

## INSPECTION REPORT

### **ST NICHOLAS C of E (VC) PRIMARY SCHOOL**

Bromham, Chippenham

LEA area: Wiltshire

Unique reference number: 126307

Headteacher: Mr T Heath

Reporting inspector: Mrs Kay Cornish  
21080

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> February 2003

Inspection number: 248757

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:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	The Leaze Bromham Chippenham Wiltshire
Postcode:	SN15 2EY
Telephone number:	01380 850391
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Potter
Date of previous inspection:	January 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
21080	Kay Cornish Registered inspector	Mathematics; Science; Art and design; Design and technology; Music; Educational Inclusion.	What sort of school is it? How high are standards? (The school's results and pupils' achievement); How well are pupils taught? How well is the school led and managed?
9644	Mike Whitaker Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
21992	Jean Newing Team inspector	English; Information and communication technology; Geography; History; Physical education; Religious education; Areas of learning for children in the Foundation Stage; Special educational needs.	How good are curricular and other opportunities?

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

St Nicholas C of E (VC) Primary School is smaller than average with 103 pupils of almost equal number of boys and girls aged 4 to 11 years. At present no pupils come from homes with English as an additional language. Pupils are organised into four mixed age classes with an average class size of 26. A part time teacher shares teaching in the upper age range so that groups are smaller. The number of pupils on the register for special educational needs is 16, which as a proportion is below the national average. One pupil has a statement of special educational need, which is slightly below the national average. The percentage of pupils receiving free school meals, at 13 per cent, is below average. The number of pupils joining the school other than at the usual time is about normal, although between 1998 and 2002, it was significantly above the norm. Current children on entry to reception have standards that are as expected nationally, but children in recent years have been marginally below this, and with a wide range of attainment. Community links, particularly with the church, are strong. In May 2002, the school was the subject of a monitoring report from Her Majesty's Inspectorate (HMI) because it had been previously reported, in 2001, that the school had been underachieving. The situation has since been improved. An inspector appointed by the Salisbury Diocesan Education Board inspected the school's acts of collective worship and that report appears under a separate cover.

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

St Nicholas C of E (VC) Primary School is most effective at providing a very good and enriching education for its pupils, most appropriate for their needs. Standards of attainment have improved substantially so that, in Year 6, most pupils reach standards that are consistent with the expected levels nationally. In English, mathematics, information and communication technology (ICT), design and technology and music, pupils' attainment is above the average or expected levels. There have been many significant changes since the previous inspection in 2001, but the management of change has been swift and very good. The current situation is stable. The excellent headteacher leads with imagination and purpose and he is strongly supported by an industrious staff who work well as a team. The governing body is very good in fulfilling its statutory duties. There is excellent commitment to ensure that the school is successful. The very good teaching, overall, has a strong impact on pupils' very good learning, and behaviour and relationships are very good. Very good enrichment activities ensure that all pupils receive a fully inclusive education. The school gives good value for money.

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

- The excellent headteacher leads with purpose and imagination and is strongly supported by a hard working, closely knit staff.
- Standards in English, mathematics, ICT, design and technology and music are above the national averages and expected levels.
- Teaching is at least good, and predominantly very good, resulting in pupils' very good progress in learning and good achievement over time.
- Children have a very good start in reception in the Foundation Stage<sup>1</sup> to ease their transition into formal education.
- Care of pupils is very good, resulting in the very good relationships, attitudes, behaviour and personal development of children.
- The governing body is very good at fulfilling its responsibilities, and the action taken to meet targets is excellent.
- The dedication of all staff, governors, parents and the community to improve the quality

<sup>1</sup> The Foundation Stage refers to children from entry to the nursery up to and including age six when they complete the reception year.

of pupils' education and to enrich their experiences is excellent.

### What could be improved

- Pupils' tasks in science, so that they match more closely the needs and ages of individuals within mixed age classes.
- The school's unsatisfactory accommodation, as a matter of urgency.

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

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

There has been very good improvement since the previous inspections of January 2001 and May 2002. All the key issues from the previous inspections have been rectified, apart from the changes to the accommodation, although building work is due to commence this year. Improvements include: the stabilising of staff changes; successful implementation of the National Literacy and Numeracy Strategies; significant raising of standards in Years 5 and 6 and in all subjects; introduction in Years 4, 5 and 6 of support groups in literacy and numeracy and, from January, in science; significant improvement in teaching and learning in the Years 5 and 6 class due to the appointment of a new teacher experienced in the age range; the school's self evaluation has improved through better assessment procedures, precise analysis of data and a constructive school development plan; monitoring by subject leaders is now an intrinsic part of the evaluation process; teachers' expertise in ICT, the provision of a new ICT suite and a programme of work; pupils' experiences for scientific enquiry and its recording; and better informed governors in order to evaluate successfully the school's development. The accommodation is still a problem which is not yet fully resolved.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores<sup>2</sup> in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools <sup>3</sup>
	2000	2001	2002	2002
English	D	D	C	C
Mathematics	E	C	C	C
Science	C	D	E	E

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

Current standards are better than those published in the above table. Due to small numbers in each year group, care must be taken when analysing results. Over the three years of National Curriculum assessments in the school's Year 6, several variables should be considered. In 2001, the mobility factor was significant when new pupils entered, and established pupils moved. There was an absence in the science tests in 2002. In 2001, the Years 5 and 6 teacher left and, after a period of temporary appointment, a new teacher in that age group commenced in September 2001. The situation has stabilised in 2003 and standards have improved. Pupils' learning is now very good. Currently, standards in Year 6 in English, mathematics, design and technology, music and ICT are above the national average

<sup>2</sup> Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

<sup>3</sup> Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

and expected levels. Standards in all other subjects meet nationally expected levels, with good features, by the end of Years 2 and 6. In Year 2, pupils' attainment is currently above the national averages and expected levels in mathematics, speaking and listening, reading, ICT, design and technology and music. Pupils in all year groups meet the requirements of the locally agreed syllabus for religious education. Standards in all year groups have the same strengths as those in Years 2 and 6. Children in reception are on target to reach the Early Learning Goals<sup>4</sup> by the beginning of Year 1, with above expected level skills in mathematical and personal and social development. Pupils with special educational needs make good progress towards their individual targets. Higher attaining pupils are challenged in each year group and consistently reach higher levels. Overall, standards have improved significantly since the previous inspection of 2001, when there was underachievement in Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils take pleasure in the welcoming and caring environment of the school. Pupils show strong interest and an eagerness to please in their lessons.
Behaviour, in and out of classrooms	Very good. Pupils are responsive to adults and polite and courteous. Play is lively but not aggressive or threatening. Pupils are friendly and orderly. There has been one permanent exclusion in autumn 2001.
Personal development and relationships	Very good. Independence and initiative are encouraged and pupils feel secure. They are helped to become mature and responsible through very good relationships.
Attendance	Close to the average for England and hence satisfactory. The level of unauthorised absence is only marginally above average, and is caused by a tiny number of pupils.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 has a strong impact on pupils' very good learning. The quality of the majority of teaching in the thirty-nine lessons observed during the inspection was predominantly very good. One lesson was excellent. No lesson was less than good. This is a very positive picture and very good improvement from the previous inspection of 2001, when there were significant variations in the quality of teaching between classes. The teaching of the National Literacy and Numeracy Strategies is at least good, and predominantly very good in numeracy. The teaching of pupils with special educational needs is good and higher attaining pupils are challenged significantly. There is some very good teaching of ICT, design and technology and music. There is good teaching of skills for scientific enquiry, although not all

<sup>4</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.



targets in science match pupils' needs exactly and fall below the higher quality of matching in English and mathematics. Assessment procedures are thorough and usefully inform teachers' planning of lessons. There is very good management of pupils' behaviour and very interesting tasks to capture pupils' imagination. Teaching assistants have received good training and offer worthwhile support for pupils at all times. Marking is consistent and gives clear guidance to help pupils to improve. Although the school's policy is to set homework for pupils, it is inconsistently applied between classes, and its collation and return to parents and carers is not systematic. The school has been most successful in overcoming significant staff changes over the past three years.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The broad, balanced and relevant curriculum meets statutory requirements. All pupils are fully included in an enriching range of experiences. Provision for extracurricular activities is good.
Provision for pupils with special educational needs	Good. Pupils have full and equal opportunities to all activities on offer at the school. They make good progress because of the high quality of support available.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The successful promotion of very good spiritual, moral and social development ensures that all pupils are significantly enriched in their personal development. Provision for cultural development is good with good links to The Gambia and France to help prepare pupils for life in a multicultural society. The quiet times for inner reflection and prayer are unhurried and transforming.
How well the school cares for its pupils	The school provides a high standard of care for its pupils. Children's welfare is central to the school's aims and all staff work very hard to maintain a safe, clean and happy environment. Procedures for assessing pupils' attainment and progress are good. The analysis of assessment information to guide the whole school is very good.

Parents consider that the school is very good. Parents and volunteers give very good assistance for reading, design and technology, clubs and enrichment activities. Parents and the community have raised a remarkably large sum towards the cost of extensive building work. The effort involved and the sums raised are an excellent testimony to the esteem in which the school is held.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Since the previous inspections, there has been very good improvement in leadership and management. The excellent headteacher leads with purpose and imagination and is strongly supported by a hard working assistant head and closely knit staff. The delegation of managerial responsibilities to staff is expertly managed so that the monitoring of teaching and learning is thorough.
How well the governors fulfil their responsibilities	The well informed Chair of Governors has given enlightened support through the very good management of change. The governing body is very good at fulfilling its duties and all statutory requirements are met.
The school's evaluation of its performance	The school's development plan is regularly evaluated and updated frequently. The very good programme for the professional development of teachers and support staff has raised significantly the quality of teaching and learning. There is excellent commitment by all to improve the school: for example in the major initiative for improving the school's accommodation.
The strategic use of resources	The school's educational priorities are supported very successfully through very good financial planning. There has been very good use of specific funds to protect good staffing levels and their impact on pupils' very good learning. Resources are used effectively but their storage is highly unsatisfactory. Although the school benefits from a large, well fenced field, the accommodation is unsatisfactory. Daily administration is calm, unobtrusive and efficient. Best value principles are applied regularly and the school gives good value for money, a very good improvement from the previous inspection, when it was unsatisfactory.

