

# INSPECTION REPORT

## **WANSDYKE COMMUNITY SCHOOL**

Devizes

LEA area: Wiltshire

Unique reference number: 126267

Headteacher: Mr J Smith

Reporting inspector: Mr C Kessell  
20695

Dates of inspection: 30<sup>th</sup> June - 3<sup>rd</sup> July 2003

Inspection number: 248752

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Downlands Road Devizes Wiltshire
Postcode:	SN10 5EF
Telephone number:	01380 725234
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs V Wakefield
Date of previous inspection:	December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20695	Mr C Kessell	Registered inspector	Mathematics Geography Information and communication technology	The characteristics and effectiveness of the school The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
19693	Mrs S Hall	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works with parents
17263	Mr A Bond	Team inspector	English Physical education	The quality of the curricular and other opportunities offered to pupils Educational inclusion
18709	Ms N Bee	Team inspector	History Music Religious education	Special educational needs The Specialist Learning Centre Provision for pupils with English as an additional language
19302	Mrs C Perrett	Team inspector	Areas of learning for children in the Foundation Stage Science Art and design Design and technology	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Wansdyke Community School is situated in south Devizes and serves an area of predominantly private housing. About 30 per cent of the pupils come from outside the school's catchment area. The school is average in size, with 254 pupils on roll; with a few more girls than boys. The school provides education for pupils between the ages of 4 and 11. Currently, all pupils come from white ethnic backgrounds. At 9 per cent, the proportion of pupils who are entitled to free school meals is below average. Seventeen per cent of pupils are assessed as having special educational needs; this is slightly below average. However, 11 per cent of pupils have a statement of special educational needs, which is well above the national average. This is the result of the school having a Specialist Learning Centre. The majority of these pupils are identified as having learning difficulties, physical needs or behavioural problems. Children start school with attainment that is similar to that expected for their age.

### **HOW GOOD THE SCHOOL IS**

This is a popular, caring school that provides a good education for its pupils. Pupils make good progress through the school in relation to their prior attainment. Currently, standards are above average in English and mathematics at the end of Years 2 and 6. Pupils have good attitudes to learning and are very motivated. Behaviour is very good as is the quality of relationships. Teaching and learning are good, particularly in literacy and numeracy. The headteacher provides very good leadership and, with the staff and governors, ensures that the school continues to develop and move forward. The school provides good value for money.

#### **What the school does well**

- Pupils' achievements are good. Standards in Year 2 and 6 are above average in English and mathematics.
- The very good leadership provided by the headteacher ensures that pupils receive an education of good quality.
- Teaching and learning are good, particularly in English and mathematics.
- The school's very good provision for the pupils' moral and social development ensures very high levels of behaviour, very good working relationships, and positive attitudes to learning.
- The Specialist Learning Centre provides its pupils with a very good education.
- The school's procedures for assessing pupils' attainment and progress are very good.

#### **What could be improved**

- The organisation of the curriculum and use of time.
- In some lessons, work could be better matched to pupils' ability.

*The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made very good progress since it was last inspected in 1997 and it has ensured that the positive features of the previous report have been maintained, for example, the pupils' attitudes and behaviour. There have been improvements in teaching, the curriculum, and pupils' spiritual, moral and social development. Since 1998, standards have continued to rise in the school at a faster rate than that found nationally. Most of the key issues from the previous report have been very successfully tackled. Very good progress has been made in developing assessment procedures and pupils' personal development. There is still some work to be done in improving the pupils' understanding of other cultures, and in the marking of pupils' work. There is a noticeable commitment to improvement and development amongst the staff and governors and a good capacity to succeed.

## 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 <sup>1</sup>
	2000	2001	2002	2002
English	B	C	B	A
Mathematics	A	B	B	A
Science	C	C	B	A

  

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The results of the National Curriculum tests, in 2002, taken by pupils at the end of Year 6, indicated that standards were above average in English, mathematics and science. When compared with similar schools, standards were well above average in all three subjects. National data also indicates that these pupils have made good progress in relation to their level of attainment when they were in Year 2. Between 1998 and 2002, the school's trend of improvement was higher than the trend found nationally. The results of the national tests in 2002, taken by pupils at the end of Year 2, showed that standards were above average in reading, and average in writing and mathematics. When compared with similar schools, the results were the same. Recent national test results have shown some differences in the performance of boys and girls. Because of the above-average standards, the school has been presented with a School Achievement Award by the Department for Education and Skills in 2002 and in 2003.

The pupils currently in Years 2 and 6 are attaining standards that are above average in English and mathematics. This exceeds the statutory targets set in 2003 for the older pupils in these subjects, and reflects the commitment and hard work of both the teachers and pupils to maintain high standards. This does not include the pupils in Year 6 from the Specialist Learning Centre, who make good progress against their own individual academic targets.

Pupils achieve the expected standards at the end of Years 2 and 6 in art and design, design and technology, geography, history, information and communication technology, music, physical education and science. Standards in religious education are similar to those expected at the end of Year 2, but below expected levels at the end of Year 6. The majority of children in the reception classes are likely to achieve the expected standards in all areas of learning by the end of the reception year and many will exceed expectations, particularly in the areas of communication, language and literacy, and mathematical development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are enthusiastic learners. They show a good level of interest in what they are doing and this contributes well to their learning.
Behaviour, in and out of classrooms	Very good. The vast majority of pupils behave very well in and around the school. Pupils are very polite and friendly to visitors.
Personal development and relationships	Very good. Pupils show responsibility and initiative. They work and play well together. In lessons, pupils show respect for other's views and beliefs. Relationships are very strong.
Attendance	Good. Attendance levels are high, but a significant minority of parents, do not bring their children to school on time.

<sup>1</sup> 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.



## TEACHING AND LEARNING

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

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

Teaching is good through the school, particularly in English and mathematics. The quality of teaching and learning has contributed to the high academic standards achieved at the school. Some very good teaching was also observed during the inspection. Literacy and numeracy are taught well and the basic skills associated with these areas of learning are also well promoted across other areas of the curriculum; for example, the skills of speaking and listening through well organised class discussions, or question and answer sessions. The majority of pupils enjoy their lessons and show good effort, interest and concentration. They talk confidently about their current or past work. The control and management of pupils in all lessons is consistently very good. On some occasions, better attention could be paid by teachers to matching work more accurately to the needs of all pupils so for example, higher attaining pupils are challenged more. Classroom support staff provide good support, particularly for pupils with special educational needs. They contribute well to the overall quality of teaching and learning through the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school provides a rich, broad curriculum for all pupils. The school's provision for personal, social and health education is good. The range of extra-curricular activities is very good. The national strategies for literacy and numeracy are effective and the curriculum includes and involves all pupils. However, because pupils do not always have a daily act of collective worship, not all statutory requirements are met.
Provision for pupils with special educational needs	Pupils in the Specialist Learning Centre follow a specific curriculum whilst they work in their own classes. This provision is very good. In addition, there is a positive attitude to the integration of these pupils within the main school. Pupils with special educational needs in the mainstream classes make good progress when they are given extra support to work on their individual targets. However, sometimes, when working on written tasks, they are not always given work that is accurately matched to their needs. Provision for these pupils is satisfactory.
Provision for pupils with English as an additional language	During the inspection there were no pupils in this category, however, the school has appropriate procedures in place for assessing pupils' levels of competence in speaking English and the progress these pupils make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' moral and social development is a strength of the school and has a significant impact on the attitudes and behaviour of the pupils. The pupils' spiritual development is good and their cultural development is satisfactory.
How well the school cares for its pupils	The school provides a good level of care. Individuals are cared for at all times, whatever their needs. Procedures for checking pupils' attainment and progress are very good.

Parents' opinions of the school are very positive and the majority of parents are very supportive of the work of the school. The school has developed very effective links with its parents and carers. It is very welcoming and encourages parents to become involved in their children's education. The school's partnership with parents is very strong.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's very good leadership has contributed much to ensuring the positive and supportive atmosphere of the school and the high standards. He has a very clear educational direction and has built an effective team of teaching and non-teaching staff who all have high expectations. The school's aims are reflected well in its work. Other key staff and subject co-ordinators manage their responsibilities effectively.
How well the governors fulfil their responsibilities	The governors have a very good understanding of the school's strengths and areas for development. Their involvement in shaping the direction of the school is good and they are fully aware of the challenges that lie ahead. They meet the majority of their statutory requirements.
The school's evaluation of its performance	Very good use is made of assessment information to raise standards, set targets and to reflect critically on the school's performance. The governors and headteacher monitor spending carefully and have a good understanding of best value principles. The monitoring of teaching and learning is good.
The strategic use of resources	The school uses its financial resources well, particularly to raise standards and the quality of education for the pupils. The additional funding for the pupils in the Specialist Learning Centre is used very well.

Staffing levels are good. Learning resources and the school's accommodation are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy school and have good attitudes to learning.</li> <li>• Teaching is good and staff are approachable.</li> <li>• The school is well led and managed by the headteacher.</li> <li>• The school has high expectations of its pupils, and pupils' behaviour is good.</li> <li>• Their children make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no significant concerns.</li> </ul>

The parents who responded to the pre-inspection parents' questionnaire and the 21 parents who attended the pre-inspection parents' meeting were very supportive of the school. They think that it is a good school and are pleased that their children attend. The inspection evidence confirms parents' positive views.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children start school in the September before they are five. Children's entry into the reception classes is appropriately spread out, where the youngest children attend on a part-time basis, for longer, to thoroughly prepare them for school life, but all children attend full-time by the end of the first half term. The oldest children are taught in a mixed-age class with some pupils from Year 1, but the curriculum is appropriately planned to meet the needs of both age groups. A thorough induction programme takes place, including visits to the school, to ensure a smooth transfer from children's pre-school provision. The children have all had pre-school experience and enter the reception classes with a wide range of ability, which is average overall for this age. Children's achievement is good; this is an improvement since the previous inspection. By the end of the reception year, attainment is above average with the majority of children attaining the national Early Learning Goals<sup>2</sup> for children in reception in all the recommended areas of learning. A considerable number are working within the early stages of the National Curriculum, particularly in the development of their literacy and numeracy skills.
2. The results of the National Curriculum tests, in 2002, taken by pupils at the end of Year 2, showed that standards in reading were above average. Writing and mathematics were average. When compared with similar schools, standards were the same. Many of these pupils had made at least good progress in relation to their level of attainment when they joined the reception class. For example, this group of pupils started school with standards in writing that were below average, and the percentage of pupils that achieved the higher level 3, was well above average in reading and writing, and above average in mathematics. Since 1998, there has been a general trend of improvement in writing and mathematics, although standards in reading have been more erratic.
3. The results of the national tests, in 2002, taken by pupils at the end of Year 6, showed standards to be above average in English, mathematics and science. National data indicates that these pupils made above average progress in these subjects in relation to their attainment when they were in Year 2. When compared with similar schools, standards were well above average in English, mathematics and science. The percentage of pupils achieving the higher level 5 was above average in mathematics and science and average in English. Since 1998, the school's trend of improvement has been above the national trend.
4. Currently in Year 2, standards are above average in English and mathematics and average in science. In reading and mathematics, the proportion of pupils who are likely to achieve the higher level 3, will be high. The majority of pupils have made good progress since starting the school. Those pupils who are working at lower levels have done as well as they can and have worked to the levels of which they are capable.
5. In Year 6, standards are currently above average in English and mathematics and average in science. In relation to their prior attainment at Year 2, the majority of pupils have made good progress. Results of the tests in science will not be as high as the previous year, because the percentage of pupils likely to achieve the higher level in this subject will be lower, whilst the proportion of pupils who do not achieve the expected level 4 is likely to be higher.
6. Standards at the end of Years 2 and 6 in art and design, design and technology, geography, history, information and communication technology, music, and physical education, are similar to those found in the majority of schools. Standards in religious education are as expected at the end of Year 2, but below the levels expected at the end of Year 6. This is a result of the oldest pupils not having the opportunity to cover the subject in sufficient depth. Pupils' achievements in these subjects are satisfactory.

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<sup>2</sup> The Early Learning Goals include six areas of learning - personal, social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Teachers plan so that most children will achieve or go beyond the early learning goals by the end of the Foundation Stage.

7. Pupils in the Specialist Learning Centre make good progress in relation to their prior attainment and their individual targets.
8. Teachers do not always match work accurately to the requirements of pupils with special educational needs, in particular, when reading and writing tasks are involved. This affects their learning within lessons across the curriculum, particularly when writing activities are involved. Progress is satisfactory overall for most of these pupils. However, individual pupils often achieve well when the teaching is good and when they receive good quality support from the teaching assistants.
9. The school has identified some pupils as gifted and talented. These pupils progress at the same rate as their classmates, because the school ensures they are challenged effectively.

