of increased staff awareness and expertise and the installation of a mini-suite of computers.

135. In Years 3 to 6, teaching and learning are good. Teachers demonstrate confident subject knowledge as they use the newly installed interactive whiteboard in the computer suite. A lesson for pupils in Years 3 and 4, where they were experimenting with repeated patterns, showed several features of effective teaching. The teacher gained pupils' interest and attention at the beginning of the lesson by showing them colourful repeating patterns and then challenged them to design their own paper to be used to wrap a birthday present for a boy called Sam who particularly liked elephants. Pupils were very keen to use their computers on this interesting challenge and were quickly able to load and use the appropriate programme. As a result of their good application most were able to create and rotate a mixture of elephant pictures and birthday symbols and wishes to produce very effective

finished designs. A minor weakness in this lesson was that there was no opportunity for the work to be printed or for pupils to share what they had done with others in the class.

136. The needs of higher attaining pupils, especially those in Year 6, are met very well through an extension group, which currently has an information and communication technology focus. Skills are being developed very well as pupils prepare a 'PowerPoint' presentation of a possible itinerary for a visit to the United States, which incorporates sound, photographs, text and interesting animations.

137. Teachers are supported by a useful policy statement, which includes advice on how to use the Internet safely. The subject is well managed by an experienced co-ordinator who has worked hard to improve the level of resources in the school, to provide in-service training and support to staff and to raise the profile and impact of the subject. He has produced a detailed subject development plan for the coming year. The monitoring of pupils' work is sound but there is insufficient opportunity for the co-ordinator to monitor teaching and learning across the school. Planning is also sound. It follows the units of work suggested in the national guidelines for the subject. The computer suite and the new interactive whiteboard are used well. However, a disadvantage in the use of the computer suite is that it is located in an area where pupils need to have access to toilets. Movement of pupils using the toilet sometimes limits the effectiveness of some parts of individual lessons. The effectiveness of work in the subject is increased by the opportunity for co-ordinators at a nearby school to meet to share expertise and advice. Assessment procedures have improved since the last inspection and are now sound. Pupils' achievements are beginning to be assessed and recorded against a checklist of key skills for each year group.

MUSIC

138. The previous inspection found that, although standards in music were average, progress was inconsistent and largely dependent on the amount of time given to the subject which varied between classes. Leadership in the subject was unsatisfactory, teachers lacked musical skills and knowledge and there were no assessment procedures. Music was not a priority for development at that time. During the past two years, these weaknesses have been addressed well. Although it is not possible to make reliable judgements about pupils' attainment in all aspects of the subject, as it was only possible to observe two lessons, indications are that standards are higher than they were in the last inspection. Standards in singing are good. For example, singing in assembly is spirited and pupils show a good awareness of pitch and rhythm. They sing confidently in parts and have a good understanding of musical elements. A notable feature is that boys and girls are equally enthusiastic about music, as are older and younger pupils. Pupils enjoy music and achieve well. Pupils with special educational needs achieve as well as other pupils and take a full part in all activities.

139. Indications are that the quality of teaching and learning is good. The school has introduced a new scheme of work which provides good support and guidance for teachers who are not music specialists and links effectively with the requirements of the National Curriculum. This has helped teachers to plan effective lessons and to ensure good teaching of musical skills and knowledge. Music now enjoys a high profile throughout the school. Teachers make effective use of music to create a calm atmosphere in some lessons, as when pupils in Year 5/6 concentrated well on writing persuasive texts while music played quietly in the background. Pupils hear and learn to appreciate a wide range of music in assembly and in the corridors as they move around the school. Good assessment procedures are in place, which include sheets to record pupils' progress in acquiring musical knowledge and skills. A good feature in Years 3 to 6, where pupils are taught in mixed age classes for most of the time, is that music is taught to separate year groups to ensure progression in learning skills. Teachers' enthusiasm for and enjoyment of music are evident throughout the school, and this motivates pupils and enhances their own enjoyment.

140. A Year 4 lesson illustrated the features of good teaching in music. The teacher made effective use of the guidance in the scheme of work and the lesson was planned well to help pupils understand that music, like pictures, can describe images and create moods. The teacher provided a good variety of music for pupils to listen to in order to evoke a response from the pupils. These included pupils playing pieces on the guitar and recorder, as well as professional musicians. The teacher developed pupils' understanding of musical elements well through skilful questioning: "How did the composer use musical elements to create different effects?" There was good reinforcement of pupils' knowledge of musical terms such as 'pitch', 'timbre' and 'dynamics'. After listening and responding to music, pupils then had the opportunity to explore a wide range of percussion instruments and to use them to create different effects and moods. The teacher recognised and utilised the talents of more able pupils, who brought and used their own instruments.

141. The range of additional activities for pupils is very good and greatly enhances their learning. There is a lunchtime music club for younger pupils and a choir for older pupils, which performs in local music festivals. Pupils enjoy putting on performances for their parents and all were involved in Christmas productions. More than 20 pupils choose to take advantage of specialist tuition in guitar, woodwind, brass and cello and they are given opportunities to perform before the rest of the school in assemblies. All pupils have benefited from a variety of music workshops conducted by visiting specialists.

142. The subject is now well led by two enthusiastic co-ordinators who provide clear direction for its development. They have ensured that music enjoys a higher profile in the school and that sufficient time is given to the subject in every year group. There is a good range of resources to support teaching and learning, and a good emphasis on introducing pupils to music from a variety of different cultures. This has eradicated the inconsistencies identified by the previous inspection. Information and communication technology is used soundly to support learning but has been identified as an area for further improvement. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Music is used very well to create a reflective atmosphere in assemblies and lessons, and pupils are given many opportunities to respond to music in words and movement. Pupils learn to work well together as a group and to listen carefully to each other's playing. Above all, pupils develop a love of music as an integral part of their lives which enriches many other aspects of their experience.