## 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>• Family ethos, approachability of staff.</li> <li>• Standards and good teaching.</li> <li>• Enthusiastic staff.</li> <li>• Children helped to be mature and responsible.</li> <li>• Happy children.</li> <li>• Headteacher's positive approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong concerns about the accommodation.</li> <li>• A small minority of parents were concerned about insufficient information concerning children's progress.</li> <li>• A significant minority were concerned about children's homework.</li> </ul>

The inspection team agrees with parents' positive views. Inspection evidence finds that the quality of information regarding pupils' progress is good. Whilst homework is given, there is scope for a more systematic approach to its distribution and collation and that its return to parents be more informative. The inspection team shares parents' strong concerns regarding the accommodation.

## **PART B: COMMENTARY**

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

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

1. Children's attainment on entry to the reception class is currently in line with the nationally expected levels. Children are on target to reach the Early Learning Goals by the end of the reception year, with mathematical standards and personal and social skills being above the expected levels. By the time children enter Year 1, their learning is good. In previous years, children's attainment on entry to reception was marginally below the nationally expected levels.

2. The previous report in 2001 stated that pupils were underachieving in English, mathematics and science by the end of Year 6 and that these standards were below the national averages. By the end of Year 2, standards were close to the national averages in reading, writing, mathematics and science. There had been modest improvement by May 2002, according to the HMI's report.

3. Since these previous reports, standards have risen significantly and there has been very good improvement by the end of Year 6. This is due largely to changes in staff in Years 5 and 6, the provision of support groups in English and mathematics in Years 4, 5 and 6, and the commencement of a support group, this term, for Year 6 science. Assessment and tracking of pupils have improved and are precise and informative. Teachers' planning ensures that tasks meet pupils' needs more fully and the monitoring and evaluating of standards, teaching and learning, are now more rigorous.

4. Currently, standards in speaking, listening and reading, mathematics, design and technology, music and ICT are above the average and expected levels nationally throughout the school and by the end of Year 6. Standards in writing and all other subjects are average by the end of Years 2 and 6, with good features seen in all subjects. No subject is judged as unsatisfactory.

5. Due to the small numbers in each year group, care must be taken when analysing results in small schools, due to variations between years. Results of the National Curriculum assessments in Year 2 over three years, however, show a consistent, upward trend with above average standards in the main, apart from the results of 2002, when mathematics' scores were below average. The school has since analysed carefully, which sections of the tests were in need of rectifying, for instance using and applying numbers, and pupils are now receiving extra tuition to help them. In Year 2, pupils' attainment is currently above the national averages and expected levels in mathematics, speaking and listening, reading, ICT, design and technology and music. Pupils in all year groups meet the requirements of the locally agreed syllabus for religious education.

6. Over three years of National Curriculum test scores, a varied pattern emerged for Year 6, reflecting underachievement in English and science when comparing the results of pupils when they were seven years old. Science scores were well below the national average in 2002. English and science results were below the national averages in 2001. However, the mobility factor was significant in 2001, when new pupils entered and established pupils moved. Absence during the science tests is another variable to consider in 2002. In Years 5 and 6 in 2001, the teacher left and, after a period of temporary appointment, a new teacher in Years 5 and 6 commenced in September 2001. The situation has stabilised in the current year 2003, and, due to the improvements implemented, it is evident that standards have improved and are continuing to rise, with younger pupils working upwards through the school with more secure learning patterns. The tracking procedures implemented clearly reflect rising standards. Targets in literacy and numeracy for Year 6 pupils, are set at 88 per cent to

achieve the expected Level 4 and above in English and 94 per cent in mathematics, to be reached in the May 2003 National Curriculum tests. These are above the national averages for 2002. Evidence shows that current Year 6 pupils are well on the way to reaching these targets.

7. Pupils with special educational needs are making good progress against the targets of their individual education plans because teaching throughout the school ensures that tasks are matched accurately to prior learning. Good support by well qualified teaching assistants has a significant impact on standards achieved.

8. Throughout all year groups, pupils' learning during lessons observed by inspectors was predominantly very good. This is due to the very good teaching and careful overall matching of tasks to pupils' needs. This has ensured that higher attaining pupils are well challenged and successful. The only mismatch observed was in science work, which probably accounts for the less successful progress in learning in science compared to numeracy and literacy, where matched tasks are very appropriate. Over time, pupils' learning in literacy, numeracy and ICT has shown remarkable improvement due to better teaching, good in-service training, better planning, assessment procedures and evaluation by the school. Provision for ICT with a new ICT suite, extra training for staff, a new programme of work and greater access to new technology, accounts for the sharp rise in learning and standards. This is a remarkable improvement from a previously reported unsatisfactory situation. ICT is now a strength. Learning in all other subjects is never less than good.

9. The implementation of the National Literacy Strategy has made a significant contribution to the rise in standards, particularly in reading and the focus on writing in general, and for joining handwriting. The National Numeracy Strategy has been very successfully introduced in each class. Staff have received very good support from the local education authority's advisory service so that they are confident in their knowledge about the objectives of the National Numeracy Strategy. Groups in English and mathematics have supported individual pupils, particularly over the most recent twelve months, helping to raise standards. In addition, support groups for science commenced in the spring term 2003 for Year 6 pupils. Science learning and standards are evidently rising, particularly for investigational work and ways of recording findings and facts.

10. Good enrichment activities through extracurricular opportunities, such as music, sport, art, visits and visitors to the school, have ensured high standards in pupils' spiritual, moral, social and cultural development. Confident pupils make confident learners. In addition, the enrichment ensures good inclusion for all pupils, helping them to improve their attitudes towards learning and a corresponding rise in standards. In conclusion, the picture of standards is one of very good improvement and imaginative enrichment to provide an education most appropriate for the needs of pupils.

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

11. Pupils' attitudes to school are very good, which represents an improvement over the good attitudes noted in the previous inspection report. Children under the age of five respond well to the happy, friendly atmosphere in their classroom. They are confident in their daily routines, and content to leave parents and carers. In play and in lessons, children show interest and an eagerness to please. Throughout the school, all pupils demonstrate enthusiasm for lessons, whether in a Year 6 science class discussing the moon's orbit of earth, or pupils in a Year 2 design and technology lesson considering what makes a good coat. Pupils respond well to the opportunities the school offers: for example boys in Year 6 are commendably enthusiastic in their recorder lessons.

12. Behaviour is very good, another improvement on the standards seen at the previous inspection. In lessons, pupils are polite and considerate and comply with their classroom rules, to which they have contributed. Play is lively but nothing aggressive or threatening was

seen. The school is free of harassment towards any particular group of pupils. Lunch is sociable and well mannered. Pupils move about the school in an orderly way and behave very well on the short walk to the community centre for physical education lessons. Pupils are friendly and polite towards visitors, respectful towards staff, and considerate to each other. School equipment (and each other's possessions) is treated well. There has been one permanent exclusion within the academic year 2001 - 2.

13. Pupils' personal development is very good, which represents a considerable improvement over the satisfactory situation at the time of the last report. Independence and initiative are encouraged and pupils respond well. Pupils are able to work well on their own as was seen, for example, in the computer suite, where half of the Year 6 class was researching the Aztecs without immediate adult supervision. Pupils from Year 3 upwards carry out a wide range of duties, from litter collection to helping in reception, Years 1 and 2 at wet play times. Pupils elected to the school council take a serious and mature approach to their duties; the secretary - a Year 5 girl - was seen spending part of her lunch break typing up her minutes. Relationships are very good. The great majority of pupils are thoughtful and considerate, and show each other respect and kindness. They are particularly supportive towards pupils with difficulties. Staff treat pupils with respect, valuing each contribution in lessons and thus increasing pupils' confidence. Pupils work well in pairs and groups.

14. Attendance, being close to the national average for primary schools, is satisfactory. The level of unauthorised absence is marginally above that usually found in primary schools but the problem is caused by a tiny handful of pupils whose absence skews the statistics in such a small school.

15. Pupils display good attitudes and these are significant factors in the standards they achieve and the progress they make. Teachers and teaching assistants know these pupils well and give pupils with special educational needs good opportunities to increase their self esteem: for example Year 6 pupils taking part in the school production of Romeo and Juliet.

## **HOW WELL ARE PUPILS TAUGHT?**

16. Teaching has a strong impact on pupils' very good learning. The quality of most of the teaching during the inspection was very good. Thirty-nine lessons were observed. One lesson was excellent, twenty-six were very good, and twelve were good. No lesson was less than good. This is a very positive picture and very good improvement from the previous inspection of 2001, when there were significant variations in the quality of teaching between classes, and when teaching in Years 5 and 6 was unsatisfactory. Teachers have been appointed since the previous inspection, in the reception class and in Years 5 and 6.

17. Throughout all age groups, there is very good teaching from the beginning of reception to the end of Year 6. As a result, pupils' learning is consistently very good. Pupils' achievement over time is good. There are strengths in the teaching of reading, speaking and listening, mathematics, ICT, design and technology and music. When teaching is very good, there is very good knowledge about subjects, the planning of lessons and the reinforcing of basic skills, as when, for example, strategies for building phonics<sup>5</sup> are taught. The methods teachers employ are varied and engage pupils' interest, and the management of behaviour is consistently very good. There is very good use of highly effective teaching assistants and the pace of lessons is very good. Resources are used very efficiently, although the poor storage of resources creates difficulties when staff and pupils access and return resources, and this is unsatisfactory. Teachers work hard to maintain pupils' interest and concentration, as when, for example during a design and technology lesson, they are asked to examine a coat in order to assess the good features before beginning to create a small one for a model. One result of the very good management is that pupils respect teachers and co-operate willingly with the very good disciplinary techniques.

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<sup>5</sup> Phonics are the sounds that blend together to make the spoken word.

18. Planning of lessons is often very good and teaching assistants are given very good guidance and training in their deployment. Most targets for pupils meet their needs precisely, although the matching of tasks to pupils for their needs in science is not as exact, and falls below the higher quality of matching in English and mathematics. For example, pupils' science work books show that lower attaining pupils have been given the same tasks as higher attaining pupils, who are a year older. The school has identified the problem and has partly rectified the situation by re-grouping pupils in science lessons to receive extra adult help through support groups in Year 6. Good assessment procedures are used constructively to plan following lessons, and staff analyse data from assessments carefully in order to rectify any weaknesses. In particular, such action has improved pupils' experiences of investigational work in science, thereby bringing about improvement. Marking of pupils' recorded work is consistent and gives pupils clear guidance for improvement. There is a printed homework policy, but homework is not consistently set in all classes, and guidance each week is less clear. The distribution and collation of homework is not systematic, leads to confusion and, because it is often not returned home, is not informative to parents. This is unsatisfactory.