### **Pupils' attitudes, values and personal development**

10. The pupils' have maintained their very good behaviour and relationships found at the time of the previous inspection and they are strengths of the school. The pupils' attitudes and attendance are good and reflect the judgements made at the time of the previous inspection.
11. The pupils' attitudes to school are good and parents say that their children love coming to school. The vast majority of pupils are enthusiastic learners and enjoy taking part in the wide range of extra-curricular activities. Most of the teachers are very skilled at developing the pupils' sense of self-esteem and pupils are fired up by the teachers' enthusiasm. This was seen in a Year 3 art and design lesson on creating abstract sculptures. The teacher's detailed and innovative approach to preparing the designs gave the pupils confidence to translate their drawings into sculptures. They looked carefully at their designs based on observations in nature, and discussed their opinions with their partners. They quickly made a start on their sculptures, fashioning the paper and wire into three-dimensional shapes. Encouraged by the teacher and teaching assistant, they worked with sustained concentration to complete the model by applying a plaster finish. The pupils worked very well in pairs, and even when the construction did not go as planned, they coped with failure and made helpful suggestions to modify and refine their designs. These very good attitudes had a positive impact on the pupils' learning. However, in a few lessons seen during the inspection, the pace of teaching was too slow; pupils were reluctant to answer questions and worked slowly.
12. Very good emphasis is placed on children's personal, social and emotional development as soon as they start school. They acquire mature work habits during their time in the reception classes, so, by the time they enter Year 1, they are able to work sensibly unsupervised and concentrate well on tasks, showing an enthusiasm for learning.
13. The behaviour of the pupils is very good. The school has developed a strong moral ethos and generally operates as a happy and harmonious community. Parents are impressed by pupils' behaviour and no pupils have been excluded. The pupils know that adults working in school expect high standards of behaviour and nearly all pupils behave very well in lessons. They enjoy receiving awards, such as stickers, and understand the consequences of their actions if they misbehave. The exception to this was seen from a few boys in Year 6 who fool about and fidget, however, most of their classmates have learnt to ignore this potentially disruptive behaviour. As a result, it does not affect pupils' learning adversely. Pupils' behaviour in assembly is very good and is good at breaks and lunchtime. The pupils are trustworthy and show respect for property and there is no litter or graffiti. In lessons, even the youngest pupils mark their own work with great honesty, there being no fear of failure. The pupils say that any incidents of bullying are dealt with swiftly and effectively.
14. The pupils' personal development and relationships are very good. The school's very good provision for pupils' social development helps them to become mature and agreeable young people. They are eager to take responsibility and are willing to help in the classrooms. Older pupils enjoy helping the younger pupils at lunchtime and look after the play equipment. The school council members have suggested improvements to lunchtime activities, such as providing a quiet area. The pupils' relationships are very good. In lessons they work particularly well together in pairs and groups, sharing ideas and supporting each other. At breaks and lunchtimes, pupils mix and play

together well, and pupils from the Specialist Learning Centre integrate well, joining in games and group activities. The ethos of respecting the feelings of others enables pupils to think carefully about their actions and, in Year 4, pupils wrote thoughtful descriptions about 'Sacrifices', such as, 'My friend gave up her playtime because I hurt myself and wanted to be with her.' The pupils have very good relationships with their teachers and feel confident to ask for help if they are unsure about their work.

15. The pupils in the Specialist Learning Centre have very good attitudes to learning and behave very well, both inside and outside the classrooms. Pupils with special educational needs are positive learners and respond well in particular when they receive additional help. Their behaviour is good.
16. Attendance is good. The attendance rate of 95.9 per cent for 2001/02 is well above that found in similar schools. The unauthorised absence rate of 0.8 per cent is greater than national average and is due mainly to a few parents keeping their children off school without a valid reason. Too many parents are not bringing their children to school on time. On one morning during the inspection, 33 children arrived late and most of them wandered into registration with no sense of urgency. This lack of promptness hinders a brisk start to the school day.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Teaching is good through the school and is one of the main reasons that pupils achieve well, particularly in English and mathematics. This is also the view of parents. Ninety-six per cent of the parents who responded to the pre-inspection questionnaire agreed that teaching is good. At the pre-inspection meeting, parents spoke very positively about the teachers and support staff, describing them as approachable and stating that they make parents very welcome in the school. During the inspection, 21 per cent of lessons were satisfactory, 58 per cent were good and 21 per cent very good. The percentage of very good teaching is an improvement on the previous inspection. There was no unsatisfactory teaching.
18. Teaching in the Foundation Stage<sup>3</sup> is good overall with some very strong features. The teaching and non-teaching staff work as a cohesive team, planning relevant and interesting activities for the children. The contributions of the learning assistants are particularly valued, and their experience and expertise have a positive impact on the learning in the reception classes. The teachers have good knowledge and understanding of this age group, and use every opportunity to enhance children's learning. Emphasis is placed on the need to enhance learning at home, and all children take their reading books home, and, when appropriate, spellings to learn. In this way, a close partnership with parents is forged to promote children's learning.
19. Although teaching in Key Stages 1 and 2<sup>4</sup> is consistently good and often very good, the main area for development is for teachers to provide appropriate work for the different ability groups in their classes, more consistently, and across a greater range of subjects. Although teaching is better in literacy and numeracy lessons, than in other subjects, it could be sharper and more effective. In a number of lessons during the inspection, not all higher-attaining pupils were challenged as well as they could be and, in some instances, lower-attaining pupils, or those with special educational needs, were not given work appropriate to their levels of understanding. This occasionally limited these pupils' progress during lessons, particularly when classroom assistants did not support them. Evidence from analysis of pupils' previous work also highlighted this as an area of development. Some parents at the pre-inspection meeting commented that they felt that higher attaining pupils could be challenged more in some lessons.
20. The management of pupils is very good in all classes. Relationships between the teachers and pupils are very strong and contribute well to pupils' learning. Despite any difficulties the pupils

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<sup>3</sup> The Foundation Stage caters for children from the age of three to the end of the reception year.

<sup>4</sup> **Key Stages**

Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

might confront, they are always prepared to apply good effort to their work. They are interested in learning and have a good understanding of their current work and activities they have undertaken in the past. This was well illustrated in discussions that inspectors undertook with all of the pupils in Years 2 and 6 about every area of the curriculum. The pupils showed a genuine interest in this process and spoke positively, politely and enthusiastically about their work. When provided with the opportunity, the pupils are able to work independently. Conversely, pupils work together well in activities, such as information and communication technology and physical education. At the start of each lesson, teachers are careful to ensure that all pupils are told clearly what they are trying to achieve and this is good practice. The lesson's aims are also often referred to at the end of the lesson, so that pupils can assess themselves on how well they have done. When questioning pupils, teachers try to ensure that pupils of all ability and gender are involved. This was seen to good effect on many occasions during the inspection, for example, as pupils in Years 1 and 2 discussed the story of Moses in religious education, or in Year 4, as pupils used different written methods for addition and subtraction in numeracy.

21. The National Strategies for Literacy and Numeracy are used well. This is reflected in the continued rise in standards in English and mathematics across the school. Literacy and numeracy skills are promoted well across other areas of the curriculum, especially speaking and listening skills, through good class discussions, and question and answer sessions. Class teachers place good emphasis on pupils listening carefully to the opinions of others and having the confidence to express their views and opinions. In a number of lessons during the inspection, pupils gave answers that were wrong. However, they did not lose confidence because of this, but felt they had contributed to the lesson and that their views were welcomed. In many of the literacy and numeracy lessons no time was wasted and pupils made good gains in acquiring skills, knowledge and understanding. However, on occasions, some literacy lessons were too long and the pace of the session became less dynamic. Information and communication technology is used satisfactorily to support other areas of learning. During the inspection, computers were used to help pupils' understanding of numeracy, and many written activities involved word-processing. In some subjects, such as science, better use could be made of information and communication technology. Support staff are used well and make a significant contribution to the learning of many pupils, particularly those with special educational needs or lower attainers.
22. Pupils in both classes in the Specialist Learning Centre are taught well and sometimes very well. They develop very good relationships with the adults who help them and work hard in all lessons, because work is accurately matched to their individual needs. When pupils are integrated into the main school, for example, in physical education lessons, they are supported well by the teaching assistants and they achieve well.
23. In a number of very good lessons, pupils' learning was particularly effective and they made very good gains in their knowledge and understanding, or development of skills. This was seen to good effect, as children in the reception and Year 1 class worked co-operatively with one another, as they participated in singing games in the school hall. In a limited amount of time at the end of the school day, the children achieved a significant amount. In Years 1 and 2, pupils improved their knowledge of Kenya very well as they listened intently to a very well read story, *'The very mean King'* and discussed a range of pictures and objects from Kenyan life. A very well planned numeracy session, that had pace and where the teacher had high expectations, ensured that pupils in Year 3 learnt very effectively as they 'found' remainders from simple division problems, and, in another good lesson, pupils in Year 5 learnt well, as they developed and improved the skills associated with tennis in physical education. The common features of all these lessons were that the pace was good, and the time used effectively. The teachers had high expectations of their pupils, the needs of all pupils were carefully considered, and pupils showed very good effort, interest and knowledge of their own learning.
24. Eighty-nine per cent of parents responding to the pre-inspection questionnaire agreed that there was the right amount of homework, and parents at the pre-inspection meeting stated that homework is appropriate and supports learning in the classrooms. Inspection evidence supports those views. Teachers mark pupils' work regularly and often offer supportive comments and written encouragement, but the marking does not always show how work can be improved, nor does it challenge pupils' thinking sufficiently. The school has recognised this as an area of further

development. Some teachers are very skilled at adjusting their lessons, as a result of day-to-day assessment. For example, weekly numeracy plans are adjusted to reflect how a unit of work is developing. However, there is a tendency for some teachers to be less rigorous and to continue with planned lessons regardless of the needs of some individual pupils.

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

25. The school provides a rich, broad curriculum that is relevant to pupils' backgrounds and stage of development. It is planned well to cover all National Curriculum subjects and religious education and meets statutory requirements. In addition, French is taught in Year 6. However, the school does not comply with statutory requirements for a daily act of collective worship, because, on some days, not all pupils have this experience. The school has successfully maintained a good range of learning opportunities since the previous inspection, and has enhanced the provision for pupils' personal, social and health education in recent times.
26. The curriculum for the Foundation Stage is good. It is broad, balanced and relevant for this age group, and appropriately planned according to the recommended areas of learning. A wide range of quality activities is provided to enable children to meet the nationally recognised Early Learning Goals<sup>5</sup>, with an appropriate emphasis on learning through play. The curriculum is very well adapted to the needs of the child, and, by the end of the reception year, children are well prepared for transition to Year 1. There are satisfactory links with the playgroups from which the children come. Staff visit the adjacent playgroup and work together to ensure a smooth transfer from playgroup to school, but there are so many playgroups that visiting them all is impractical.
27. A termly project framework is provided for each class which identifies, clearly, the areas of learning to be covered. However, there is some imbalance in the time spent on timetabled lessons because too high a proportion, over a third of all curriculum time, is spent on English. Literacy sessions in the morning are timetabled for 75 minutes and this time is not always used effectively. Pupils find it difficult to remain focused on learning for such a long period of time, and the pace of lessons tends to slow down. Some teachers' introductions and concluding parts of the lesson are unnecessarily elongated in order to fill the time available within the timetabled slot. The school day does not begin with a brisk start. Arrangements for leaving the playground and entering the classroom are too casual and some pupils tend to drift into the classroom during registration periods. These periods are over long and pupils are not always gainfully occupied on tasks during the registration.
28. The National Strategies for Literacy and Numeracy are thoroughly ingrained into the school curriculum and the teaching of basic skills in these areas is making a positive impact on standards, especially in English and mathematics. There are good examples of links between literacy and numeracy and other subjects, for example, when some pupils use specific technical language in science and mathematics or, as in Year 5, when pupils write detailed instructions on how to direct an alien from Devizes Green to Wansdyke School.
29. The provision for pupils' personal, social and health education is good and well integrated into other subject areas. Sex and relationships education, and drug awareness, are taught effectively with pupils' skills, knowledge and understanding being developed steadily, as they mature through the school. In Year 6, for instance, pupils examine the positive and negative effects of smoking and design a poster reflecting their views. Slogans, such as '*smoking is not cool*', and '*you will smell and your finger will go yellow*', epitomise their views.
30. There is a strong, prevailing ethos, throughout the school, which values the contribution of all pupils and promotes equality of opportunity. This is a harmonious school, where pupils are encouraged to collaborate, share their views responsibly, and form good relationships with each other and with staff. The headteacher sets the tone for this approach in school assemblies and in his day-to-day dealings with pupils. Boys and girls are treated equally and their personal and academic

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<sup>5</sup> The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

development is supported very well. Assessment systems are used very effectively to monitor the progress of individuals and groups of pupils. Those needing additional provision, such as gifted and talented pupils, or pupils with special educational needs, are identified promptly and given appropriate support.