PHYSICAL EDUCATION

143. Standards of attainment are average in Year 6. However, only one dance lesson was seen, and no gymnastics or games were observed. Therefore it is not possible to make comparisons with the last inspection report. It was not possible to observe any lessons in Years 1 and 2. Consequently there is insufficient evidence to make reliable judgements about standards or the quality of teaching and learning in Years 1 and 2. Pupils achieve soundly and those with special educational needs make satisfactory progress.

144. The limited evidence available indicates that teaching and learning are satisfactory in Years 3 to 6 and some is good. In a good Year 3 lesson, pupils developed a range of activities using different body shapes and balances. The pace of the lesson was brisk and pupils enjoyed working out their sequences of movements. They understood the reasons for warm-up, and they took care when running about. Safety is a strong feature of the teaching and pupils are well aware of how to move apparatus, and give other people space to move. The teacher used a good mixture of demonstration and evaluation, both by herself and by pupils. Pupils travelled along the floor and over apparatus at high and low levels. They used symmetry in their movements, and they balanced and climbed satisfactorily. They learnt how to finish a sequence and those chosen demonstrated well.

145. In Year 6, pupils were continuing work as a whole class on formulating dance sequences. Six pupils used percussion instruments to provide the beat and rhythm. The class worked in teams and added parts of their own to supplement the class sequences. For the most part pupils kept time and remembered the sequences, although not all were able to do this successfully. One pupil, who was unable to take an active part, kept the beat throughout the lesson using a tambourine.

146. Scrutiny of the school's planning for physical education shows a good range of activities, including gymnastics, dance, games, athletics and swimming. All classes from Year 1 to Year 6 go swimming and receive coaching from a qualified instructor. By the time pupils leave the school almost all of them can swim at least 25 metres. Many can swim much further, and receive certificates and awards. The school is involved with athletics in the local area, and there are two football teams. One team is organised by a parent, while the other is an after school club and concentrates on football skills. There is also a netball club, and two pupils went for trials at county level. When the older pupils go to the Isle of Wight for their residential visit, outdoor adventurous activities are included in the programme.

147. The management of the subject is good. A commercial scheme is used as a basis for the curriculum, but the co-ordinator has refined it according to the needs of the whole school. Planning shows that skills are introduced and improved as the pupils move through the school. Resources are good and there is a replacement scheme, as necessary. For example, some mats have recently been replaced as the old ones wore out. The hall is a good size and the fixed and moveable apparatus is in good condition. Assessment procedures are sound. The subject makes a good contribution to the pupils' social development as they learn to work together in teams.

RELIGIOUS EDUCATION

148. Pupils' knowledge and understanding of religious education meet the expectations of the locally agreed syllabus in Years 2 and 6. Standards have been satisfactorily maintained since the last inspection. The school has an inclusive, caring and supportive approach to the subject, and pupils are encouraged to respect the ideas and beliefs of other people. Together with collective worship, religious education makes a good contribution to pupils' spiritual, moral, social and cultural development. Indications are that all pupils, including those who have special educational needs, make satisfactory progress as they move through the school and their achievement is sound.

149. The quality of teaching and learning is satisfactory throughout the school. Discussions with Year 2 pupils show that they have visited the local church at harvest time, and they can talk about stained glass windows, the cross, and the stand for holding the Bible. Teachers use video footage effectively to develop pupils' understanding of some of the services and activities that go on in church. For example, they understand about baptism and have seen the baptism candles, cards and a christening robe. Teachers extend pupils' knowledge of the Bible through stories, and they retell the story of Noah and the ark well. When asked why Noah was saved from the flood, one replied, "Because he was the only nice person around." Pupils also know some of Jesus' stories, such as the parable of the lost sheep.

150. In a good Year 3/4 lesson, pupils discussed celebrations and talked about weddings and birthdays. This led them to begin to think about Easter as a celebration. They already knew some details of the story, but they were silent and listened well when the teacher read from a children's Bible account. They looked at the pictures and showed that they had been listening by answering all her questions well. As further reinforcement, the teacher used cards with short sentences about each of the main events. Pupils learned well and enjoyed the lesson.

151. Year 5 pupils, in a very good lesson, were learning about courage and what it means for them and for others. They talked of standing up for yourself and for others, and of owning up when you

have done something wrong. Later they added the idea of doing something that you do not really want to do. The teacher used the book "I am David" very effectively to develop pupils' understanding of the concept. Pupils heard how David rescued a girl from a blazing building – an impulsive act of courage. Role play in small groups helped to reinforce learning and involved them very well. Teachers provide good opportunities for pupils to discover and write about their feelings, such as joy, and the attributes they look for in friends, such as loyalty and trustworthiness.

152. Planning for religious education covers two years at a time for Years 3/4 and 5/6 so that they do not repeat topics. This means that some pupils do not encounter any other world religion for long periods of time. When they do study Islam or Hinduism, it is often linked well to other subjects such as the study of an Indian village in geography. At this time, pupils also study Hindu worship and practices such as puja. Although the co-ordinator was absent at the time of the inspection, indications are that the subject is led satisfactorily, and that the requirements of the locally agreed syllabus are met. Resources are adequate to meet the needs of the curriculum, but information and communication technology is underused.