19. Teachers' knowledge of the National Strategies for Literacy and Numeracy is very good. Both strategies are implemented strongly, and improvements are being made currently in the teaching of writing to encourage the use of more complex sentences, using connectives, and to raise handwriting standards. There is very good development of reading comprehension and group reading sessions, and strong encouragement to practise spelling and punctuation well. Teachers give good emphasis in lessons to the principles set out in the National Numeracy Strategy. They teach the basic skills of number and recording very thoroughly, and ensure a good balance between all the programmes of study for mathematics. Teaching of measurement is strong, although an area for improvement is in the method pupils use to record measurements. The teaching of mental calculations is methodical and clear, but pupils lack speed during mental activities. In all subjects, teachers make very good links between them so that learning becomes more meaningful.

20. High quality planning with very specific learning objectives which is shared with pupils is a consistent feature of the teaching in this school. This very focused approach ensures that all pupils, higher attainers and those with special educational needs, are successful learners. Teaching assistants give very effective help in supporting pupils with special educational needs. The opportunities teachers give to higher attaining pupils are very good, resulting in high challenges and improvements in the National Curriculum higher Level 3 standards at Year 2, and National Curriculum higher Level 5 standards in Year 6.

21. All staff work closely as a team, showing excellent commitment to raising pupils' standards and offering very good support to each other and to pupils. Team work is a major strength of the school. Its impact results in pupils' good achievement over time, their very good attitudes to school, and their very good behaviour.

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

22. The quality and range of learning opportunities are good and an appropriate statutory curriculum is in place for the National Curriculum and religious education for pupils in Years 1 to 6. This is good improvement since the previous inspection when the curriculum did not meet requirements because ICT was unsatisfactory throughout the school and several other significant weaknesses were identified.

23. Curriculum provision for pupils with special educational needs is good. Pupils have concisely written individual education plans with very specific targets which are used efficiently by teachers and teaching assistants. Parents and pupils are aware of the targets and what they are expected to do for them to be achieved. Very few pupils are withdrawn

from lessons but when this is done it is planned carefully so that all pupils receive their curricular entitlement. There has been good improvement in the provision for these pupils since the previous inspection when provision was judged to be satisfactory. All the issues have been addressed well.

24. There are clear policies for all subjects and a secure timetable for reviewing and developing them is in place. There are programmes of work which include national guidance for all subjects and all teachers use these consistently. This is an improvement since the last inspection when schemes of work were judged to be outdated. The curriculum for children in the Foundation Stage is good, giving these youngest children rich and relevant learning opportunities to enable them to achieve the Early Learning Goals. This is an improvement since the previous inspection when the curriculum for these children was judged to be satisfactory because it was more closely linked to the National Curriculum than the Early Learning Goals.

25. The school has implemented the National Literacy Strategy very effectively. It has been adapted and improved over the years as a result of the high level of expertise and enthusiasm of the co-ordinator. It is making a significant contribution to the rise in standards. This is good improvement since the last inspection when the teaching of literacy skills was found to be underdeveloped.

26. The National Numeracy Strategy has been very successfully introduced as part of the school's strategy for raising standards in mathematics. This is very good improvement since the previous inspection when standards for pupils at eleven years of age were judged to be unsatisfactory – they are now above average for pupils at the end of Years 2 and 6.

27. There is good provision for extracurricular activities. Parents run very popular football and netball clubs. A teaching assistant is a qualified hockey coach and teaches these skills at lunchtime. Pupils participate in inter-school matches and tournaments. The computer club for the older pupils gives a good opportunity to develop and consolidate skills. All pupils in Years 3 to 6 learn to play the recorder. A range of visits, including a residential trip and visitors enrich the curriculum. There is a judo club in the nearby social centre and about ten pupils attend a gym club in a nearby village. A minority of parents expressed a concern about this area, but inspectors consider that this small school provides rich and relevant learning opportunities.

28. There is good equality of access and opportunity for all pupils to learn and achieve. Teachers' planning is of a very high quality and there is a consistent approach across the school so that lessons meet the needs of all pupils. Higher attaining pupils are challenged well whilst those with special educational needs are strongly supported. This is good improvement since the previous inspection when this area was judged unsatisfactory.

29. The provision for personal, social, health and citizenship education is good and covers all required elements. Circle time, when pupils discuss problems and aspects of school life, is used effectively to help pupils take responsibility for their own actions and behaviour. The school council gives pupils equal opportunities to make suggestions and to share in the decision making of their school.

30. Pupils' spiritual, moral, social and cultural development is very good.

31. Spiritual development is very well promoted through religious education lessons and assemblies. In religious education lessons, pupils address their own and others' faiths. Older pupils compare the practices of major faiths, such as Christianity and Islam. Pupils are asked to think about intangibles, such as the meaning of love, as was seen in a particularly effective assembly, in which the headteacher used the example of prison reformer Elizabeth Fry. Year 5 pupils in their personal, social and health education lessons discuss poverty, greed and the misuse of money.

32. Pupils' moral development is very good. The school's rules form a clear moral code, and pupils' attitudes and behaviour show that they know right from wrong. In personal, social and health education lessons, pupils show a willingness to talk about ethical issues, for example, a Years 1 and 2 class discussed blame, and whether they had blamed anyone else, or they themselves had been blamed unfairly. In all classes, the high standard of relationships between pupils and staff enables pupils to address such issues openly.

33. Social development is very good. The school operates as a very social environment - pupils' views are canvassed and taken into consideration. Pupils frequently vote on issues: for example the pictures illustrating the school's 'golden rules' were the result of a competition whose outcome was decided by a pupil vote. Each class has its own set of rules discussed, negotiated and agreed by staff and pupils. The school council, which consists of both elected and co-opted pupils from Years 3 to 6, encourages pupils to address important issues, such as which version of The Lord's Prayer (modern or traditional) should be used. Pupils act as both secretary and chair of the council, thus providing them with excellent personal development opportunities. Pupils take part in activities that raise funds for the new school building and carry out a variety of duties around the school, including a 'buddy' system, whereby older pupils look out for unhappy or lonely younger children.

34. Pupils' cultural development is good. Good use is made of visitors from The Gambia to introduce pupils to Africa, its art and its music. There is a well established link with France and pupils begin to look at other modern cultures: for example pupils in Years 3 and 4 can count in Japanese, and children in the reception class can respond to their teacher's register called in German. Pupils gain insights into their own history and culture by studying their village, its church and half-timbered houses. Pupils from Years 2 and 3 have visited Salisbury Cathedral. Theatre companies visit the school and pupils themselves put on a production of Romeo and Juliet. A local poet has visited the school. Pupils are introduced to a range of musical experiences in assemblies and music lessons, and all pupils in Years 3 to 6 learn the recorder. Whilst pupils have a well developed awareness of their own cultural heritage, they are less well aware of the aspects of minority ethnic groups in parts of contemporary Britain.

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

35. Procedures for child protection and for ensuring pupils' welfare are good. All staff are aware of the action to be taken if they are concerned about a child protection issue. All necessary health and safety procedures are implemented correctly. Risk assessments are made of all school activities; procedures for taking pupils to the community centre for physical education lessons are well rehearsed and safe. Arrangements are in place for dealing with pupils' medical needs and minor emergencies.

36. There are good procedures for monitoring and improving attendance. Registration is carried out properly and registers are correctly maintained. If a child is unexpectedly absent the school will phone the home. The services of an education welfare officer are available when attendance causes concern, although such cases are rare. The headteacher reminds parents of the importance of regular and punctual attendance in school newsletters. Whilst some families do take holidays in term time, this is not encouraged.

37. Procedures for monitoring and promoting good behaviour are very good. Pupils respond to the orderly atmosphere in school, with its high behavioural expectations. Teachers have very good pupil management skills and all adults in school adopt a consistent approach to behaviour. This consistency, together with the very good relationships between pupils and all adults, provides a secure framework within which children can work. This framework is underpinned by clear school rules. Each class discusses and agrees its own class rules, thus ensuring pupils' ownership of the rules.



38. Success (in effort, behaviour and academic achievement) is publicly celebrated by the award of certificates at a weekly assembly. Lunchtime supervisors oversee behaviour at play and keep their own records of misbehaviour which are monitored by the headteacher. The school has a race equality policy and issues arising out of racist attitudes are discussed in assemblies and circle times. The school has had no instances of a racial nature. Bullying is not seen by parents or the school as a problem. However, the headteacher will help pupils by talking through any difficulties from a 'no-blame' standpoint.

39. The monitoring of personal development is good but informal. The small size of the school, the good personal knowledge staff have of pupils, and the very good relationships between adults and pupils are pivotal in ensuring that every child is well known to several adults in school. The school keeps parents well informed about their child's progress and works closely with them to enable their child to reach the highest possible standard.

40. The school, with support from the local education authority, has developed good procedures for assessing pupils' attainment and progress. In English, mathematics and science, pupils are set annual targets based on prior attainment. Pupils have individual targets which are reviewed bi-monthly so that teachers, pupils and parents are aware of progress. Teachers evaluate their lessons carefully and alter their plans to ensure that the next step in learning is effective. The school analyses the data from national tests thoroughly and sets challenging targets for pupils as they move through the school. These good procedures and the way they are used are having a positive impact on standards in English, mathematics and science.

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

41. There are good links with parents. The atmosphere is welcoming and parents appreciate the ready informal access they have to staff. Procedures to help new children when they begin school are thoughtful. Parents and children are sent a booklet containing pictures of the school, staff and various activities. Parents are given good information about the school in an informative prospectus, written in a chatty parent-friendly style. Regular newsletters keep them up-to-date with school events. Each class sends parents a termly leaflet setting out the work the children will be doing, subject by subject. Three more leaflets (for reception to Year 2; Years 3 and 4; and Years 5 and 6) set out the school's homework expectations. Parents have three formal opportunities a year to meet their children's teachers. Pupils' reports are satisfactory; each subject of the National Curriculum is addressed separately with a statement about the child's attainment and progress. There is good detail about achievement in English and mathematics together with targets, and about the child's personal development.

42. The impact of parental involvement in the school is very good. Parents help in classrooms, and are very effectively used by the school to enhance the provision for pupils' learning. Parents run after school activities, such as the football and judo clubs and volunteer to provide additional supervision on school trips. Parents are committed to the success of the school and support learning at home by encouraging children to carry out independent research tasks, via libraries or the Internet. Reading is well supported, particularly for younger children, and reading diaries are well used by parents as vehicles for home-school dialogue. There is an extremely effective parent-teacher association, which has succeeded in raising a remarkably large sum towards the cost of extensive rebuilding work. The effort involved and the sums raised are a testimony to the esteem in which the school is held by parents and the community.