31. There are, however, minor issues which could be improved to strengthen equality of access within the school. There are instances when small groups of pupils are withdrawn from lessons for extra support for additional literacy or peripatetic music. Although the additional tuition enhances pupils' proficiency in the area being taught, when they return to the classroom they have missed important elements of the curriculum. Teachers find it difficult to re-integrate pupils and some pupils are left in a confused state and can not pick up the thread of the lesson. This can have a detrimental affect on pupils' progress. Although teachers plan their work thoroughly, they do not always take into account the levels and range of abilities within their classes. Some tasks set by teachers, especially in subjects, other than English and mathematics, do not challenge the higher-attaining pupils sufficiently. Conversely, the lower-attaining pupils find the tasks too difficult and lose interest and fail to complete the work set without adult support.
32. As at the time of previous inspection, the school provides very good opportunities for extra-curricular activities. A wide range of activities is offered to older pupils, including those from the Specialist Learning Centre, and they make the most of the varied opportunities. Pupils are able to develop their sporting skills through cricket, football, netball, and judo clubs. Teams and individuals compete at local as well as national level. The French club is very popular and pupils are able to try new techniques in the art and clay clubs. The recent opportunities for members of the choir to take part in a national Festival of Voices filled them with enthusiasm and raised their self-esteem. Older pupils are able to take part in a residential visit and this develops their social skills.
33. The school's partnership with the community is good and these links have a positive impact on the pupils' learning. Visitors to school, such as senior citizens talking about old Devizes, and a Gambian storyteller, enrich the curriculum. The school arranges a good range of visits, for example, to the 'Mary Rose' and the 'Robin Hood Experience'. The school has established links with local churches, and the Christmas production is held at an Anglican Church. The school encourages the pupils to think of others through raising money for charity and the school sponsors two children from the Third World. As at the time of the previous inspection, there are few opportunities for pupils to learn about the world of work.
34. The school's links with its partner institutions are satisfactory. The school has established links with the adjacent nursery and induction arrangements are good. Teachers meet with staff from other local primary schools to discuss aspects of the curriculum. The links with the local secondary schools ensure that the transfer of pupils from one stage of the education to another is as smooth as possible.
35. The provision for the pupils in the Specialist Language Centre is very good when they are taught within the Rainbow classes. A carefully prepared curriculum is developed for each pupil, which is special to his, or her specific needs. Pupils' social interaction into the main school is good in assemblies, breaks and lunchtimes. In addition, all pupils are attached to a class for registration purposes but class teachers do not use these short periods of time well to integrate the pupils and develop relationships within their classes. Too often, pupils come in and sit alone and do not interact with the pupils from the mainstream classes. Most pupils regularly take part in physical education lessons within the classes in which they register. Pupils in the mini-Rainbow class are integrated into other lessons where possible. However, there are too few opportunities for older pupils in the Rainbow class to take part in lessons in the main school, in particular those who are transferring to local secondary schools. The headteacher is aware of this and has training planned for next term to enable teachers to develop a better understanding of how to support these pupils in their classes. All pupils have the option to take part in extra-curricular activities offered to the pupils in the main school. For example, two pupils from the Specialist Learning Centre have recently been to the 'Festival of Voices' concert in London.
36. The provision for pupils with special educational needs is satisfactory. Individual education plans generally have clear targets, but a few contain targets, which are vague and make the rate of



progress difficult to measure. Reviews are completed regularly, and parents are regularly informed. Procedures for the identification and assessment of pupils with special educational needs are satisfactory. The co-ordinator keeps clear documentation on all pupils. The provision for these pupils could be better if teachers were more consistent in providing an accurate match of work for the needs of these pupils, particularly when classroom support is not available.

37. The school has satisfactory procedures to cater for pupils who use English as an additional language.
38. The provision for pupils' personal development, including that for their spiritual, moral, social and cultural development, is good. This is an improvement since the previous inspection. Pupils' social and moral development is judged to be very good and spiritual development good. Pupils' cultural development is satisfactory.
39. The caring ethos of the school permeates all activities and helps to promote the very good relationships in the school. There were many observations during the inspection, where pupils of all ages showed a sense of empathy, concern and compassion for others. For example, pupils of all ages spontaneously cared for others who were having difficulties or distressed both inside the classroom and outside. In Year 6, as pupils discussed the implications of smoking, they showed obvious concern for people who smoke and spoke maturely about the need of persuading others not to smoke because of the dangers involved. In Year 4, pupils thought about how the earth could be made a better place. One pupil wrote:

*'Can we have a better earth, please, put stuff in bins?  
Please don't smoke,  
Will we ever see blue whales alive, will anything survive,  
Please can we have a better earth?'*

40. There are good opportunities for pupils to reflect on their own actions and the actions of others during assemblies. Pupils in Years 1 and 2, for instance, listened very attentively to the story of Leonardo De Vinci and learned how he had developed a good idea of the mechanisms of flying long before any man actually built an aeroplane. They marvelled at the thought of having such a good idea. However, too many pupils miss assemblies to do other activities and this is unsatisfactory. The statutory requirement for a daily act of worship is not met.
41. Values are successfully promoted through the school's programme for personal and social development. Pupils develop their own class rules and are quite clear of the procedures if these rules are broken. From a very early age, pupils are taught the difference between right and wrong, and they benefit from the very good role models set by the adults in school. In addition, older pupils in Year 6, act as good role models, for example, as they take charge of the playground equipment and help the dining assistants supervise packed lunch sessions at midday. During annual events, such as the Grandparents' Day, pupils write invitations and proudly show their grandparents around when they visit and attend the Harvest Tea. There are regular celebration assemblies where parents are invited to watch their children receive stickers and certificates for good behaviour and work. In lessons, pupils are given many opportunities to work together as they share expertise and help each other to achieve. During the inspection, many pupils were seen maturely assessing how they had done during particular lessons. Pupils in all classes make a positive contribution to the running of the school, by serving on the school council, or volunteering to act as monitors in classrooms and around the school. Further opportunities to develop the social skills of the oldest pupils are offered through attendance on a residential visit. It is very clear, by the polite way that pupils relate to each other, to adults who help them, and to visitors to the school, that they are developing a very good set of values that influence their perspective on life.
42. Pupils' cultural development is satisfactory. Pupils begin to develop an idea of the work of famous artists. For example in discussion with pupils in Year 2 they spoke enthusiastically about the artist Henri Matisse living long time ago. The pupils in all classes name composers and talk about the different types of music they listen to from around the world, during music lessons and in assemblies. The headteacher is aware of the need to develop multi-cultural education throughout the school. Pupils learn about how people live in different parts of the world in geography and learn

about different cultures of the past in history. In religious education lessons, pupils learn about other faiths such as Judaism and Islam as well as Christianity. Pupils are taught about how some people in the world are not as fortunate as themselves. This awareness has encouraged them to take part in the 'Aquabox Project'. It has involved liaising with the local Rotary Club and sending two water filtering systems to places in the world where they do not have clean water to drink. Involvement in activities such as these makes pupils more aware of the diverse multi-cultural society in which they live.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

43. The school continues to provide the good level of care found at the time of the previous inspection. The school's strengths lie in the very good level of support for pupils' personal development and the staff's high expectations of good behaviour.
44. The school provides good educational and personal support for its pupils. The procedures for monitoring and supporting pupils' personal development are very good and pupils say they can turn to adults working in the school if they have problems. The teachers know the pupils very well and the headteacher is particularly supportive of pupils with difficulties. Other adults, including support staff and office staff, also make significant contributions in caring for pupils. Pupils' personal achievements are celebrated in assemblies, and teachers make helpful comments in the pupils' annual reports.
45. The school has satisfactory procedures to ensure the pupils' welfare, health and safety. The school has adequate arrangements for child protection. The headteacher is the designated member of staff with responsibility for child protection and carries out his duties effectively. The school recognises the need to train another senior member of staff to ensure good coverage. Staff are aware of the school's procedures and know to report any concerns to the headteacher. The school has not formalised the arrangements for pupils in public care or the procedures for the control and restraint of pupils.
46. The school pays due attention to health and safety, on a day-to-day basis, and the governors make annual checks of the premises. Appropriate systems are in place for emergency evacuations and risk assessments are completed for visits. However, risk assessments of the premises have not been undertaken and portable appliance testing is not up to date. Management of pupils at lunchtime and breaks is organised well, but there is no supervision in the playground before school.
47. The arrangements for first-aid are very good. Two members of the staff are qualified in first aid and pupils who are ill or injured receive good care and attention. There are very good procedures for recording treatment, informing parents and administering medication.
48. The school's arrangements for monitoring and improving attendance are satisfactory. Registers are marked correctly and staff follow up any unexplained absences. Unauthorised absence levels are high, when compared with similar schools, and the school works closely with the educational welfare officer when there are significant causes for concern about staying away from school without good reason. The school is not effective in promoting punctuality.
49. The school's procedures for monitoring and promoting good behaviour are very good. This is not a highly regimented community, but one where the school's ethos of treating everyone with courtesy and consideration touches all aspects of school life. The school has drawn up a brief behaviour policy which emphasises the rewarding of good behaviour and each teacher has successfully developed their own system of class rewards. Pupils value 'Golden Time' and 'Achievement Assemblies' where teachers recognise good behaviour. Sanctions are consistently applied in the classroom and serious misbehaviour is dealt with appropriately by the headteacher.
50. The procedures for monitoring and eliminating oppressive behaviour are good. Pupils say that rare incidents of bullying are dealt with effectively and any serious 'falling out' is talked through in whole class discussions. The school has not drawn up an anti-bullying policy, which is a legal requirement.

51. Arrangements for assessing pupils' attainment and progress are very good. This is a significant improvement because, at the time of the previous inspection, assessment was judged to be unsatisfactory. The school has adopted a computerised system into which are fed pupils' statutory and non-statutory test results in English, mathematics and science. This data is analysed and predictions are made for each individual pupil for the end of each school year, based on previous rates of progress. High quality information can be compiled to enable the school to compare the school's performance with the national picture and establish how well different groups of pupils are performing.
52. The information from assessment is used effectively to identify areas of weakness in pupils' attainment and progress. For example, standards in writing were well below average in Key Stage 1 between 1999 and 2001. To boost pupils' performance, a termly writing journal has been introduced in order to monitor progress and to identify specific areas of weakness. Group targets are now set so that pupils know quite clearly what they have to do next to achieve a higher standard. Careful analysis of assessment data also identifies individual pupils who are not making the progress expected of them. When this happens, additional support is usually provided. Target-setting is now in place in English and mathematics but it is yet to be developed in science.
53. Pupils' progress is tracked very well right through the school in the core<sup>6</sup> subjects and assessment information on individual pupils can be accessed quickly and placed in a school and national context. Assessment procedures are in place for religious education and the school plans to introduce systems in information and communication technology as the next priority. Although there are no systems at present in place for the assessment in other subjects, the school intends to extend its provision in the near future.
54. Adults in the reception classes know their children well and take great care to address their particular needs. Through continuous assessment, records are kept to give a clear picture of the progress children make in all areas of learning. Regular assessments are done to inform reports that are sent home to parents, so that they have a clear picture of their children's attainment in all areas of the curriculum.
55. The adults that work in the Specialist Learning Centre are well qualified and very aware of the needs of the pupils in their care. In both classes, teachers and teaching assistants work well together as a team and have a clear idea of how these pupils learn. The daily support, which pupils receive, is of a very high standard. When pupils are integrated into the main school, the teachers in the main school are well supported by the experienced teaching assistants.
56. Outside agencies are used well to support all pupils including those with special educational needs, both in the school and in the Specialist Learning Centre.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

57. The school has developed very effective links with its parents and carers. It is very welcoming and encourages parents to become involved in their children's education. Parents have very positive views of the school and the majority of parents are very supportive of the work of the school. The school's partnership with parents is now very strong and has improved since the previous inspection, especially with regard to quality of pupils' annual reports.
58. Parents who returned the pre-inspection questionnaires are very pleased about many aspects of school life. They consider that teaching is good and say that their children love coming to school. They have confidence in the way the school is led and managed and feel that the staff are very approachable. Parents say that their children are expected to work hard and are making good progress. Parents are impressed with the standards of behaviour and the developing confidence of their children. The inspection team agrees with these positive views. The parents raised no significant concerns.

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<sup>6</sup> The core subjects are English, mathematics and science.