43. Parents' views of the school are very positive. Of those who responded to the Ofsted pre-inspection questionnaire, 98 per cent felt that teaching was good, and all said that the school was helping their children to become mature and responsible. All said that their children liked school and 96 per cent regarded the leadership and management as good. At the pre-inspection meeting and during the inspection, parents said that they particularly liked

the friendly atmosphere in the school, the easy informal access to staff and the fact that staff put children first. They appreciated the fact that their children were happy, and the headteacher's positive approach.

44. Some concerns were expressed. A significant number (30 per cent) of questionnaire respondents were not happy with the amount of homework pupils were given. Some parents (19 per cent) felt that they were not given sufficient information regarding progress and 18 per cent were unable to agree that the school provided an interesting range of out-of-school activities. Finally, there were numerous comments regarding the accommodation.

45. The inspection team agrees with parents' positive views of the school. Inspection evidence finds that the quality of information regarding pupils' progress is good, as is the provision for extracurricular activities, which includes visits and a residential trip (particularly in view of the small size of the school). Whilst homework is used to a satisfactory extent, there is scope for the school to adopt a more consistent approach to its use. The inspection team shares parents' concerns regarding the unsatisfactory accommodation.

46. Parents appreciate the opportunities they have to discuss their child's progress with the class teacher and the co-ordinator for special educational needs. They know that their concerns will be taken seriously and the school will ensure that their child receives the best provision possible.

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

47. Since the previous inspections, there has been very good improvement in leadership and management. The excellent headteacher leads with purpose and imagination. He has been in post less than three years, but the management of change has been very good in order to carry out speedily the action plans following the inspection of 2001 and the HMI monitoring report of 2002. The headteacher gives very clear educational direction and has an excellent understanding of the school's strengths and needs, in order to implement positive change. The headteacher receives very good support from his assistant head and all staff. All staff work very hard as a closely knit team in order to consolidate good initiatives and to raise standards. All the key issues of the report of 2001 have been rectified successfully and rapidly, apart from the accommodation's limitations, which are still outstanding.

48. Improvements include:

- The stabilising of staff changes.
- Successful implementation of the National Literacy and Numeracy Strategies.
- Significant improvement in standards in Years 5 and 6 and throughout all subjects.
- Introduction in Years 4, 5 and 6 of support groups in literacy and numeracy and, from January this year, in science.
- Significant improvement in teaching and learning in the Years 5 and 6 class due to the appointment of a new teacher experienced in the age range.
- School's self-evaluation improved through better assessment procedures, precise analysis of data and a constructive school development plan.
- Monitoring by subject leaders is now a key element of evaluation procedures.
- Teachers' expertise in ICT has improved, as has its provision with a new ICT suite and a programme of work.
- Pupils' experiences for scientific enquiry and its recording.
- The governing body is better informed to evaluate and improve successfully the school's development.
- Accommodation is still a major problem and is not fully resolved, but the school has gained the support of the local education authority and, with the outstanding help for funding from the Parent/Teacher Association and the community, is now in a position to begin extra building on the premises next summer.

49. The management of special educational needs is good. The co-ordinator is pro-active and works closely with the literacy co-ordinator, class teachers and teaching assistants. All staff have received professional training in various aspects of special needs: for example epilepsy. Paperwork is in good order and it is easy to extract information about pupils' progress. Outside agencies are used effectively and there are good links with the secondary school to which most pupils transfer. Provision for pupils with special educational needs is judged to be good.

50. The governing body is very good in fulfilling its statutory duties and in shaping the direction of the school. There is excellent, shared commitment to improvement and towards success. The well informed and supportive Chair of Governors gives consistently loyal support. All long standing governors have been a steadying influence through the school's significant staffing changes, and all governors have a very good understanding of the school's strengths and needs. They are appreciative of the very good work of the staff and the information provided by them to help governors make informed decisions. The reflection of the school's aims and values in its work is very good. The Christian ethos of the school is strongly reinforced through very good respect for individual differences and sensitively managed daily services. The governors' annual report to parents is clearly written, attractively produced, of a high quality, and 'user friendly'. It gives a very good account of how the school meets its responsibilities. The very good ethos of the school is strongly reinforced through very good relationships and many opportunities to ensure that all pupils reach their potential. The school complies fully with the Acts for Sexual Discrimination, Drugs Awareness, Special Educational Needs, Race Relations and Disability.

51. The very good delegation of managerial responsibilities to staff is expertly managed. Monitoring of teaching and learning is good, and the analysis of assessment data and tracking of pupils' progress, individually and by age and gender, are well established and informative. The school's development plan prioritises aspects of the school's progress carefully, identifying key personnel and costing initiatives. The school's development plan is regularly evaluated by all governors and staff and updated frequently so that the very good monitoring of the school's performance ensures effective action.

52. The school's strategy for appraisal and performance is very good. A very good programme for the professional development of teachers and support staff has raised significantly the quality of teaching, particularly for speaking and listening, reading, ICT and mathematics. Increased confidence has ensured the effective promotion of enriching opportunities open to all pupils. The emphasis the staff place on creating a safe, secure and interesting learning environment is at the heart of the school's success with openness. All staff have excellent commitment to ensure that the school is successful. The cleaning staff keep the school well maintained, and all support staff, including mealtime assistants, ensure good personal safety and care for pupils outside, as well as inside classrooms.

53. Resources to support learning are, overall, satisfactory and mainly of good quality and used well. They are very good for ICT and receive excellent usage. There are good resources for music, particularly for pupils' learning of other cultures. Very good use is made of visitors and the locality for a range of subjects. This makes an important contribution to teaching and learning. However, the storage of resources is highly unsatisfactory and spread across the whole of the building, making it very difficult for teachers and pupils to access the resources speedily or for pupils to return items independently. Resources are stored in a variety of sheds and, in the case of design and technology equipment, in two unused cubicles in the girls' lavatories. Pupils cannot, therefore, access resources themselves, which impedes the development of independence. The school has already identified the problem and intends to rectify the situation when the new building commences.

54. Accommodation is unsatisfactory. The school is housed in a nineteenth century school board building to which two temporary classrooms have been added. Whilst classrooms

themselves are of an adequate size for the numbers and ages of pupils, the premises are unsuited for the delivery of a twenty-first century curriculum. The hall is too small for the successful delivery of physical education lessons. Consequently, all pupils have to walk to the community centre, where there is good floor space, but no high climbing apparatus. There are no rooms for withdrawing pupils: for example for additional literacy support, or for use by a peripatetic music teacher, and the headteacher has no office in which to conduct confidential interviews with parents. There is no quiet library. Every room in the school is in constant use as was demonstrated when one of the inspection team wished to talk to a group of parents - the only available space was outside in the summerhouse! Outdoor accommodation is good; there is adequate tarmac play space and the school benefits from a large, well fenced field.

55. The school's educational priorities are supported very successfully through very good financial planning. The very large carry forward figure is an insurance against any loss of income in order to maintain a good staff to pupil ratio, and to refurbish the new hall, classrooms and extra accommodation when the new buildings are completed. Current pupils have had a large sum per pupil spent on them, above average nationally, so have not missed out on essentials. The very good management of the budget reflects very good forward planning towards the ambitious project to provide pupils with sufficient and appropriate accommodation. In this, the school is well supported by Wiltshire Education Authority, a donation from the Crown Lands, the Seed Challenge Fund, and the Standards Fund. The support from parents and the community has been excellent. Their fundraising is in the region of £38,000, a magnificent effort for a small school and its community. The headteacher, the governing body and officials, plan to allocate all funding wisely, seeking advice from appropriate sources.

56. Daily administration is efficient and unobtrusive due to an industrious administrator. Daily routines are well established and calm. There is excellent use of new technology in order to inform pupils, staff, governors, parents and the community, and in order to improve pupils' education in ICT. The school uses the principles of 'best value' constantly and comprehensively, resulting in some good initiatives to save on costs. Recommendations of the local education authority's audit report have been addressed and all financial procedures are correctly implemented. Overall, the effectiveness of the school is very good. Currently, the school gives good value for money in terms of pupils' achievement, and attitudes, teaching and learning, a very good improvement from the previous inspection of 2001, when value for money was unsatisfactory.

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

57. Whilst recognising the improvements made to the school with support from the local education authority, in order to address effectively the issues of this report, the headteacher, staff and governing body, in conjunction with the local education authority and Diocesan Education Board for Salisbury, should:

- **Continue** with the improvements made in science standards so that they match the English and mathematics standards of pupils by:

- Ensuring that pupils' tasks are more closely matched to their individual needs and age range in mixed age classes.

(Paragraphs: 6, 8, 9, 39, 40, 47, 86, 87, 88, 90, 92)

- **Improve** the school's accommodation, thus giving a better quality of education, by providing:

- An appropriately sized hall for school functions and to enable the full curriculum for physical education to be taught;
- An office for the headteacher;
- Small rooms for private consultation and to support tutorial sessions for special educational needs and music;
- Appropriate storage facilities for resources in order for pupils to access resources independently and return them;
- A library to support work in English and extend opportunities for pupils' learning.

(Paragraphs: 17, 44, 47, 52, 53, 58, 92, 99, 104, 110, 115, 128, 132, 139)

The following minor issue should be considered for inclusion in the governors' action plan:

- Ensuring that homework is consistently set in all classes, that its collation is systematic, and that its return to parents is informative.

(Paragraphs: 18, 41, 44, 45)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	26	12	0	0	0	0
Percentage	3	67	30	0	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 three percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	103
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	13

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	4
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	5	10	15

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Percentage of pupils at NC level 2 or above	School	93 (88)	87 (94)	87 (88)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Percentage of pupils at NC level 2 or above	School	83 (88)	87 (88)	93 (88)
	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)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	6	7	13

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Percentage of pupils at NC level 4 or above	School	62 (79)	62 (64)	77 (79)
	National	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Percentage of pupils at NC level 4 or above	School	69 (57)	69 (64)	85 (57)
	National	73 (72)	74 (74)	82 (82)

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

*In order to protect pupils' confidentiality, boys' and girls' separate results have been omitted from the report because the numbers of pupils taking the tests are less than 11 respectively.*



## Ethnic background of pupils

Categories used in the Annual School Census
White – British
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

## Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
102	1*	1*
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

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

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.34
Number of pupils per qualified teacher	19
Average class size	26

### Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	96

FTE means full-time equivalent.