59. The school's links with parents are very good. The staff work hard to reach out to parents and teachers are available to talk with parents after school. The headteacher is generally in the playground at the beginning and end of the school day and this provides parents with good opportunities to talk with him on an informal basis. The school values the opinions of parents and takes note of their suggestions. Following a recent survey, the school implemented the suggestion made by parents to invite them to special assemblies. The Grandparents' Day is a very popular event when pupils proudly celebrate their achievements.
60. The information which the school provides for parents is very good and helps parents to support their children's learning. For example, the school hosted a 'Practical Parenting' course. The school's prospectus, and governors' annual report, paint a detailed picture of life in school, but, as at the time of the previous inspection, there are minor omissions. The prospectus does not contain information about the special needs policy, and the information about progress being made in addressing the school action plan was omitted from the governors' annual report. Parents appreciate the quality of the newsletters, which provide timely and relevant information, and value the termly information sheets about the topics their children will be studying. The school gives parents good information about how their children are getting on. The school has dealt with the issue raised in the previous inspection report and all pupils' annual reports now give details of how pupils can improve their work. The two consultations each year give parents good opportunities to discuss their children's progress with the teachers.
61. There are very good links with parents of children in the Foundation Stage. There is a well-planned induction programme, and parents are well informed about the work of the reception classes and the expectations set by the school. One parent voiced concern about the induction for spring-born children but inspection evidence found these fears to be unfounded, as induction for spring-born children, usually only involves very small numbers of children. Parents help in the reception classes and this forges further links, and cements the very good relationships between the school and parents. This strong parental involvement in the children's learning, at this early stage, creates positive attitudes in the children.
62. Parents of pupils with special educational needs in the main school and the Specialist Learning Centre are well informed about how their children are doing in relation to targets on their individual education plans. Home-school books provide good daily links with the school.
63. The parents' involvement with the work of the school is very good and has a positive impact on many aspects of school life. The active Friends of Wansdyke School Association raises valuable funds for educational purposes, as well as organising social events. A working party of parents has recently reviewed the home-school agreement, but only about 45 per cent of parents have signed it. This is surprisingly small, given the school's very strong relationship with the parents. Attendance at events such as the summer fete and sports day is very good.
64. The parents' contribution to their children's learning is good. The school values the help offered by parents who assist in the classrooms, on visits and help with extra-curricular activities. Most parents are very interested in their children's education, but about 25 per cent of parents do not attend the consultations with staff. This limits their ability to support their children's learning. The majority of parents give good support at home, through listening to their children read and ensuring that homework is completed.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

65. The headteacher provides very good leadership. He is extremely popular with pupils, parents and governors and provides the school with very clear educational direction. Ninety-five per cent of parents responding to the pre-inspection questionnaire agreed that the school is well led and managed and, at the pre-inspection meeting, parents identified the headteacher as one of the strengths of the school. Through his relaxed and friendly approach, a good team of teaching and non-teaching staff has been built. All staff are very motivated, with pupils' achievement and the quality of education being the major priorities for everyone. The headteacher leads by example, with a regular teaching commitment, and as a subject co-ordinator. Staff share a common purpose through the school's clear statement of aims that was updated about 18 months ago.

These accurately reflect the life of the school and its work. For example, 'to give a high priority to the teaching and learning of literacy and numeracy', is reflected in the improving standards in these areas of the curriculum whilst, 'to build confidence and self-esteem', can be observed in all of the pupils and staff as they conduct themselves around the school.

66. Many aspects of the school management are also very good. Particularly impressive, is the use made of assessment information to monitor pupils' performance, set targets and to raise standards. The information is also used critically to identify what can be improved, and the standard of writing by boys is an example of this. The headteacher and staff hold an 'annual review day' where all elements of school life are evaluated and 'pulled together' so that an improvement plan for the following year can be developed that focuses on raising standards and the quality of education. There is a very clear and effective school improvement cycle. The headteacher monitors teaching through the performance management process and other formal visits to teachers' classrooms. Lessons are assessed with areas for development identified and discussed. The school's strategy for performance management is good with teachers' objectives related to raising standards and objectives from the school development plan. Although the headteacher has a very good understanding of the quality of teaching and learning in the school, some subject co-ordinators need more opportunity to monitor and evaluate teaching in their subjects.
67. The school was without a deputy headteacher at the time of the inspection. A new appointee is due to start at the beginning of the next term. Many of the subjects and aspects of school life are well managed by other members of staff. For example, the management of the Specialist Learning Centre is very good. All policies and procedures are clear and shared with all staff. This enables the pupils to receive a curriculum, which is specific to their individual needs. The teacher in charge of the Specialist Learning Centre is aware of the need to monitor the provision more carefully when pupils are integrated into the main school, in particular, during registration times. In addition, the headteacher has organised specialist training to enable teachers to develop a better understanding of how to support these pupils when they are integrated into their classes.
68. All aspects of the Foundation Stage are managed well by the two teachers who work very closely together. Together, they have a very clear picture of all aspects of this stage of learning. There is a well-cemented team approach, where all adults' views are valued, and all make good contributions to the children's learning. There is a very supportive ethos within the Foundation Stage, where children are made to feel secure and happy, and very good liaison between the classes to ensure that all pupils have the same learning opportunities.
69. The school governors are proud of the school and actively involved in how the school is organised and run. They have a very good understanding of the school's many strengths and areas for development. Although not actually involved in the formation of the school development plan, they are regularly updated on its progress and feel ownership of the plan. Governors are very aware of the challenges that face the school in the future and are not complacent about the school's current level of success. Through membership of various committees, and as individuals, they have a clear understanding of what is currently happening in the school, through discussions with staff, parents, and the headteacher, reading documentation, and by formally and informally offering support or monitoring developments. Despite their many strengths and enthusiasm for the school, the governors do not fulfil all of their statutory duties.
70. The school uses its financial resources well to get good value from its expenditure. There are many good examples of the creative use of resources to promote higher standards in school. The school employs a large number of teaching assistants, but the investment is effective because they prove to be a valuable asset in the classroom. By supporting pupils and teachers in lessons, they ultimately add to the progress being made by pupils. Day-to-day systems for administration and finance are sound, and most of the recommendations from the last audit report in July 2002 have been addressed, although the school inventory still needs some attention. The school development plan identifies the key priorities to enhance school improvement, but the earmarking of funds to support initiatives lacks detail. Funds for special educational needs are used appropriately to allow time to release the co-ordinator in the main school, and for additional teaching assistant support to develop basic skills and resources in both the main school and the Specialist Learning Centre.

71. The school is about to embark on a major building development which will improve provision for information and communication technology and the library, and re-shape some classroom areas. The headteacher and governors have planned this expansion very skilfully and combined the available funds from New Deal for Schools, school budget savings, and donations from the Friends of Wansdyke School to pay for the project. When completed, the extension should prove a valuable asset to the school, by providing better facilities for pupils and to be instrumental in enhancing learning.
72. The governors and headteacher monitor spending closely and have a good understanding of best value principles. They compare the school's performance with similar schools, consult widely with the school community, and have a sharp focus on competitive tendering to ensure that funding is not wasted on contracted services.
73. The school is staffed by dedicated, suitably qualified teaching staff to meet the needs of the curriculum. All staff undertake curriculum responsibilities and give of their time freely. The job-share arrangements in Year 5 are undergoing change at the moment, but these arrangements seem to be working well. There is a good mix of age and experience among the staff. The many teaching assistants provide good additional support for pupils, including those with special educational needs, and they are deployed very effectively. They are well trained, work closely with class teachers, and make a significant contribution to pupils' learning. The mid-day supervisors organise the supervision of pupils at lunchtime well, and they are respected by the pupils. All members of staff are committed to the well-being and support of the pupils. In their various ways, they make a good contribution to the effective running of the school, and this enhances the quality of education provided by the school. Induction and mentoring procedures for teachers new to the school are effective, making any new member of staff feel welcome, and a valued member of the school community.
74. The accommodation is satisfactory overall. The school grounds are attractive, well kept, and provide ample space on hard and grassed surfaces for play and physical educational activities. There is no litter, and the entrance to the school is enhanced by an array of colourful potted plants. A conservation area provides a good resource for environmental studies, as do the trees that surround the grounds.
75. The school buildings provide satisfactory accommodation for the delivery of the National Curriculum, but classrooms are very cramped, and the pupils often have to work in very squashed conditions. The good management of pupils by staff, and the very good relationships, maintain an orderly environment, but some learning opportunities, such as drama, are curtailed by the small available space. Some classrooms have to be used as thoroughfares, thus causing disruption to pupils' learning. Although pupils are very well behaved, the open plan nature of the building means that legitimate noise arising from the activities in the neighbouring class can be very intrusive, preventing the pupils hearing the teacher. At present, the library and accommodation for information and communication technology are unsatisfactory, as they are too small, but the new buildings will go some way to address these particular problems.
76. Resources are satisfactory overall, with good resources for science and physical education. Currently the ratio of computers to pupils is below average, but this will improve by September 2003 when the new information and communication technology suite is in operation. The library book stock is unsatisfactory at the moment, but the school has plans to improve this.
77. With the very good leadership of the headteacher, the good teaching and learning, the above-average standards in English and mathematics, the pupils' enthusiasm for school and very good behaviour and the very strong moral and social development, the school provides good value for money.

#### **THE SPECIALIST LEARNING CENTRE**

78. The Specialist Learning Centre is a strength of the school and the provision that the pupils receive, is very good. The two classes cover a wide range of ages and abilities; the mini-Rainbow class consists of pupils from reception to Year 5, and the Rainbow class caters for older pupils whose

from Year 3 to Year 6. Experienced teachers who are very aware of the needs of these pupils teach each class. The Centre is funded by the local education authority and caters for up to 24 pupils of primary age. During the inspection, there were 23 pupils on roll. All pupils work at their own level, developing basic skills in communication, literacy, language, mathematics and social and life skills as well as all other National Curriculum subjects. Each pupil follows a tailored-made curriculum to match his or her individual needs which results in them making good progress in relation to their targets. This standard of provision is high and has improved since the previous inspection, in particular regarding the quality of teaching and learning and the curriculum that is offered to all pupils.

79. The accommodation consists of two separate classrooms, which are situated in the middle of the school building. This gives a feeling that they are an integral part of the school, because they are easily accessible for everyone. Adults who work in the Specialist Learning Centre liaise closely with the staff in the main school, as they share information in particular with regard to the needs of individual pupils. A team approach to learning is successfully developed. The pupils are taught for much of their time within the Rainbow classes, which are extremely stimulating environments. This enables them to begin to become independent learners. All adults value what the pupils say and do. This gives pupils the confidence to answer questions directed at them and to the groups they work in during discussion times. A very good example was seen during a literacy lesson in the Rainbow class, where the pupils were looking at different forms of identification. Most pupils were keen to name the documents, which the teacher had brought into school, and make comments as to why we have documents such as passports, marriage certificates and birth certificates. Similarly in the mini-Rainbow class, the pupils have good opportunities to speak as they count the number of pupils present each day and match this to the number of apples on 'the apple tree' in their classroom. Most are keen to answer basic questions, such as 'Do we have enough apples on the tree for eight children?' as they develop basic counting skills.
80. The Specialist Learning Centre has access to a sound variety of resources, which are of good quality, and promote all areas of the curriculum. Good documentation is kept on all pupils, which shows the pupils' targets and how near they are to achieving them. Good day-to-day assessment enables all pupils to work on accurate individualised programmes, which suit their specific needs. This information is then used effectively to inform future planning and teaching. Pupils are monitored well through their individual education plans and regular review meetings. External agents are used well to support the pupils, for example, the speech therapist visits fortnightly to work with all pupils in the mini-Rainbow class. Parents are well informed about what is happening at school, through review meetings and home-school diaries.
81. Pupils' progress is good and sometimes very good. This is due to the sensitive and consistently high quality support, which they receive. Pupils develop very good and sometimes excellent relationships with the adults who work with them. They all show positive attitudes to learning when they work on the interesting and stimulating activities, which are planned for them. Pupils' behaviour is very good, whether the pupils work in the Specialist Learning Centre, when they are integrated into classes or during breaks, lunchtimes and assemblies.
82. Pupils in the mini-Rainbow class are integrated into main school where possible. For example, a few younger children join the reception class for structured outdoor play lessons. All pupils are integrated effectively, with support, into the main school for physical education lessons and all respond well to lessons taken by the class teachers. A good lesson was seen in the reception classes, where pupils from the Specialist Learning Centre were very well integrated into a singing and dance lesson. The teacher and the teaching assistants supported them effectively, which enabled all pupils to fully take part in the lesson. One girl in particular very confidently answered questions directed to the whole class. In another physical education lesson in Year 5, pupils were integrated well during a lesson, which focused on developing ball skills. They were well supported by teaching assistants and the teacher, and this resulted in successful integration, in particular as they worked well partnering pupils in Year 5.
83. There are good opportunities for social interaction. All pupils are included in whole-school assemblies and interact fully within the main school at break times and lunchtimes. However, although pupils from both the Rainbow classes are allocated classes in the main school for

registration periods, class teachers constantly miss opportunities during these daily sessions to integrate the pupils fully. Too often, the pupils go in and sit alone and there is no interaction with the pupils from the mainstream classes. This happens because there is no close monitoring of how these pupils are coping during these sessions and this is a minor weakness in the management of these pupils. The headteacher and the teacher in charge of the Specialist Learning Centre are aware of the need to plan for more opportunities to integrate older pupils into main school lessons; in particular those who they know will be transferring to mainstream secondary education. A training day has been organised for next term to enable teachers to develop a better understanding of the support needed to integrate these pupils further. All pupils have the option to take part in extra-curricular activities offered to the pupils in the main school. For example, two pupils from the Specialist Learning Centre have recently been to the Festival of Voices concert in London. A few pupils with special educational needs from the main school are very successfully integrated within the Rainbow class during daily literacy and numeracy lessons.

84. The quality of teaching is consistently good and sometimes very good. In very good lessons all adults interact expertly and no opportunities are missed to reinforce and develop learning. A very good literacy lesson was seen in the Rainbow class, where all pupils worked very well on their individual literacy programmes. Systems and procedures had been very well established previously, and all adults had extremely high standards regarding pupils working independently and not wasting time. The lesson was very well planned and individual programmes promoted handwriting, spelling and the development of independent writing skills very well. Learning was very good in this lesson because all pupils worked very hard and concentrated very well on what they were doing. Another very good lesson was seen when one older pupil from the mini-Rainbow class joined the Rainbow class for a music lesson. The teacher and the teaching assistant worked very well together as they develop the idea of composing musical scores and then performing them. The pupils demonstrated very good concentration as they followed the musical scores carefully to avoid missing their turn as they performed.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

85. To improve standards and the quality of education further, the headteacher, staff and governors should:
- Improve the organisation of the curriculum and use of time by:
    - reviewing the time spent on all areas of the curriculum and the management of the school day;
    - ensuring a prompt start and an improvement in pupils' punctuality.  
(Paragraphs 6, 16, 27, 31, 100, 101, 116, 117, 149 and 150)
  - Plan work more rigorously for all ability groups, across the whole curriculum, to ensure that higher-attaining pupils are challenged more consistently, and that lower-attaining pupils, and those with special educational needs, are consistently given work appropriate to their needs.  
(Paragraphs 8, 19, 31, 36, 94, 100, 105, 108, 124, 129 and 150)

*The following minor issue should also be considered for inclusion in the action plan:*

- ensure that all statutory requirements are fulfilled. (Paragraphs 25, 50 and 60)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	48

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	24	9	0	0	0
Percentage	0	21	58	21	0	0	0

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

### Information about the school's pupils

Pupils in the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	254
Number of full-time pupils known to be eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	43
Number of pupils on the school's special educational needs register	28

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	3.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	20	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	15
	Girls	18	19	19
	Total	31	31	34
Percentage of pupils at NC level 2 or above	School	84 (65)	84 (74)	92 (77)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	14
	Girls	18	19	18
	Total	31	34	34
Percentage of pupils at NC level 2 or above	School	84 (71)	92 (74)	86 (71)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	18	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	12	12	14
	Total	21	22	24
Percentage of pupils at NC level 4 or above	School	66 (74)	69 (66)	75 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	12	12	12
	Total	21	22	22
Percentage of pupils at NC level 4 or above	School	66 (68)	69 (68)	69 (84)
	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	254	0	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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

### ***Teachers and classes***

### ***Financial information***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	22.1
Average class size	25.4

#### **Education support staff: YR – Y6**

Total number of education support staff	17
Total aggregate hours worked per week	311

Financial year	2002/03
	£
Total income	721,849
Total expenditure	670,137
Expenditure per pupil	1,702
Balance brought forward from previous year	44,894
Balance carried forward to next year	96,606

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	254
Number of questionnaires returned	120
Percentage of questionnaires returned	47

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	48	46	3	1	2
Behaviour in the school is good.	42	49	8	1	1
My child gets the right amount of work to do at home.	30	59	8	1	2
The teaching is good.	48	48	3	0	2
I am kept well informed about how my child is getting on.	29	50	11	3	7
I would feel comfortable about approaching the school with questions or a problem.	54	38	6	3	0
The school expects my child to work hard and achieve his or her best.	55	40	3	0	2
The school works closely with parents.	33	44	16	3	5
The school is well led and managed.	52	43	3	1	2
The school is helping my child become mature and responsible.	47	48	3	1	2
The school provides an interesting range of activities outside lessons.	33	48	11	3	5

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

86. The provision for children in the reception classes is good and, by the time they leave, children are well prepared for Year 1. Children start the reception year in the September before their fifth birthday. They attend on a morning-only basis until half term, when they start to attend full-time. All children have had pre-school experience and induction arrangements are good, enabling children to make a smooth transfer to school. Children enter school with a range of abilities, which are broadly average. The two teachers in the reception year plan an appropriate range of interesting activities to enhance all the recommended areas of learning, and, during their stay in the reception class, children make good progress as a result of the consistently good and very good teaching. By the time they transfer to Year 1, standards are above those expected for the age in all areas, except creative and physical development, where they are average, and personal, social and emotional development, where standards are well above average.

#### *Personal, social and emotional development*

87. This area of learning is promoted well throughout all activities and in the daily routines. All adults set very good role models, and they have high expectations of children's behaviour and ability. The children develop positive attitudes to learning, and enjoy coming to school. They are polite and considerate to each other and generally listen well. The children soon get used to school routines, and move between activities sensibly, showing mature attitudes. Personal independence is well developed. For example, children change by themselves for physical sessions in the hall, and work sensibly for extended periods, even when they are in groups that are not directly supervised. There are many opportunities for the children to work in pairs and small groups, enhancing their social and moral development. All children are encouraged to tidy away at the ends of sessions. Adults in both classes are good listeners and treat each other and the children with courtesy and respect, and this leads to trusting relationships, and helps the children succeed. Children make good progress in this area of learning, and by the time they leave the reception year their personal and social skills are very good.

#### *Communication, language and literacy*

88. The quality of teaching in this area of learning is good. Speaking skills are well promoted in all areas of learning, in particular during sessions where children are asked to talk about what they have done. Most children are confident speakers. Many are inquisitive and readily ask visitors questions, such as 'What is your name?' and 'What are you writing?' They contribute well to class discussions, articulating their ideas clearly. Children develop a love of books and were seen handling books correctly, and looking at them confidently, alone or with a friend. Great emphasis is placed on the learning of letter sounds to enable children to read. All the children know the sounds of the letters. Reading has a high profile in the reception classes, and the majority of children learn skills to enable them to read simple texts by the time they enter Year 1. The higher-attaining children are working within the early stages of the National Curriculum. The lower-attaining children confidently look at the pictures to tell the story. Children are listened to regularly, as they read, and this has a positive impact on standards. Children are given many opportunities to develop their pencil control by colouring in sheets. Writing is promoted well during literacy sessions, when children are encouraged to write independently, and emphasis is placed on correct letter formation. The higher-attaining children recognise capital letters and full stops and are beginning to write in sentences. The slower learners find pairs of rhyming words. Most children are likely to at least reach the expected standards in this area of learning, with some working within the early stages of the National Curriculum, showing good achievement.

#### *Mathematical development*

89. Teaching is good and the children enjoy the many experiences they are given to develop basic number skills. For example, they all learn how to count, as they sequence, name, and write

numbers up to ten, and then up to 20. Higher-attaining children recognise numbers beyond ten, and develop a secure idea of *'the number before'* and *'the number after'*. The higher-attaining children count forwards and backwards in twos, fives, and tens. All children begin to use correct mathematical symbols, as they add and subtract numbers. The majority use the terms first, second, third, fourth, correctly, but the lower-attaining children confuse third and fourth. All children are shown how to write numbers correctly, and displays in each classroom area reinforce this. All children develop a sound awareness of basic shapes, as they begin to identify rectangles, squares, circles and triangles. The numeracy strategy has been appropriately adapted to meet the needs of these young children, so that they are well prepared for work in Year 1. However, some sessions are too long, particularly for the younger children and, here, the pace of learning slows, as pupils become tired and lose interest. Children make good progress in this area, and the majority are on course to attain the Early Learning Goals by the end of the year, with many higher-attaining children working within the early stages of the National Curriculum.

#### *Knowledge and understanding of the world*

90. Teaching is very good overall and children make good progress. Children enter the reception year with a reasonably developed general knowledge of the world about them. They know about their senses and how they are used, and confidently sort animals from plants. They know that seeds grow into plants and name the different parts of a plant. The higher-attaining children know the function of the roots, and that they are important for anchorage, as well as providing nutrients. During the inspection, some children had opportunities to use computers, and children are developing their use of the keyboard to type in their names. Children learn to use the mouse as they *'click'* and *'drag'* icons to dress a teddy. However, opportunities are limited, at present, as there is a lack of hardware and software, particularly for the younger children. Children handle a range of toys and decide which are old and which are new, according to their physical appearance. The majority of children are likely to attain at least the expected levels for their ages by the end of their time in the reception class, as a result of the exciting range of activities provided for them to enhance their knowledge and understanding of the world about them.

#### *Physical development*

91. Teaching in this area is good. There are regular opportunities in the hall, as well as outside, for children to develop physically. Teachers have good subject expertise, and plan tasks which are matched well to children's abilities. In one very good lesson observed, the lively, enthusiastic approach stimulated the children's interest and the teacher managed the children very well. There was very good verbal support and feedback guiding children to make further improvement. All children, including those with special educational needs, moved with confidence and participated fully. In the structured outdoor play sessions, children enjoy riding tricycles, and using balls, but these sessions often lack focus. Good opportunities are given for children to develop their hand-eye co-ordination when they practise throwing a ball into a basketball net. Most children handle scissors, paintbrushes and pencils with good control. All children join a range of construction blocks together to make imaginative models. Progress in this area is good and most children have already met the Early Learning Goals for this area of learning.

#### *Creative development*

92. Most of the children are likely to attain the expected levels by the end of their time in the reception class. The children's musical abilities are developing, as they sing songs and rhymes, and children learn to sing tunefully with good awareness of high and low notes. Children use paints confidently as they learn to mix a range of colours, such as purple and orange, and learn to use a brush with accuracy. Past work shows that children are given many opportunities to develop their creativity, through the use of a range of different media to make collages, which are often put together to make large collaborative pictures, enhancing the learning environment. Progress in this area is good and children's creativity is developed well as a result of good teaching.

## ENGLISH

93. Standards in English are currently above the national average by the end of Years 2 and 6. However, pupils' performance in speaking and listening and reading are much stronger than in writing and the standards achieved by pupils currently in Year 2 are below average in this area. This picture of lower attainment in writing is mirrored right through the school. In the national tests and in 2002, taken by pupils at the end of Year 2, standards in reading were above average and those in writing were average. Generally, standards in test results have improved steadily since the previous inspection, especially by the end of Year 6. Girls are doing better than boys and this is particularly the case in writing. With the exception of 2002 results in Year 6, boys perform at a much lower level than girls. The school is aware of these differences, through its own analysis of test results, and has targeted writing as a key priority for improvement.
94. The progress of all pupils is generally good in English. Pupils with special educational needs generally make good progress too, especially when they are supported by teaching assistants in lessons. However, when there is little or no additional support from adults, pupils' progress is slower because the work that is set is often too difficult and not matched sufficiently well to their needs.
95. Standards in speaking and listening are generally good in both key stages. Pupils in Year 2 listen carefully and sustain interest when listening to the teacher, or to other pupils in the class. They make relevant responses to questions, the most able expressing their views articulately in complete sentences. In poetry lessons, many pupils recognise rhyming couplets and clearly explain how the pattern of the words helps them to find other suitable rhymes in their own simple poems. Most pupils are confident speakers and speak to teachers and other adults with assurance. In Year 6, pupils listen well, especially when the topic being discussed is interesting and relevant to their own experiences, for instance, during a discussion about being grown up and acting responsibly, pupils listened carefully and made meaningful contributions when explaining their views. One girl carefully related the discussion she had with her mother about the responsibilities she has to the family and the likely consequences to other family members if she fails to fulfil her duties. Pupils are confident to raise questions to clarify their own views and do so in a well structured, often articulate manner. Overall, pupils make good progress in developing their speaking and listening skills.
96. Reading standards are above average at the end of Year 2. Over 80 per cent of pupils are reaching average or above average standards in reading in Year 2, with over a third attaining the higher level 3. Higher-attaining pupils in this age group are fluent and accurate readers, using good intonation, especially when reading the words spoken by characters in the text. They explain the plot within the story and know the attributes of the main characters. They are avid readers and enjoy reading at home. Average-attaining pupils tend to read more mechanically, but their understanding of letter sounds helps them decipher new words. They generally read the text accurately and correct themselves when they realise they have made an error. Lower-attaining pupils read simple repetitive sentences, with reasonable accuracy, with the aid of picture clues. However, they tend to predict rather than decode words, because their skills are less well developed, so 'perch' is interpreted as 'parrot'. All pupils in this age-group use a dictionary to locate words, but the lower-attaining pupils have a less well developed knowledge of alphabetical order and need some help.
97. At the end of Year 6, reading standards are above average. Higher-attaining pupils read silently at speed and have a good understanding of the text they have read. They are knowledgeable about book conventions and explain clearly the purposes of a contents page, index and glossary. Their comprehension skills are well developed and they locate significant phrases to justify their views regarding the development in the plot. Well-developed scanning and skimming techniques have been acquired by this group of pupils. Most are well motivated and sustain silent reading for quite lengthy periods when the story is appealing. They have good dictionary skills and retrieve information competently. Lower-attaining pupils read independently with appropriate fluency and correct themselves when necessary. They have sound recall of the passage and read and use decoding skills appropriately to pronounce unknown words. Their knowledge of book conventions is less well developed and they struggle to explain the purpose of an index. Pupils are generally enthusiastic and read regularly at home. There are opportunities to use the school library for



research purposes and pupils are familiar with the coding system. Pupils in both key stages make good progress in reading, because teachers give pupils many opportunities to read in school and encourage them to read at home. Home reading is monitored, using a reading diary, and parents are encouraged to listen to their children read and make comments on their progress. In the main, parents are very supportive. Pupils have specific targets for improving their reading, which helps them to focus on what they have to do to improve. However, some teachers' comments in their record books and pupils' diaries are too general and do not diagnose pupils' strengths and weaknesses in reading sufficiently.