## Financial information

Financial year	2001/2002
	£
Total income	274,155
Total expenditure	279,216
Expenditure per pupil	2,585
Balance brought forward from previous year	32,024
Balance carried forward to next year	49,963

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	102
Number of questionnaires returned	66

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	41	44	11	2	2
Behaviour in the school is good.	55	42	3	0	0
My child gets the right amount of work to do at home.	29	39	18	12	2
The teaching is good.	65	30	0	3	2
I am kept well informed about how my child is getting on.	47	38	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	0	5	0
The school expects my child to work hard and achieve his or her best.	61	36	0	0	3
The school works closely with parents.	39	48	9	2	2
The school is well led and managed.	65	30	0	3	2
The school is helping my child become mature and responsible.	55	42	0	0	3
The school provides an interesting range of activities outside lessons.	39	32	12	9	8

*Due to rounding percentages do not total 100.*

## **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**

58. The provision for children in their first year in school is very good. Consistently very good teaching, rich relevant learning experiences result in well motivated learners. The accommodation is rather cramped; there are no quiet rooms for individual or group work. However, the classroom is bright and stimulating and the outdoor area is used well.

59. There are good induction arrangements. Parents receive a very attractive booklet about the school with photographs of the adults with whom they will come into contact. Children have several opportunities to visit the classroom. In the term before they start school a meeting is arranged between the teacher and the family either in school or in the home according to the parents' preference. There are good links with the local playgroup – some staff work in the playgroup and in the school.

60. Children start school with skills broadly in line with those expected nationally and reach the Early Learning Goals by the end of the year. The more able children exceed this standard especially in communication, language and literacy, mathematical development and knowledge and understanding of the world. Overall, children reach above the expected levels in mathematical development and personal, social and emotional development, by the beginning of Year 1.

61. The teaching is consistently very good. High quality planning which links learning to the Early Learning Goals and the National Curriculum, very good pupils' management, a very supportive teaching style and very good organisation are real strengths in teaching. The needs of all children are met very effectively, including those with special educational needs. The well qualified teaching assistants are used very effectively.

62. There has been good improvement since the previous inspection:

- The curriculum is now very well linked to Early Learning Goals and the National Curriculum (there are some Year 1 children in the class);
- Assessment is used effectively to plan the next steps in learning;
- The quality of teaching is consistently now very good. At the last inspection this was judged to be satisfactory.

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

63. This area is promoted very well. A large attractive display encourages good listening and this is frequently referred to by the teacher to reinforce her high expectations. There is a calm purposeful start to the day – parents are welcome to stay in the classroom until registration. The children are encouraged to be independent learners: for example self registration, choosing and recording their own activities. Children are well aware of the school routines and the teacher's expectations and respond accordingly '1, 2, 3, look at me, 4, 5, 6, close your lips.' When the class visited the local church, they followed the teacher's instructions and walked along the road in pairs, worked in groups and listened to the adult explaining the features of the church and drew relevant pictures to record their learning. All the children, including those with special educational needs will achieve the expected standard by the end of the year as a result of very good teaching and good relationships between adults and children.

## **Communication, language and literacy**

64. As a result of well planned regular activities children acquire a basic sight vocabulary and learn to associate sounds with letters. Children know many initial sounds and higher attaining children are blending these together to make words like cat, dog, hot, sun, and ten. An emphasis has been put on developing children's speaking skills and for many these are above average. During a discussion (hot seat) activity children took it in turns to ask the troll questions, "Why did you eat the Big Billy Goat Gruff?" Full sentences were used throughout, as, for example, 'I ate Big Billy Goat Gruff because I was hungry'. Children are provided with regular interesting play activities to practise writing as well as structured sessions. Most children can copy a caption written by the teacher and the higher attaining children can write a speech bubble independently:- 'Plees dot eet me up', 'I am going to eet you up'. Children are beginning to acquire a range of reading strategies and show very positive attitudes to reading. Higher attaining pupils read simple repetitive text accurately, fluently and with expression. As a result of very good teaching all children will achieve the expected standard and about a third will exceed it by the end of the year.

## **Mathematical development**

65. Number skills overall are above average – all the children together count to 50, higher attainers record addition of numbers to 15 and many children can calculate addition and subtraction to 10. Children with special educational needs are working at the expected level and are likely to achieve the expected standard by the end of the year. The teacher plans a range of stimulating activities based round a theme and this motivates children with the result that they learn well. Children understand the properties of two and three-dimensional shapes and can record the result of their investigations on a simple proforma. They use the information to make a block graph which they can discuss. Most children are working above the expected level due to high quality planning which challenges higher attainers and supports those with special educational needs. The well qualified teaching assistants work closely and efficiently with the class teacher and as a team they create a very good learning environment.

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

66. A very wide range of stimulating activities ensures good development in this area of learning: for example the creation of a dark cave with reflective and fluorescent materials, and flashing lights where children go to investigate with a variety of torches. A display of materials, stone, shiny silver paper, fir cone, sandpaper, foam, fur for children to describe and sort, develops scientific skills. The story of The Three Little Pigs is used well to consolidate this learning, as, for example, when children discuss the materials used to build the houses. In groups, children investigate whether a range of objects will float or sink. Higher attaining children make a prediction, test and record the results on a proforma. They are able to use scientific vocabulary correctly:- 'I predict the coin will sink', 'My prediction is the paper will float'. Average children carry out the same investigation but do not record their results. All children have frequent opportunities to develop and use their ICT skills. They all understand how to give instructions to 'Pixie' the programmable toy to make it move around a floor map connected to the story of The Three Billy Goats Gruff. They visit the computer suite and use the 'Dazzle' programme confidently to draw and colour in fruit using the flood tool. Children use the listening centre independently to listen to stories. As a result of very focused teaching and stimulating play activities the children will reach the expected standard by the end of the year; about a third of the class are already working in Level 1 of the National Curriculum for science.

## **Creative development**

67. Well planned activities, sometimes linked to the stories being studied in literacy, provide good opportunities for creative development. Each child has made felt finger puppets linked to the stories Little Red Riding Hood, Three Little Pigs and Three Billy Goats Gruff as well as making puppets from paper and card. Children have made masks of all the characters and these are used in role play and drama activities. Children have had experience of mixing paint, red and yellow to make orange and blue and red to make purple. The role play area is a favourite with many children. At present, it is The Three Bears' House and children act out the story, sequence bowls, beds and chairs according to size and lay the table. They are developing a range of skills: social, communication and mathematical. Children enjoy singing: for example when children sit in a circle and sing a phrase and others from the circle echoes it, as well as singing a repertoire of songs. Tapping a steady beat to songs develops a sense of rhythm. Children are able to select a percussion instrument by name, cabasa, guiro, bongo drums, and tambourine, and perform. As a result of very good long term planning to develop skills, children are successful learners and children will achieve the expected standards by the end of the year.

### **Physical development**

68. Children have frequent opportunities to play with wheeled toys and to negotiate a challenging course on the hard surface area. In the better weather they go outside in the fenced area for running, jumping and balancing activities. They are provided with opportunities in the classroom to use bricks, construction kits and malleable materials to develop fine motor skills. Children will achieve the expected standard as a result of the appropriate provision.

### **ENGLISH**

69. Standards in English overall are average for pupils at the end of Year 2, but above average for pupils at the end of Year 6. This is very good improvement since the previous inspection when standards for pupils at the end of Year 6 were below average. Standards in speaking and listening and reading are above average throughout the school.

70. The school has put an emphasis on speaking and listening during the most recent year and pupils' standards are above average. Increased opportunities are clearly identified in planning to ensure that pupils are not asked to write in sentences before they can speak in sentences. Expectations are consistently high throughout the school – pupils are continuously reminded to speak clearly and loudly so that they can be heard. Year 2 pupils spoke into a tape recorder about their adventure with Barnaby Bear. The class then listened to the tape and finally pupils' contributions were word processed by the teacher for display. At the end of many lessons, when learning objectives are reviewed, pupils share their learning confidently. For example in a Years 3 and 4 literacy session, pupils explained their research of non fiction text using specific vocabulary: index, contents, glossary, diagrams showing a good understanding of the features of non fiction text.

71. Reading is given a high priority and standards are above average throughout the school. There is a strong emphasis on teaching phonic skills to the younger pupils. They are given a variety of reading opportunities, class, group and individual. Most parents listen to their child read at home and this makes a significant contribution to progress. The home/school reading record is a good link. In Years 3 to 6, reading is very well promoted. Guided reading is well organised and pupils have specific tasks to complete during the week. All pupils have appropriate personal targets as well as more general class targets. The enthusiastic co-ordinator arranges for pupils to take part in the Carnegie Book Awards and The Children's Book Award thus keeping the profile of reading high. Pupils' good standards in reading give them good access to all subjects. The oldest pupils are developing good skills in scanning, skimming and deduction from a wide variety of texts.

72. Standards in writing are average for the small group of pupils at the end of Year 2, but above average for many pupils at the end of Year 6. Pupils in Year 2 can re-tell a traditional story using full stops and capital letters correctly. They are beginning to understand how to use speech marks: for example writing speech bubbles to match pictures in The Three Little Pigs story. ICT is well linked to literacy; pupils edit their stories and make attractive booklets, as, for example, when they produce 'My First Day at School'.

73. By the end of Year 6, pupils have studied a wide range of text including writing in the style of William Shakespeare after studying Romeo and Juliet. During the inspection they learnt how poets play with words for meaning. After listening to, and reading a selection of, limericks and riddles, pupils worked in pairs to write their own. By the end of the lesson each pair had been successful. Higher attainers worked independently, pupils with special educational needs had sensitive support from a teaching assistant. These poems were shared at the end of the lesson – a good speaking and listening activity which resulted in good learning. Pupils in Years 5 and 6 used nouns and verbs effectively to create a poem without mentioning the subject – 'Super striker, mountain hiker, human squeezer, egg stealer, venom shooter' – snake.

74. Handwriting is satisfactory for pupils at the end of Years 2 and 6. Pupils in Year 2 are beginning to join some letters but this skill is underdeveloped. In Year 6, there are many pupils who do not write with pen in a legible flowing script, but the emphasis in recent years has been on content. The school has identified that it needs to focus on pupils joining their handwriting in the forthcoming months. Attainment in spelling is satisfactory for all pupils. Spelling rules are taught during the literacy hour and pupils take spellings home to learn and these are tested weekly. Older pupils have good dictionary skills and use dictionaries and a thesaurus naturally and regularly in their work.

75. Teaching in literacy is predominantly very good and never less than good. A strength of the very focused teaching is the high quality planning with very specific learning objectives which are shared with pupils. Lessons are very well prepared with an appropriate amount of support to enable all pupils to be successful learners. A variety of teaching strategies are used so that pupils are well motivated and active learners. The pace is brisk so that pupils have sufficient time to complete the interesting, challenging tasks set.