98. By the end of Year 2, standards in writing are below average. Too few pupils are reaching the above-average level 3 grade, and a greater than average percentage of pupils, particularly boys, are operating at below average levels in writing. Pupils' lack of proficiency in spelling is one of the key areas of weakness. The school's own assessment information supports this view. Even higher-attaining pupils misspell words, for instance, spelling *'like'* as *'lik'*, *'kind'* as *'cind'*, and *'before'* as *'befor'*, although these words are spelt in a phonetically justifiable way. Lower-attaining pupils struggle with the spelling of the simplest words, for example, spelling *'went'* as *'wet'*. Teachers provide pupils with spelling lists at a suitable level and the results of spelling tests shows that these words are learnt. However, when applied to written work in the class, pupils fail to remember some basic spelling patterns. Handwriting standards are improving well, with the majority of pupils beginning to adopt a joined, legible style. Some pupils, especially lower-attaining pupils, still find difficulty in forming letters and spacing words appropriately. However, even this group understand the need to use full stops and capital letters, although this is not always consistently undertaken in creative writing sessions by some average and lower-attaining pupils. Pupils are using imaginative phrases in their work, such as *'scampered up a tree'* and average-attaining pupils are building more complex sentences, an example being, *'One morning Peter and his grandfather went out of the gate and went into the meadow'*.
99. Writing standards are above average at the end of Year 6. Spelling is a weaker element in writing. Although higher-attaining pupils spell complex words effectively in their writing, average- and lower-attaining pupils are inaccurate when spelling many basic words, for instance spelling *'beautiful'* as *'butifull'*, *'flowers'* as *'flours'* and *'sword'* as *'sward'*. There is not a consistent strategy within the school for rectifying spelling mistakes. Some teachers write correct spellings in the margin, others underline the misspelt word and, occasionally, teachers ask pupils to rewrite the word correctly three times at the end of the exercise. As in Key Stage 1, spelling lists are given to pupils as part of their homework, but they are often forgotten when pupils are in the throes of creating their own stories. Standards in handwriting are generally good, because practice takes place regularly throughout Key Stage 2. Most pupils write in a joined, fluent style and work is well presented. A few lower-attaining pupils are not quite joining letters together smoothly, but have made good progress over the year. In Year 6, pupils generally use punctuation accurately, although lower-attaining pupils occasionally omit full stops; however, speech marks are used correctly in almost all pupils' written work. Higher-attaining pupils write imaginatively; an example being *'but something caught her eye. It was a piece of jewellery that glittered in the sunlight.'* Pupils develop a wide range of writing styles and average-attaining pupils are capable of producing some well-reasoned written arguments. One pupil, writing on the issue of smoking, came to the conclusion, *'however, smoking can relieve stress and people make their own decision on whether they want to smoke or not.'* Pupils generally make good progress in writing, because the tasks set are imaginative, relevant and cover a wide range of styles and topics.
100. The quality of teaching is generally good throughout both key stages. Teachers have a good knowledge of the subject and provide pupils with accurate information and clear explanations about the various elements of English. The basic skills are taught well. There are reminders about correct punctuation at the beginning of writing exercises and encouragement to use adverbs to make pupils' writing more lively and interesting. Teachers monitor well the progress pupils make while they are working. They circulate around the classroom, giving praise and encouragement and pointing out how standards can be improved. Teachers have high expectations of what pupils can achieve and how they should behave, Relationships are good and there is a positive attitude to work because classes are very well managed, even though many classrooms are poorly designed for teaching the National Literacy Strategy. Pupils concentrate well and are generally enthusiastic and confident when tackling the tasks set by teachers. However, some lessons are too long,

lasting up to 75 minutes, and pupils' interest tends to wane. In these lessons, the pace slows, and teachers spend too long on the introduction and the conclusion in order to fill the allotted time. The most effective teachers vary activities and keep sessions within the lesson short and brisk to retain pupils' interest. Tasks which take account of the different levels of pupils' ability within the class are prepared by teachers, but they are not always well matched. The work set for lower-attaining pupils, many with special educational needs, is often too difficult and, after a while, they lose heart. However, the intervention of teaching assistants usually retrieves the situation, as they skilfully explain tasks and prompt pupils, giving them confidence to complete their work. Pupils' work is marked regularly and positive remarks and rewards are used to inspire pupils but there are few diagnostic comments explaining directly to pupils what they need to do to improve. Group targets for reading and writing have been introduced during the last school year, and these are helping pupils to focus more clearly on the next step of their learning.

101. The school provides pupils with a good curriculum based on the National Literacy Strategy. There are wide-ranging opportunities in writing, reading and speaking and listening. However, a high percentage of time is spent on English, throughout the school, and the time could be used to better effect. Good informal curricular links are being formed with other subjects and pupils' personal, social and health education is considered well through topics, such as a *'Better Earth'*. Information and communication technology is used in many lessons, but largely as a word processor to present work neatly. Assessment procedures in English are very good and the information gained is being used productively to focus on weaker areas of pupils' attainment, especially writing. The co-ordinator is knowledgeable and has shaped an effective curriculum. Standards are monitored through the scrutiny of pupils' work, but more consideration could be given to monitoring the quality of teaching and learning, through the delivery of lessons. This would enable action planning to be based more accurately on first-hand evidence. Learning resources are satisfactory. There is a good range of fiction books and an adequate stock of dictionaries, but some books are looking worn after 15 years of service. Non-fiction books are not so plentiful, but the school does supplement its stock through the Schools' Library Service, which provides a good range of books linked to class topics. The school is on the point of expanding its library provision by building an extension. This should prove a useful addition to its facilities and help to improve standards of English in the school.

## **MATHEMATICS**

102. Standards of attainment are above the national average at the end of both key stages. This is an improvement since the previous inspection, when standards were judged to be average. Pupils throughout the school are achieving well, including those with special educational needs. National test results over the last few years have shown some differences in the performance of boys and girls, but this was not evident during the inspection. The implementation of the National Numeracy Strategy has been effective and the subject has been very well managed by the former deputy headteacher. This has had a positive impact on the rise in standards since the previous inspection. Improvement since the previous inspection has been very good overall.
103. By the end of Year 2, the majority of pupils are working at the expected level and about 40 per cent are at the higher level 3. The pupils organise their work well and check answers to sums and problems to see if they are correct. Many are confident in discussing their work and can explain how they have arrived at answers. Good teaching has encouraged pupils to try different approaches to solving problems. Pupils are prepared to make reasonable estimations, before they begin calculations, and understand simple place value. They recognise fractions and number sequences, such as odd and even, and accurately recall their 2 and 10 times table and work out the associated division facts. Pupils measure objects, using centimetres, and produce block graphs to communicate their findings. A small group of lower-attaining pupils are less confident with these activities, but have still made good progress in relation to their prior attainment.
104. Almost 90 per cent of the pupils in Year 6 are likely to achieve the expected level 4, with just over 25 per cent reaching the higher level 5. The pupils have been given plenty of opportunities to solve problems and develop their own methods for doing so. The majority of work is presented in a well organised way. The pupils have a good understanding of place value and appreciate the relationship between fractions, percentages and decimals. They solve challenging number problems and interpret and display data using line and bar graphs. The pupils work with positive

and negative numbers and use ratio and proportion accurately. They recognise, calculate and construct angles and move common two-dimensional shapes on grids.

105. The quality of teaching is consistently good throughout the school. This contributes well to the above-average standards achieved. The teachers use the National Numeracy Strategy well to organise their lessons and ensure the systematic development and acquisition of the pupils' knowledge, understanding and skills. Lesson introductions are very clear and the aims of a lesson are always shared with the pupils. This is good practice and ensures that the pupils have a good understanding of their learning. In most cases, the first part of the lesson, that usually involves the pupils in mental mathematics, is conducted rapidly with no time wasted. This sets the tone for the rest of the lesson in which pupils are expected to work hard and maintain good effort. Before the main activity, teachers use questions well to reinforce pupils' previous learning and gauge pupils' current understanding. In the best lessons, the questions are directed to pupils of all ability to ensure that everyone is involved. All of these elements were observed, as pupils in Year 2 doubled and halved two-digit numbers and counted in tens. As with many other lessons, the teacher emphasised words that were associated with this area of learning such as 'twice', 'divide' and 'whole'. This was also observed when pupils in Year 3 were finding the 'remainders' of division sums. In this lesson, a very good feature was the organisation of work for pupils of different ability. Most teachers attempt to provide different activities, so that pupils can work at a level appropriate to their ability. Some teachers are more successful than others. During the inspection, it was generally the higher-attaining pupils that could have been challenged more. Lower-attaining pupils and those with special educational needs are generally supported well by classroom assistants, who ensure that they make good gains in their learning. In a Year 1 numeracy lesson, lower-attaining pupils did particularly well ordering numbers correctly, because of the high quality support that they received. In some instances, the first part of the lesson can be too long, which slows the pace of the whole lesson and pupils' learning.
106. Another strong feature of many lessons is the encouragement that pupils of all ability are given to express their views and ideas. Consequently, pupils are keen to participate in lessons, knowing that, should they answer incorrectly, the situation will be used positively by the teacher to encourage learning. This was seen to good effect in Year 5 when a lower-attaining pupil confidently set out two numbers that included decimals into the appropriate 'columns' for an addition sum. Although she did not get it exactly right, her confidence to 'have a go' was impressive. The teacher and her classmates were supportive and the subject was used well to develop pupils' moral and social development. Another benefit of this approach is the pupils' understanding that a range of different methods can be used to find an answer, which is an important issue in mathematics. At the end of lessons, teachers successfully review the pupils' learning referring to the original aims of the lessons. Pupils are given good opportunities to assess their own understanding by putting a 'thumb-up' to indicate a good understanding of a concept or by placing a '*traffic-light*' green dot at the end of their work. This is also good practice, although some teachers should take more notice of those pupils who continually identify that they are finding the work too easy. Work is marked regularly by all teachers, but more information could be provided, particularly for the older pupils on how to move on to the next stage of learning. Day-to-day assessment, when teachers reassess future planning after evaluating pupils' learning, is inconsistent. Some teachers use this information more effectively. The use of information and communication technology to support pupils' learning in numeracy lessons is satisfactory. The skills associated with numeracy are promoted effectively in other areas of the curriculum, such as science and geography. During the inspection, pupils in Year 2 filled in their class weather chart and tried to predict the temperature later in the day.
107. The subject was very well led by the former deputy headteacher. Her leadership made a significant contribution to the steady rise in standards. With her very good subject knowledge she had a very good understanding of what the school does well and what requires further development. Assessment procedures for the subject are very good and have enabled the subject co-ordinator to track the progress of pupils very rigorously. She has also undertaken very thorough analysis of pupils' results in national statutory and non-statutory tests. This has enabled teachers to focus on particular areas of the curriculum and to improve their practice from this feedback, where strengths and weaknesses have been identified along with points for action. The school has started setting targets for groups of pupils, with varying success. Some pupils have a good understanding of their current target, whereas, others are less confident. This is an area for further development.

Resources for the subject are well organised and there are sufficient to support the mathematics curriculum.

## SCIENCE

108. Standards in Year 2 meet national expectations, as they did at the time of the previous inspection, although there are insufficient pupils attaining the higher level 3. Although the standards attained by the pupils currently in Year 6 are average, there has been a steady trend of improvement since the last inspection. This is as a result of consistently good teaching, with good emphasis on the development of the investigative strand of the subject, and very good assessment procedures that give teachers a very clear picture of what pupils have learned, and where any weaknesses occur. Pupils all achieve well, particularly those currently in Year 6 who attained standards that were well below average when they were in Year 2. When pupils with special educational needs receive good support they achieve well. Although lessons are generally well planned, there is insufficient challenge offered to the higher-attaining pupils. All pupils do the same tasks, which do not always match the intellectual needs of all the pupils. There are no significant differences between the attainment of boys and girls.
109. There have been good improvements in the subject over recent years. A scheme of work has been adapted well to meet the needs of the school, and there is a more rigorous approach to how and when science is taught. Planning is well established, on a two-year rolling programme, to ensure that all pupils in a year group receive the same learning opportunities, and that all elements of the subject are covered. Assessment procedures are well established to track pupils' progress, and to predict likely outcomes year by year. Information gained from careful analysis of statutory tests feeds back into teachers' planning for future lessons. This was a weakness identified in the last report which has been addressed very well.
110. Scientific skills are promoted well, and pupils are given opportunities to carry out investigations, predict outcomes, ensure tests are fair, and record their findings. However, there is a lack of emphasis on drawing conclusions, particularly for the older pupils, so that they understand exactly why something has happened. Often, in their recording, pupils reiterate their results rather than explain why.
111. The quality of teaching is good overall. Teachers know exactly what they want the pupils to learn in the lesson, and effectively share this with them. They have good expertise, and plan interesting activities to stimulate questions and motivate pupils to want to learn. This results in an enthusiasm for the subject. Teachers manage the pupils very well, and relationships are very good. Teachers use a variety of resources well to ensure learning. Most lessons move at a good pace and learning is good, but this is dependent upon the type of activity planned and the time allocation for the lesson. On occasions, lessons are too long in relation to the planned activity, and, as a result, pupils lose interest, concentration wanes, and learning slows. Teachers' marking generally celebrates pupils' achievement, but is not used consistently to consolidate or expand pupils' understanding.
112. Throughout the school, literacy skills are promoted well in science lessons through discussion, and the constant use of specific technical language, so that pupils thoroughly understand scientific terms. Numeracy skills are promoted satisfactorily through the use of tables, graphs, and when pupils are required to measure temperature by reading thermometers. There is insufficient use of ICT to support the subject. There is an appropriate emphasis on investigations so that scientific skills can be progressively developed, but, sometimes, there are too few opportunities for pupils to plan their *own* investigations and so enhance their personal development alongside their scientific skills. Good opportunities are provided for pupils to enhance their spiritual, moral and social development. They are given opportunities to work together in pairs and small groups, helping and supporting each other. Teachers value the contributions of all pupils, and engender a sense of wonder when engaged in scientific activities.
113. Leadership in science is good, and the two co-ordinators are very aware of the strengths and weaknesses in the subject. They work closely together, monitoring the teaching and learning so

that they have a very clear overview of the subject. Resources are good and good use is made of the conservation area, where pupils study habitats.

## **ART AND DESIGN**

114. Standards at the end of Years 2 and 6 have been maintained since the time of the previous inspection, and are in line with the expectations for these age groups. Teachers offer a range of interesting activities to progressively develop pupils' skills. Pupils in Years 1 and 2 use a variety of different media to make pleasing representations of themselves, learning to position features correctly. They learn to experiment with paint from an early age, and are able to mix colours to achieve the required shade. In Years 3 to 6, pupils continue to improve their skills, developing line and form as they draw different historical objects. They learn to smudge and shade to create depth, and use clay and 'modroc' to form three-dimensional sculptures. They begin to look at their work with a critical eye, and are developing an appreciation of what constitutes good practice. The achievement of all pupils, including those with special educational needs, is satisfactory.
115. No lessons were seen in Years 1 and 2 as timetabling restrictions meant that no art and design was being taught during this half term. It is obvious from the scrutiny of work that teachers are very aware of the necessary skills that pupils have to learn and these are promoted well. There were good features of teaching seen in Years 3 and 5, but, overall, teaching is satisfactory. The good features were an infectious enthusiasm that engendered a real interest in the tasks set, good subject knowledge and attention to detail. In a Year 5 lesson on textiles, the teacher had high expectations of pupils' behaviour and ability, and gave pupils good opportunities for individual choice, thus enhancing pupils' creativity well. This resulted in pupils being utterly involved and having the confidence to experiment with a variety of materials. They showed great pride in their work at the end of the lesson. The weaker points were an incorrect matching of task to pupils' differing abilities, and failure to ensure that really clear instructions were given so that pupils did not require so much of the teacher's time when procedures were not followed. Good links are made with other curriculum areas, such as history. For example, pupils in Year 5 used their artistic skills well to produce Celtic designs linked to their work on the Romans, while, in Year 3, pupils made accurate drawings of a range of Victorian artefacts, enhancing their observational skills alongside their understanding of Victorian life.
116. Curriculum time is alternated with design and technology so there are periods of time when no art is taught. However, skills are progressively taught, but the time available for pupils to perfect their skills is often limited. The subject co-ordinator has started to monitor pupils' work by assembling examples into a portfolio. In this way, she checks to see that all aspects of the subject are covered. Although some work was seen reflecting the work of Henri Matisse, there is insufficient emphasis on the work of other artists, through which pupils can learn different techniques. There have been no opportunities for the co-ordinator to observe teaching to enable her to have a clear overview of the quality of teaching and learning. There are no formal assessment procedures, but pupils are encouraged to assess their own work. Information and communication technology is used well in Years 1 and 2, when pupils use computers to draw and paint pictures, but there is insufficient use in Years 3 to 6.

## **DESIGN AND TECHNOLOGY**

117. Evidence from pupils' work shows that standards at the end of Years 2 and 6 meet the expectations for these age groups. This was the case at the time of the previous inspection. Pupils are given a range of learning opportunities to develop their skills and their achievement is satisfactory. However, the design and evaluation elements of the subject are underdeveloped, particularly in Year 6. Pupils in Years 1 and 2 draw representations of their models, carefully labelling the parts, but designs are not sufficiently developed by Year 6 to include detailed measurements and step-by-step instructions as to how the model should be made. When products are finished, pupils say what they like and what they would change, but do not evaluate with sufficient rigour to establish whether the products fit the purpose for which they were designed.
118. Pupils learn a range of skills, through focused tasks, which they successfully use in their models. For example, in Year 2 pupils use construction apparatus very successfully to make a moving

vehicle for a teddy, beginning to be aware of the constraints of the equipment. Year 3 pupils investigate pneumatics, and then use syringes to make moving monsters, while in Years 5 and 6 pupils learn a variety of stitches which they effectively use to make slippers. Pupils use their knowledge of electrical circuits to power torches and make fairground models move. However there is insufficient use of ICT to support the subject.

119. No lessons were seen during the inspection, therefore, no judgement can be made on the quality of teaching, but an examination of pupils' work indicates that teachers provide a range of opportunities to enable all pupils to make satisfactory progress.
120. The subject is managed by two co-ordinators who work closely together. They demonstrate good leadership and have a good overview of the subject. However, there has been no recent monitoring of teaching, although they do examine pupils' work. They are aware of the strengths and weaknesses in the subject and the need to introduce some formal assessment procedures to check standards in the subject, as there are none at present.

## GEOGRAPHY

121. Standards at the end of Years 2 and 6 are similar to those found in most schools. Pupils' achievements are satisfactory. This is a similar picture to the previous inspection. However, although the pupils in Year 6 have a satisfactory knowledge and understanding of the subject, their levels of recorded work are not as high as one would normally expect and this is a weakness.
122. By the end of Year 2, pupils have a good awareness of their local area and are able to compare local features with other places. For example, pupils identify Devizes as a quiet, small town, with a mixture of buildings and no railway station. They are aware that the nearest motorway is several miles away, but that a canal runs through the town. They are also very aware that a large number of new houses are being built which may change the town. The pupils have compared living in Devizes with living on the Caribbean island of St. Lucia, but are equally confident in comparing Devizes with London or the seaside resorts they are studying currently. They record and label features on simple plans, such as animals and plants found around the school site. The pupils are beginning to use suitable geographical vocabulary, such as '*continent*' and '*ocean*' and appreciate the maps and plans often have keys to help the reader.
123. In Year 6, pupils use geographical terms, such as '*erosion*' and '*meander*' and can make a connection between the two words. They are able to explain how coordinates are used to find a location on a map, and have a satisfactory knowledge of location identifying things, such as the major countries in Europe, important rivers in the world and different mountain ranges. They explain the water cycle, and the impact that the Aquabox, purchased by the school, would have on a community in a less developed country than the United Kingdom. Residential visits for pupils in Years 5 and 6 support the subject well. The pupils are able to link their understanding of water erosion to their environmental education week at the Danywenallt Centre, and their map-reading skills are used when they take part in orienteering activities on their visit to the Plas Pencelli Outdoor Education Centre.
124. Teaching and learning are satisfactory. Only one lesson was observed during the inspection and that was a very good lesson in Years 1 and 2, when pupils listened to the story of '*The very mean King*' to support their understanding of Kenya. Using a map of Africa, most of the pupils were able to identify that Kenya is on the east coast of Africa with the Indian Ocean on its coastline. Using photographs and items made in Kenya, the pupils began to make judgements about life in Kenya. One of the very good elements of the lesson was the teacher's prevention of stereotyping, by showing photographs of modern Kenyan cities and reinforcing that, although it is a hot country, there is very heavy rain. Unfortunately, the subject is not always as well promoted as this. An examination of pupils' work also indicated that pupils of all ability are often given the same tasks. This means that some lower-attaining pupils do not always finish their work whilst higher-attaining pupils find work too easy.
125. Geography is satisfactorily managed by the subject co-ordinator. Although she has a good understanding of the subject and its demands, there has been very little opportunity for her to

monitor teaching and learning through the whole school, other than monitoring planning and pupils' work and displays. The curriculum is well organised and, through a cyclical programme, ensures that pupils in mixed-age classes cover an appropriate range of work. Currently, the co-ordinator is refining the subject's satisfactory assessment procedures to develop a more effective process to record pupils' progress. Resources for the subject are satisfactory overall. They are well organised and there is a good range of computer software for use in geography. The school's grounds are also good for the environmental education aspects of the subject.

## HISTORY

126. Standards are as expected at the end of Years 2 and 6. This is similar to those reported during the previous inspection. All pupils make satisfactory progress.
127. There is too little evidence to make a judgement on the quality of teaching, but, in the one lesson seen in Years 1 and 2, teaching was good. The lesson was well prepared and resources were used well to develop a good understanding of life in the past. Learning was good because the pupils listened carefully to the teacher and worked collaboratively with their partner, as they looked at souvenirs from the past. All pupils worked well to develop an understanding of the importance of souvenirs and that they remind us of the past. Pupils' behaviour was very good.
128. Work submitted from Years 1 to 6 was limited, but discussions with pupils clearly showed the satisfactory progress that they have made. Pupils' oral knowledge is better than the work that they have produced. Pupils in Year 2 spoke satisfactorily about what it was like to take a beach holiday in the past. They talked about how and why clothes for the beach have changed. Higher-attaining pupils confidently said that if you had been born in the 1900's you would be a hundred years old now. Pupils enthusiastically spoke about people they had studied from the past, such as the Queen Mother, and George Stevenson. They named artists from the past, such as Henri Matisse, and spoke knowledgeably about a video they had watched about Florence Nightingale. Higher-attaining pupils knew her date of birth and when she died. Pupils in Year 6 spoke satisfactorily about the Romans. All pupils were aware that the Romans were clever people and had powerful armies. They spoke with enthusiasm about watching a video of Tutankhamun, when they studied Ancient Egypt, clearly showing the satisfactory progress they made. Higher-attaining pupils spoke, very maturely, about the feelings of the slaves and how, in that respect, life is better today. Pupils had a sound idea of when the topics they have covered appeared in history, because teachers use time lines well.
129. Pupils' previous work shows that teachers are following the appropriate guidance to plan lessons, but that work is not consistently well matched to pupils needs. Too often, it is the same piece of work for all pupils and this results in some lower-attaining pupils, and those with special educational needs, achieving too little or having difficulty completing the work. Teachers do not consistently promote the need to present work well and, in many year groups, pupils' work is untidily presented. However, a few higher-attaining pupils in Years 5 and 6 developed well-presented, historical accounts, as they wrote about the Romans and the Celts. They specifically compared the food they ate, the type of jewellery they wore, and the different way they farmed their land. This work was of a high standard. In some year groups, work is not consistently marked. Pupils' research skills are satisfactorily developed. For example, pupils in Years 5 and 6 used computers to find out about writing in Ancient Egypt. There are limited opportunities in Year 6 for all pupils to write at length, for instance, offering reasoned explanations for historical events.
130. Satisfactory progress has been made in the subject since the previous inspection. Resources have been linked to the national guidelines and are soundly organised into topic boxes that are easily accessible. Additional resources are borrowed from the local resource library. There is no monitoring of teaching and learning, and assessment procedures have not been established to show how pupils are progressing as they move through the school. This continues to be an issue from the previous inspection. The subject supports the pupils' social, moral and cultural development well, as they learn about life in the past. In lessons, pupils have sound opportunities to develop socially, as they interact with visitors who come in and speak to them. Visitors reinforce and develop pupils' knowledge and understanding in the topics, which they cover. For example, a speaker from Devizes Museum visited the school to speak to the pupils about life in Victorian

Times. Information and communication technology is used, in particular, to develop research skills as pupils use the Internet, but there is little evidence of it being used consistently in each year group to support the subject. The co-ordinator has identified this as an area for development. History displays in classrooms enrich the learning environment and highlight the topics being taught.