76. As a result of the quality of teaching, pupils enjoy literacy lessons. They listen attentively and work with concentration and enthusiasm to produce their best work. They often work in pairs and co-operate very well. The well qualified teaching assistants give valuable support to pupils with special educational needs ensuring that the needs of all pupils are met effectively.

77. The leadership and management of English are very good. The co-ordinator is an excellent practitioner who leads by example. Her enthusiasm is evident in the way she is so involved with county initiatives. She is committed to raising standards and her monitoring role is having a positive effect. There is no complacency in this school – the literacy hour has been adapted and improved several times and planning and target setting are to be reviewed again this term.

## **MATHEMATICS**

78. At the time of the previous inspection in 2001, standards in mathematics were consistent with the national average in Year 2. Standards were below average in Year 6. The report of the HMI in 2002, showed only marginal improvement. Currently, pupils in Year 2 and Year 6 are above the national averages and are well on the way to reaching their above average targets by the end of the academic year 2003. This represents very good improvement, overall, and very good learning by pupils. Care must be taken when analysing the results of small numbers of pupils within small schools, because, year by year, groups vary and often the mobility factor can be quite significant, as it was in this school's Years 5

and 6 in recent years. Children entering reception in 2002 are close to the expected level of attainment for the age group. In previous years, evidence shows that children were marginally below the expected level for mathematics on entry.

79. By the end of Year 2, pupils reach an above average level, reflecting very good progress in learning from entry. Many pupils in Year 1 recognise numbers to 50. Pupils have strengths in adding and subtracting to 20 and confidently apply their understanding to the use of coinage to 20p. They show good progress in neatly recording numbers. In Year 2, a significant majority can add in tens and units, and multiply tens and units by a single digit. They correctly write numbers to over a hundred, and clearly understand odd and even numbers, doubling numbers, and investigating the making of a given tens and unit number. The understanding of place value in hundreds, tens and units is very secure. Higher attaining pupils can explain place value in thousands. Pupils measure accurately in metres and centimetres. They have a secure knowledge of three-dimensional shapes and properties of shapes, as, for example, the faces and vertices. All pupils make good use of ICT to create graphs and analyse data. Their understanding of weight and comparison is good. Knowledge of analogue time is secure.

80. By the end of Year 6, learning is very good and attainment is above the national average. Progress is consistent throughout Years 3, 4, 5 and 6. A significant majority of pupils calculate all four operations of thousands, hundreds, tens and units, using the four rules of addition, subtraction, multiplication and division, with a high degree of accuracy. Pupils use a variety of methods for their calculations and explain clearly what they have done and why. Pupils' mental arithmetic ability is slightly slower than normally seen for the age range, and this is an area for improvement. Pupils use fractions, decimals and percentages to describe proportions accurately, multiplying mixed fractions by whole numbers. Most pupils add or subtract negative numbers with good understanding, and use negative numbers to use and interpret co-ordinates in all quadrants.

81. Measuring skills are strong by the end of Year 6. Pupils draw lines and triangles competently, increasing their measuring skills in design and technology lessons. Pupils understand and read scales correctly for temperatures, and use area and volume to measure. Most understand linear and rotational symmetry, construct angles and understand the properties of polygons. They justify probabilities and approximate through experimental evidence. Most pupils confidently tackle problem solving accurately. Presentation is logically ordered with clear methodology explained or shown.

82. There is good support given to pupils with special educational needs in mathematics. Pupils receive their own numeracy sessions with a skilled teacher and a well informed assistant within a small support group. As a result, the progress in mathematics for pupils with special educational needs is good. Similarly, higher attaining pupils are challenged well and their test scores show good improvement.

83. Teaching in mathematics is very good. Teachers have a very good knowledge and understanding of the National Numeracy Strategy and give good emphasis in lessons to the principles set out in the strategy. They teach the basic skills of number and recording very thoroughly. Evaluation, ongoing assessment and analysis of pupils' work are of a high standard and succinctly tracked through ICT-generated graphs and pie charts. This provides valuable information about pupils' understanding when compared with the National Numeracy Strategy's objectives for an age range. The methods and organisation teachers use are very efficient in order to reinforce pupils' independence and their mathematical awareness. There are good links with other subjects, such as science and design and technology.

84. Very good teaching has a positive impact on pupils' progress from year to year. It has a very good influence on pupils' attitudes to the subject of mathematics. Pupils are confident, willing to discuss their work and are conscientious. During lessons, behaviour overall is very good, and the enthusiasm of pupils, particularly in practical activities, is very rewarding to



observe. Relationships are very good, with pupils co-operating well with each other, such as when sharing coinage or apparatus. In addition, the strong support given by a number of very skilled teaching assistants and volunteers adds to the consistency of good learning.

85. There is very good management of the subject. The very good assessment, recording and tracking of pupils' progress have enabled the school to focus on areas of need in order to support smaller groups. The implementation of the National Numeracy Strategy has been very good, and, as a result, planning for lessons and the year has become more precise with clear learning aims closely matching those of the strategy for each year group. Opportunities for pupils to use ICT when collating and analysing data are very good, and occasionally excellent, resulting in informative graph work. Monitoring of pupils' work has been very thorough. The full breadth and range of the subject is implemented comprehensively so that learning opportunities are very good. These increase pupils' social skills and develop very good relationships and awareness of society's commercial interests. Mathematics has had very good input and support from the local education authority, as is evident through confident teaching. Mathematics has a high profile in the school and all the evidence points to very good improvement.

## **SCIENCE**

86. At the time of the previous inspection in 2001, pupils' attainment in science was below the national average. In 2002, results of the school's National Curriculum assessments in science, at the end of Year 6, showed standards which were well below the national average for all schools, as well as for similar schools. The report of the HMI in 2002, showed only marginal improvement. Currently, pupils' standards in Years 2 and 6 meet the national average, with some added strengths. Pupils are well on the way to reaching their science targets by the end of the academic year 2003. This represents good improvement and good learning by pupils overall.

87. Care must be taken when analysing the results of small numbers of pupils within small schools, because, year by year, groups vary. At St Nicholas School in 2001 and 2002, the high mobility factor of pupils moving in and out of the Years 5 and 6 classes, was a significant one. In addition, absence figures lowered pupils' National Curriculum expected level percentages. The reasons for the very good raising of English and mathematics levels by the end of Year 6 over recent years include: a change in staffing in Years 5 and 6, an extra focus on literacy and numeracy by providing small support groups with extra tuition, improved curricular planning supported by the input of the local education authority, and improved analysis of the assessments of pupils. These actions have now been applied to the provision of science, and their effects are strongly visible in the current academic year.

88. Strengths in pupils' learning at Years 3 to 6 include clear scientific enquiry, posing questions, predicting outcomes and obtaining and presenting evidence through pupils' own analysis using tables, diagrams and ICT. There is good knowledge about physical forces, effects of light and the movement and relation of the earth, sun and moon. Recording standards are good. Pupils show satisfactory development when investigating electric circuits and in testing a variety of materials as thermal insulators. Pupils have an appropriate understanding of the human body and how to keep fit. Their studies of environmental science are based on clear observations of the natural world so that they are familiar with plant and life cycles. Very good use is made of ICT. Any weaknesses that emerge are due to a lack of clearly matched tasks set in the past for pupils in mixed age groups, when below average pupils were expected to complete the same task as above-average pupils. This problem is being addressed by the school.

89. In Years 1 and 2, pupils' learning is good. Pupils' skills in recording their findings after investigations are very good. Strengths are seen when pupils express their own ideas, find solutions and make relevant observations whilst explaining them. Pupils give good

explanations for changes in living creatures and the adaptation to the environment. Pupils show a good knowledge of a variety of materials found in buildings and houses. Pupils have an accurate knowledge that shiny objects create a reflection and they have a satisfactory understanding of the various properties of materials in general and their uses. They show effective learning of magnetism.

90. There is good teaching throughout which ensures pupils' good learning. Teachers have a secure subject knowledge and lesson plans are based on learning through enquiry. Work is consistently marked and topics and lessons are interesting. Pupils' work is carefully assessed at the end of units of work and annually. Assessment procedures have been evaluated and revised since the previous inspection of 2001. The recently introduced procedures provide teachers with information that is closely matched to the National Curriculum levels. Such information has helped the school to monitor individual pupil's progress more closely, resulting in the raising of science standards.

91. The good teaching has ensured that pupils have very good attitudes to science. Pupils treat equipment and apparatus with respect. They show great enthusiasm when designing variations to experiment, enjoying the practical work and taking delight in their discoveries. Pupils sustain good concentration and are patient to repeat experiments to ensure the accuracy of their conclusions. Most pupils take pride in recording their findings clearly and carefully. Behaviour is very good. Pupils with special educational needs are wholly involved with others in their science work, often achieving good learning because of their good support from teachers and teaching assistants. Higher attaining pupils attain above average levels because they are well challenged. Relationships throughout are very good, with some high quality support observed.

92. The science co-ordinator leads with conviction. His clear vision and good management of the subject have highlighted the need for better matching of pupils' tasks to take account of pupils' prior attainment more closely. As a result, the school has introduced support groups in Year 6 for science in addition to those for English and mathematics. This will ensure easier matching of tasks for different age ranges. A lack of correct matching of tasks to pupils' needs in science, in the past, could well be a contributory factor in the lack of success in science test results compared with English and mathematics. Resourcing for science is good, but the storage and accessibility of apparatus is unsatisfactory.

93. The school provides a good balance of the programmes of study for science, an improvement from the previous inspections, when scientific enquiry was a weaker element. Now it is a strength. There are very good links with other subjects to make learning more meaningful. The Science Week during the spring of 2002 for the whole school, provided a wealth of interesting opportunities and visitors to enrich pupils' learning. Environmental health officers allowed pupils to use scientific instruments to measure humidity. A visitor helped pupils make a metal cast in order to show change in materials. On another occasion in school, one pupil and his family showed a child's electric car built at home. Such events demonstrate that science contributes successfully to pupils' social and cultural development. Overall, science, as a subject, has made great strides in its development and the school has rapidly improved its provision during the past eighteen months.