## INFORMATION AND COMMUNICATION TECHNOLOGY

131. By the end of Years 2 and 6, pupils' attainment is similar to the standards expected for their age. All pupils make satisfactory progress as they move through the school. This is a similar picture to the previous inspection, despite the ratio of computers to pupils not being as good as that found in most schools. However, the future for the subject is positive. By September 2003, the school will have a new computer suite and considerably more hardware. This will enable the school to exceed the government's target, of one computer to eight pupils, by 2004. Although the school regards information and communication technology as a 'developing subject in the school', teachers ensure that the appropriate knowledge, understanding and skills are taught progressively as the pupils move through the school. Progress in the subject since the previous inspection has been satisfactory.
132. By the end of Year 2, pupils use the mouse control and keyboard accurately showing levels of competence that are normal for pupils of this age. They talk confidently about the subject and discuss their experiences of information and communication technology, inside and outside the school. Many of the pupils spoken to during the inspection have computers at home and this has supported their knowledge and understanding in school. They accurately describe using the computer as a word processor to write poems, such as *'Naughty Natalie and Nick'*, and to present their findings in science. The pupils have instructed a 'screen turtle' to plot a course and used the programmable robot, known as a 'Roamer', to 'explore' the island of St Lucia in links with geography. As part of a survey of features within the school locality, bar charts were produced and the pupils used an art program to produce colourful designs. In Year 6, pupils are able to compare the use of information and communication technology with other systems and come to sensible conclusions. For example, having used spreadsheets, they can appreciate that these are an efficient method to carry out calculations, but also appreciate that it is sometimes quicker to write by hand than just to use the computer as a word processor. They also appreciate that there are concerns about the use of information and communication technology, and are fully aware of how the Internet should be used safely. In links with science and geography, the pupils produced a multimedia presentation, incorporating images and text, to promote the school's involvement in the 'Aquabox Project' with the local Rotary Club. They regularly use the Internet and CD-ROMs to undertake research, but are less confident in discussing how to use input devices or switches to control a process.
133. Only one lesson was observed during the inspection, so there is insufficient evidence to make an overall judgement on teaching. However, analysis of pupils' work, discussions with pupils and staff, and an examination of classroom displays, indicate that the pupils are provided with a full curriculum and that teachers are well organised to provide this despite the school's limited resources. Learning is satisfactory. The teachers' subject knowledge has improved as a result of in-service training since the previous inspection, but the subject co-ordinator recognises that additional professional development will be required so that the teachers become effective at teaching in a computer suite. The subject is used satisfactorily to promote learning in other areas of the curriculum, such as English, mathematics, science and geography. For example, during the inspection, pupils in Year 1 were observed using a mathematics program to improve their understanding of numbers bonds, and, in Year 6, pupils discussed using a digital camera on their most recent residential visit. However, in some curriculum areas better use could be made of information and communication technology. The lesson observed during the inspection showed pupils in Year 5 making satisfactory gains in their learning, as they were giving a screen turtle specific instructions to produce a two-dimensional shape on the screen. Although there were many strengths to this lesson, particularly the promotion of pupils' numeracy skills, it did highlight the current challenges that the pupils and teachers have to face in trying to provide sufficient hardware for all of the pupils. In this lesson, the pupils had to work with classroom computers and computers in the school's mini-suite. Without the good support provided by classroom assistants, this would have been difficult.



134. Information and communication technology is well managed by the subject co-ordinator who has a good understanding of the subject and, through improvement planning, will be able to provide good resources, both in terms of accommodation and hardware, by the start of the new academic year. He is very aware of the challenges, as well as the benefits, that this will bring to the school. The school curriculum follows the recommendations of national guidelines and assessment procedures are currently being developed around the expectations of these guidelines. However, this is in the very early stages of development. Although levels of resources, in terms of hardware, are currently unsatisfactory, there is a good range of software in school to support learning and other areas of the curriculum. Some of the latest developments will allow teachers to provide different levels of work, according to pupils' ability, whilst working on the same program in the new computer suite. This should encourage good practice and allow pupils to work at levels accurately related to their levels of attainment.

## MUSIC

135. Standards in music are similar to those expected for pupils at the end of Years 2 and 6, and these judgements are similar to those recorded in the previous inspection. Judgements were made from one lesson in Year 1 and additional evidence was gained through listening to pupils sing in assemblies, and discussions with teachers and pupils.

136. There is insufficient evidence to make a judgement on the quality of teaching. However, in the lesson in Year 1, teaching was good. The teacher demonstrated a good promotion of literacy skills, as she read a story, expecting the pupils to listen carefully, before they added their musical accompaniments. Learning was good, as pupils named percussion instruments from around the world and identified which instruments would make the most lifelike noises to represent the '*dark*', '*spooky sounds*', and '*monsters*'. Pupils responded well to the teacher's high expectations regarding listening at all times, and they played the musical instruments well. In addition, they used their voices effectively to accompany the story. There were good opportunities for pupils to work in groups to begin to develop an idea of writing musical scores.

137. Pupils have regular opportunities to sing in assemblies and they learn to sing many different songs. Singing is satisfactory, as they tunefully sing songs, such as, '*He's got the wind and the rain in his hands*'. Music is played as pupils enter and leave the hall and there is generally good reference to the country the music has come from and the composer who has written it. During the inspection the pupils listened to Konevets Quartet; voices from Russia. Geography is promoted well during these assemblies, because teachers refer to a world map to indicate actually where these places are.

138. Discussions with pupils clearly demonstrate the satisfactory progress that they make. In Year 2, pupils talk enthusiastically about opportunities they have had composing music and then performing to their classmates. All pupils talk confidently about music they have listened to from different countries, such as Jamaican, Indian and Russian. As they move up the school, pupils develop a satisfactory understanding of vocabulary related to music. An informative display, which reinforced this, was seen in the Year 6 class as the teacher emphasised the understanding and the spelling of words, such as '*pitch*' and '*tempo*'. Pupils in Year 6 name composers confidently and, in fact, say that their headteacher is a '*sort of composer because he writes music, but he is not as famous as Beethoven or John Lennon*'.

139. The management of the subject is satisfactory. The co-ordinator has secure subject knowledge and is aware of the importance of developing assessment procedures so that pupils' progress can be measured accurately. This continues to be an issue from the previous inspection. In the short time she has been in post, she has implemented new guidelines, which are linked to the national guidelines. Resources have been developed satisfactorily, however, there is little evidence of information and communication technology being used to support the curriculum. Extra tuition is arranged for older pupils to learn to play the violin, viola, trumpet and clarinet. At particular times during the year, for example at Christmas, pupils have the opportunity to sing in a choir. Pupils Year 6 spoke very enthusiastically about the musical they are working on called '*The Blue Crystal*', which they are due to perform at the end of term. Pupils who play instruments, or sing in the

school choir, have many opportunities to perform, such as at school services, and during other performances, which are organised each year, for instance, pupils have recently been involved in the *Festival of Voices* that is held in London.

## PHYSICAL EDUCATION

140. Standards in physical education are average at the end of Years 2 and 6. Pupils generally make sound progress through the school, although inspection evidence indicates that progress and standards in swimming are better than normally expected, when compared to other primary schools. Pupils with special educational needs also make sound progress. Additional support from teaching assistants enables these pupils to be fully integrated into lessons and make appropriate progress, based on their prior attainment.
141. The school has made satisfactory progress since the previous inspection. Standards have been generally maintained and even strengthened in swimming. The provision for extra-curricular games has improved. However, assessment procedures have yet to be developed.
142. It was only possible to observe two lessons during the inspection period, so additional evidence has been gained from interviews with pupils in Years 2 and 6, through discussions with the acting co-ordinator and a teaching assistant, who is responsible for the coaching of swimming, and by analysing planning documents. This information has formed the basis of judgements in the subject.
143. In Year 2, pupils understand the importance of safety when moving around the school hall. They use the space sensibly during warm-up activities. They know that the heart beats faster after vigorous exercise and slows down during periods of rest. Pupils locate muscles that they are likely to use during the physical education lesson by pointing to different parts of their bodies. Pupils practise their skills of throwing and hitting in 'mini games' activities, but they have too few opportunities to evaluate their performance in order to refine their skills further. However, they make simple assessments at the end of the lesson, indicating how much they have enjoyed the session and whether they think that they have improved.
144. By Year 6, most pupils have become good swimmers. Almost all pupils swim distances beyond 25 metres, using the front crawl style, and many of the most capable swimmers complete distances of over 800 metres. Pupils are competent in a range of strokes, including breaststroke and backstroke. Higher-attaining pupils also swim successfully, using the butterfly action. Pupils have a sound knowledge of water safety and develop techniques of survival in the water. Pupils also have a sound understanding of how evaluation can help to improve an individual's performance and the importance of 'warm-up' and 'cool-down' sessions. They know how to build a gymnastic sequence, but have too few opportunities to develop their work at a higher level by using a range of gymnastic apparatus. Discussions with pupils indicate that they have a good sense of fair play.
145. Evidence from the two lessons observed during the inspection shows that teachers manage their classes well and have high expectations of pupils' behaviour. They ensure that pupils follow instructions and sustain interest in the tasks set. Tasks are well matched to pupils' levels of ability and, as a result, pupils are challenged sufficiently. Teachers explain clearly to pupils what they need to do, although more focus could be placed on pupils' evaluating their own performance. Teachers teach the subject enthusiastically and this positive approach is transmitted to pupils because they show genuine enjoyment in lessons. Behaviour is very good and pupils work together well in games activities.
146. The headteacher is acting as temporary co-ordinator until next term when a newly appointed teacher will take over the role. The curriculum provision is good, with a wide range of learning opportunities being offered to pupils. The provision for swimming is particularly good and in Year 6 pupils have the opportunity to participate in outdoor adventurous activities in Pencelli, Wales. Here, they experience canoeing, caving and orienteering. Extra-curricular activities are also well developed, through the provision of a wide variety of games activities, led by teachers, parents, teaching assistants and local sports coaches. The school ensures that pupils are properly dressed for physical activity, and that everyone has the opportunity to be involved in learning activities as

they progress through the school. There are appropriate opportunities for pupils to develop their literacy and numeracy skills, through report writing and orienteering activities. Learning resources and outdoor facilities are good and used effectively by teachers to enhance pupils' performance.

## RELIGIOUS EDUCATION

147. By the end of Year 2, standards are broadly average and in line with the locally agreed syllabus. Standards are below those expected by the end of Year 6, and this is lower than the judgements recorded in the previous report, where standards were average for all pupils.
148. Discussions with pupils in Year 2 show a better picture than in Year 6, and demonstrating clearly the satisfactory progress that they have made. Pupils in Year 2 showed a developing knowledge of Christianity and Judaism, as they spoke very enthusiastically about different places of worship, such as churches and synagogues, and about special books, such as the Bible and the Torah. They confidently recall Bible stories they have heard, such as Jonah and the Whale, and the Easter and Christmas story. Teaching in Years 1 and 2 is satisfactory and promotes sound progress. In good lessons, pupils' speaking and listening skills were promoted well, which resulted in the pupils listening maturely to the views of others, as they discussed the story of Moses. Reference books were used well to promote learning, which was good, because activities were differentiated for all abilities. The pupils' fascination for the pictures in the 'Children's Bible', and their very good behaviour and attitudes to learning, enhanced learning further.
149. There are a number of reasons why standards are below those expected by the end of Year 6. First, although pupils have satisfactory opportunities to learn about religion and to learn from religion, there is too little recording of what they have learnt. This results in pupils in Year 6 showing a limited knowledge of work previous covered. For example, they have looked at Islam and completed worksheets, but could not recall the mosque, which is the place of worship, associated with this religion, or the Qu'ran that is the holy book associated with Islam. In fact, they had difficulty remembering what they had been taught in religious education during the last few weeks. Pupils in Year 6 have not made sufficient progress in religious education this year.
150. In all year groups, an examination of pupils' previous work indicates clearly that, although topics have been covered, they have not all been taught in enough depth, indicating that, on occasions, too little time has been spent on the subject. There is no monitoring of the quality of teaching and learning in the subject, and previous work in all year groups shows some weaknesses in the teaching of religious education. Too often, pupils are given the same work and lower-attaining pupils and those with special educational needs have difficulty finishing it, because it is too difficult for them. Higher-attaining pupils are not always sufficiently challenged. In addition, marking does not consistently let pupils know how well they are doing. Although there is too little evidence to make an overall judgement in teaching at Key Stage 2, previous work shows that weaknesses in teaching affect learning within some lessons and the progress that some pupils make over time.
151. The subject is led satisfactorily and the co-ordinator has recently developed assessment procedures in the subject. These have only been in place a short time, but are beginning to give a clear indication of the standards that pupils are reaching. This is an improvement since the previous inspection. Planning shows that the subject effectively promotes pupils' spiritual, moral, social and cultural development, as they learn about different religions, and listen to stories where the moral element is promoted. Resources are satisfactory to promote the subject, and videos and a few visits are used to enhance the curriculum further. In some classes, such as in Year 1, displays, such as the paintings to reinforce Judaism, promote and reinforce the concepts that have been taught, but this is not consistent throughout the school. There is little evidence of information and communication technology being used to support the subject effectively.