## **ART AND DESIGN**

94. Pupils' attainment in art and design, by the end of Year 2 and Year 6, meets nationally expected levels. Standards have been maintained since the previous inspection in 2001. There are strengths in fine line drawings with good awareness of design, and pupils' close observational drawings are successful. Weaknesses include: a lack of tonal shading to give drawings depth, insufficient painting in the style of European or Far Eastern artists, and, in Years 5 and 6, there is a lack of painting of landscapes. In all years, sculpture and modelling is underdeveloped. However, progression in pupils' learning is, overall, satisfactory and there

are good artistic links with other subjects, particularly religious education, literature, history and ICT.

95. By the end of Year 6, pupils show effective learning in using a broad range of media. They show good learning in representational, fine line drawings of natural and man made objects. Pupils in all year groups use vibrant colour and distinctive form to represent mood and emotions when drawing and painting. Pupils are given a wide range of experiences. Throughout all year groups, pupils use paint, soft pastels, fabric, felt tip pens and printing blocks effectively. Good standards can be seen in the collage work of Tudor portraits in fabric and paint. In Years 1 and 2, pupils show effective learning using clay, as can be seen in their painted clay models of houses. However, the use of clay as a medium, is insufficiently progressive throughout older year groups.

96. Only one lesson including art and design was observed during the inspection due to the need for inspection of other subjects. However, from examples of photographic evidence, of pupils' past work, of sketch books and of current work on display, the teaching of art and design has been satisfactory. Teachers' planning shows good emphasis on the progress of pupils' learning through carefully planned activities from one year to the next. There are good links with other subjects, for example, closely observed cross-sections of fruit in science, and good line drawings linked to the Bible stories about Moses and Joseph. Pupils with special educational needs have equal opportunities in art and design, often making good progress in their learning. Samples of work reflect the higher achievement of talented pupils receiving appropriate challenges.

97. Teaching has ensured that pupils have good attitudes to the subject, increasing their interest and perseverance to succeed and raising their standards. Pupils are enthusiastic and attentive when discussing work on display or in sketch books. Most pupils take pride in their work and talk animatedly about the tasks they have been given. The co-ordinator for art and design gives effective leadership and has provided good monitoring, evaluation and review of the subject. This has led to a planned professional development day for teachers to study the skills and progression of pupils needed for all aspects of painting.

98. The management of visitors to the school and visits out related to art and design has been good. In 2002, Years 5 and 6 experienced an Arts Week project on the theme of 'Where the Wild Things Are'. Following a field trip to the Kennet and Avon Canal, Years 3 and 4 pupils were visited by a canal boat artist, and pupils produced similar attempts, such as stained glass painting. In Years 1 and 2, pupils completed captivating masks during their Project Week. In addition, pupils' art work has been on display in Calne library. The good links between art and other subjects have ensured that art is successful in improving pupils' perceptions of the natural and man-made world and makes a strong contribution to their spiritual, moral, social and cultural development. The subject of art and design is valued throughout the school as an enlightening activity to communicate ideas and emotions in a visual form.

## **DESIGN AND TECHNOLOGY**

99. The provision for design and technology is good. By the end of Years 2 and 6, standards are above the nationally expected levels. Pupils are expert at using a wide range of tools, malleable materials, reclaimed resources, textiles, food and construction kits. Pupils' learning is good, particularly in designing and evaluating their products, and in their making skills. They have good knowledge about different types of mechanisms and of how products are made in the retail industry. Standards have improved since the previous inspection of 2001, but storage and retrieval of resources remains a problem, due to the limitations of the building. There is insufficient use of resistant materials, such as wood, and the corresponding tools needed.

100. There is good development of design through freehand drawing and modelling. By the end of Year 2, pupils' designing skills are good. They competently generate ideas from their own experiences. Pupils' skills for making and assembling items are very good and pupils have strengths in joining and combining materials and components. Finishing techniques are imaginative. These standards are evident in pupils' models of houses in the locality and in the logs kept of stages completed. The logs show firstly, drawings, then details of items collected to make a start; what instruments and materials were used, drawings of the finished houses and how the model could be improved. Interesting topics ensure that pupils' skills are improved upon progressively in Years 1 and 2. Pupils are asked what makes a good coat when examining one provided, and they design a coat for a small model, reaching the verdict that stitching would be most effective to combine materials, but that stapling would not.

101. Older pupils in Years 3 and 4, have made realistic moving monsters, using recycled materials. Their products show further development of skills and knowledge through the use of air pumps, tubing, batteries and wheels, to make moving limbs and jaws. Excellent standards have been reached when making pop-up books. Pupils' evaluations include explaining which mechanisms have been used to make their books, as, for example, box folds, mouth folds, lift-up flaps, rotators, sliders and springs. Through an ICT linked project on packaging for sweets, pupils have clearly learnt the lessons for gaining consumers' attention. Such skills are developed successfully in Years 5 and 6, so that, by the time pupils leave, they have experienced making templates, pinned fabrics, used padding and a variety of stitches to complete slippers and cushions. Food technology is studied thoroughly, with good evaluations made by pupils, including opinions given on the appearance and aroma of food produced.

102. The quality of teaching reflected in pupils' finished work and from observations during the inspection, is good with some excellent features. Teachers demonstrate improving skills clearly. They generate enthusiasm, using an appropriate technical vocabulary. Expectations of the standard of finished products are high. Teachers' planning ensures that skills are identified precisely and pupils make good progress in their learning from one term to the next. By the time pupils have reached the end of Year 6, they have experienced a range of interesting projects, including the large scale Millennium Project which was supported by members of the local Women's Institute. This consists of a large fabric wall hanging, which represents the key features of the village of Bromham. It is distinguished by the coherence of its design and excellent workmanship. Teachers ensure that pupils develop their ideas, sketch, design and finally evaluate their products and processes completed. Teachers know their pupils well, making ongoing assessments of tasks completed, and ensuring that periodically, pupils record their own evaluations.

103. The impact of good teaching has resulted in the production of items of quality by confident pupils with good skills. Pupils' attitudes to the subject are very good, as, when for example, pupils talk animatedly about the flowers they made for their clay pots, or how they made their pop-up books. Design and technology is a subject that is obviously enjoyed by pupils. They show good perseverance to overcome any difficulties encountered, and offer helpful suggestions to other pupils. They share implements and materials amicably and without fuss.

104. The subject is expertly planned for by the co-ordinator. The very good leadership ensures a clear progression of skills throughout each year group so that all pupils are highly challenged in their activities. Often working in small groups with expert support from teaching assistants, pupils with special educational needs make good progress and attain standards close to nationally expected levels. There are good, correct safety procedures. The main disadvantage is the limitations imposed by the school's building, due to resources having to be stored in a variety of places, even in the end cupboard in the girls' toilets. This frequently makes items inaccessible to all pupils, which limits their skills to retrieve and return items independently.

105. The subject contributes successfully to numeracy through the practising of measurement, and to literacy by pupils discussing and writing step-by-step instructions and evaluations. There are very good links to ICT, art and design, religious education and literature. The excitement generated by highly focused pupils obviously enjoying their tasks with well informed application, contributes significantly to spiritual and social development.

## **GEOGRAPHY**

106. Standards in geography meet those expected nationally for pupils at the end of Years 2 and 6 and have been maintained since the previous inspection.

107. Pupils in Years 1 and 2 make an effective study of the houses in the village and record the similarities and differences. Pupils in Year 2 have a secure knowledge and understanding of places by following the travels of Barnaby Bear who is well travelled in Britain, Europe and further afield. They make good progress in their skills of map making as they locate the places he has visited on a map and a globe. They look for information about his journeys on the Barnaby Bear website most competently. They know about the effects weather has on the environment.

108. Older pupils in Years 3 and 4 know the features of hot and cold countries and where these can be found in the world. They can identify accurately these places on a world map and a globe. Pupils describe these places using appropriate geographical vocabulary. The higher attaining pupils can make a map using geographical vocabulary and grid references, whilst the less able and those with special educational needs work hard to make the map and some need considerable support. Analysis of previous work shows that the oldest pupils, Years 5 and 6 clearly know the features of rivers (source to delta) and how they are used. During this study they used the Internet and CD-Roms effectively to find their information and then word processing skills to produce the information about their chosen river, Severn, Thames, Rhine, Nile, or Mississippi. Pupils make a detailed study of The Gambia looking at everyday life, food, tourism and transport. They interviewed visitors from The Gambia and used the Internet and CD-Roms to find information. This study makes a positive contribution to pupils' cultural development.

109. In both the lessons seen the teaching was very good and met the needs of all pupils effectively. Tasks are very carefully matched to pupils' prior learning so that higher attainers are challenged and those with special educational needs are well supported. The pace of lessons is brisk and pupils are set challenging, interesting tasks. Attractive displays enhance the learning environment. As a result of effective teaching and planning, most pupils show a keen interest in geography and they enjoy their studies. They listen attentively, ask questions and offer opinions, working well independently and in pairs.

110. Geography is managed effectively. Planning is monitored regularly and pupils' work is assessed against the learning intentions of the lessons. There are sufficient resources which are used effectively by teachers and pupils, but the accessibility and storage of resources is a problem.

## **HISTORY**

111. Standards in history meet those expected nationally for pupils at the end of Years 2 and 6. These standards have been maintained since the previous inspection. Progress of pupils' learning is satisfactory.

112. No lessons were seen for pupils in Years 1 and 2, but teachers' planning, pupils' past work and displays, indicate that pupils have a secure knowledge of famous Victorians and life in Victorian times. They know about key events from other periods, for example, The Fire of London, where it started and why it spread so quickly. Pupils recognise clearly the distinction

between the past and the present. They begin to gain an appropriate understanding of chronology. They listened quietly to the story of Elizabeth Fry during assembly time.

113. Pupils in Years 3 and 4 have a secure knowledge of life in Roman times. In their study of Ancient Greece, good links were made with literacy, Greek myths and fables. Pupils gain an appropriate understanding of how the Romans shaped British society by their settlement. They understand clearly the significance to ancient peoples of their gods and goddesses. Pupils in Years 5 and 6 build well on earlier learning as they research the lives of children in Victorian times. Literacy and ICT are used very competently in this study. The oldest pupils demonstrate good research skills as they use a variety of sources to gain information about the characteristics of the Aztec period. They begin to link life in Mexican Aztec society to the medieval period in Britain. They have a strong sense of change in society over a period of time and a good understanding of chronology from their class timeline.

114. Teaching in history is good and, as a result, pupils develop good enquiry skills. Teachers' subject knowledge is secure and this enables them to plan interesting lessons with very clear learning objectives so that pupils acquire knowledge and develop skills systematically through the school. Tasks are carefully matched to pupils' prior learning so that all pupils are active learners, including those with special educational needs. History makes a good contribution to pupils' personal development, especially cultural development.

115. History is managed effectively. Theme days, for example, Victorian and Roman, enhance the curriculum and bring it alive for pupils. History is on the school's development plan this year and the policy and programme of work are to be reviewed this term. Planning is monitored by the headteacher every four weeks and pupils' work is assessed against the learning objectives of lessons. There are sufficient resources which are used effectively by teachers and pupils, but the storage of them is unsatisfactory, resulting in poor access for developing pupils' independence.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. Pupils make very good progress in their learning and standards are above the nationally expected levels for pupils at the end of Years 2 and 6 in ICT. This is excellent improvement since the previous inspection, when the subject did not meet statutory requirements. The excellent improvement is the result of the investment in a computer suite which is used very effectively to teach skills of ICT, the high level of professional training which has been made available to all staff, the expertise and the enthusiasm of the headteacher and the appointment of a co-ordinator who is developing and monitoring the subject most successfully.

117. By the end of Year 2, pupils use the art program, 'Dazzle', to create symmetrical pictures and patterns, and use the flood tool and print their work. ICT is used very well across the curriculum: for example in geography pupils draw pictures of Barnaby Bear for display, and produce a block graph about pets in mathematics. Pupils in Year 2 have good word processing skills. They can enter text, change the font, size, and colour and make some words bold. Pupils can edit and save their work.

118. By Year 6, pupils confidently work on the computer in the ICT suite unsupervised. They are using a spreadsheet program to plan the furniture and fittings needed for the new extension to the school. They have to cost their plans and alter them to come within budget. Pupils search a database and answer a set of questions. They demonstrate good word processing skills: for example combining words and pictures when making booklets about the World Cup in Korea, and in making an attractive booklet about English Christmas customs using 'clip art' to send to their link school in France. Pupils use the Internet regularly to search for information as well as using CD-Roms. Year 6 pupils are making their own extensive websites as well as contributing to the school site.

119. All pupils have very positive attitudes towards the subject and are enthusiastic when using the computers. Behaviour is always very good and pupils work independently and conscientiously. Higher attaining pupils offer help and advice sensitively to those who are working at a lower standard, so that all are successful learners. ICT makes a positive contribution to pupils' very good personal development. Pupils with special educational needs are really motivated by using ICT and make good progress.

120. The quality of teaching is very good overall and as a result pupils are making rapid progress. The competence of teaching assistants is high and is having a good impact on the standards achieved because they frequently supervise half a class in the suite after the teacher has completed a teaching session. All the teachers have good subject knowledge and are confident users of ICT: for example in their planning, assessment and record keeping; displays, and in collective worship. This is as a result of good training which has taken place over the last two years.

121. Leadership and management of ICT are very good. The co-ordinator has led the subject for five terms and, together with the headteacher, is maintaining high standards. She ensures that there is good quality software to teach the recently revised programme of work which is based on the county scheme. She has led in-service training so that all teachers and teaching assistants are confident about using new equipment.

## **MUSIC**

122. Provision for music is good, and pupils reach above the nationally expected levels by the end of Years 2 and 6. This is an improvement from the previous inspection in 2001. Pupils have made good progress in learning since their entry to school. The equality of access and opportunity for all pupils to experience a full range of enrichment through musical activities, are good. Pupils with special educational needs have good support so that their learning is good. Higher attaining pupils have good opportunities to receive extra challenges when asked to perform solo in concerts, or to lead in group work in lessons.

123. Pupils sing sweetly and confidently in an expanding repertoire with good rhythm, clear entry to each phrase and acceptable duration of notes. All year groups make appropriate use of dynamics in order to add texture to their singing together. During collective worship, pupils' singing of 'The Whole World in His Hands' and a Caribbean version of 'The Lord's Prayer', was correctly pitched and reflected good musical memory of the melodies.

124. From year to year, rhythm work is successfully developed, reflecting the teachers' good knowledge of the National Curriculum for music. Pupils perform competently together, maintaining a regular pattern of tapping in groups. Pupils imaginatively layer sound effects in rhythm work, using a variety of tuned and unpitched percussion instruments. Older pupils maintain a good ostinato pattern in groups, using instruments. Strengths in music are in the high standards reached when pupils perform together. This is evident in the taped performances, with sound effects, of the re-telling of stories, 'Where the Wild Things Are', 'Theseus and the Minotaur' and an African tale, 'In the Beginning'. All pupils in Years 3 to 6 learn to play the recorder. Overall, they reach high standards performing together, well above expected levels. They play recorders with accurate fingering, correct use of the tongue and quick reading of traditional notation from the stave. In addition to the large number of pupils playing in recorder groups, 14 pupils learn to play the violin. These are high proportions of instrumentalists in a small school, reaching standards well above the expected levels. By the time pupils are about to leave in Year 6, they are skilled in traditional as well as symbolic notation.

125. Pupils make good progress in learning in each age group. They have a sharp awareness of dynamic effects created through pianissimo and fortissimo music. Pupils show

good appreciation of music from other cultures as well as their own. They have a very good awareness of the effects of tuned and percussion instruments, and are well practised in matching the sounds of instruments to the mood of a piece and the dramatic effects of a story.

126. Teaching is overall good, and there is excellent use of specialist visiting teachers to raise standards even further. The school's programme of work is followed closely by all teachers and good planning of lessons ensures that pupils have a wide experience of all the elements of the National Curriculum programmes of study for music, that is, for singing, performing, composing, listening and appraising. When teaching is very good, pupils reach high standards using instruments to create mood, differing rhythms and pleasing harmonies. Pupils' efforts are praised fully, with patient encouragement. As a result, pupils' attitudes to music are very good and most respond in an alert manner. Pupils show good self control when handling instruments carefully and in returning them to their places. On the whole, pupils are self disciplined, co-operative, respectful of adults and the performances of others. Behaviour is very good.

127. The management of the subject is good, particularly for the use of visiting specialists who have excellent knowledge and expertise. Pupils have benefited considerably from a broad repertoire of musical activities, concerts and festivals. These have ensured that music plays a significant part in the strong links between the school and the community so that pupils' spiritual, social and cultural development is much enhanced.

## **PHYSICAL EDUCATION**

128. Standards in physical education are in line with those expected nationally for pupils at the end of Years 2 and 6. These standards have been maintained from the previous inspection. However, maintaining these standards with a small hall is the result of the dedication and commitment of all staff.

129. Planning shows that over the year pupils cover each strand of the programmes of study for physical education and time is balanced satisfactorily. Swimming standards are good. All pupils attend swimming lessons and, by the time they leave the school, all can swim 25 metres and many can swim much further.

130. Younger pupils in Years 1 and 2 demonstrate good listening skills as they listen to a tape and move imaginatively to the music. They use space well and improve the quality of their movement with success. They have a good sense of rhythm and balance effectively on the balls of their feet, using their arms to help balance. As well as dance, pupils participate in gymnastics lessons at the social centre one day a week.

131. Pupils in Years 3 to 6 are working on gymnastics this term. This involves walking to the social centre, getting out mats, benches and stools from an outside shed before the lesson can begin. However, despite this, pupils have the benefit of a full lesson, which starts with an appropriate warm up activity. Pupils work competently in pairs on a rocking and rolling sequence. They get out the apparatus quickly and safely and then find ways of travelling on it incorporating a roll correctly.

132. The oldest pupils show good control of their bodies as they spin on various parts. They show good balance as they rock on different parts. When they transfer these movements to the apparatus they demonstrate good skills in landing. The movement is of high quality, but the limitations of the accommodation mean that pupils do not have opportunities to extend their movements to higher levels in a varied sequence.

133. The quality of teaching in physical education is good, and sometimes, very good. Teachers' knowledge is secure and lessons are challenging. Higher attaining pupils are used



well to demonstrate, to inspire and motivate others. Teachers have very good discipline and lessons are calm and purposeful. Provision for pupils with statements of special educational needs is excellent, ensuring full opportunities and very careful supervision at all times.

134. Pupils' attitudes and behaviour are good. Pupils enjoy physical education lessons and work hard to improve their skills. They co-operate well and are beginning to evaluate each other's work. Physical education makes a good contribution to pupils' personal development and contributory factors are effective links with the community and good coaching by a range of adults. The football and netball clubs run by parents, enhance the physical education curriculum. Pupils learn new skills and practise them and have the opportunity to take part in inter-school matches and tournaments and show good attitudes to learning.

135. The management of physical education is effective. In spite of shortcomings in the accommodation the school provides its pupils with a wide range of learning opportunities. Good training for staff is a priority and staff in Years 3 to 6 are due to receive professional development from an expert dance teacher this term. Teachers carry out assessments during each unit of work where ICT is used effectively – the digital camera is used effectively to record how pupils are meeting their targets.

## **RELIGIOUS EDUCATION**

136. Standards in religious education meet those expected in Wiltshire's agreed religious education syllabus for pupils at the end of Years 2 and 6. These standards have been maintained since the previous inspection. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Good links have been established between religious education and music, as, for example, pupils' performance of an African creation story for an assembly.

137. The younger pupils show good knowledge from their visit to the local church where they learn about its features, such as altar, font and pulpit, and what they are used for – worship, prayer, baptism, weddings and funerals. Older pupils demonstrated very secure knowledge about the life of Moses and of the plagues. They give very thoughtful answers to questions and, when asked to describe Moses' feelings when he had to go back to Pharaoh, they use words such as 'frightened, brave, worried, and terrified'. In a lesson which included 'hot seating', pupils very competently decided which feelings were good and which were bad. As part of a series of lessons on making decisions the oldest pupils considered why Christians are motivated to help others. After watching a video clip of a boy about the same age as themselves living in Africa, pupils discussed how different his life was from theirs and reasons for this. Pupils showed real empathy with his situation and used words such as 'guilt, horror, disgust, upset, sorry' to describe their feelings. They suggested ways in which they could support the Blue Peter Appeal to provide clean water for a group of villages in Africa. It was agreed that the school council would discuss suggestions.

138. Teaching in religious education is very good. Planning identifies very clear learning objectives and a good range of teaching strategies are used to ensure that pupils are active learners, including those with special educational needs. Analysis of pupils' work shows that, over the year, pupils study Judaism and Islam as well as Christianity. Although there is a lack of writing in religious education, this is compensated by the strengths in speaking and listening and discussions. Pupils show good attitudes to learning and everyone is fully included in all activities.

139. The management of religious education is effective. Planning is carefully monitored and accurate assessments are made against the learning objectives at the end of each unit of work. There are sufficient resources which are fully used, but their storage is unsatisfactory, which creates problems for their access and return.