

# INSPECTION REPORT

**ST MARY'S BROUGHTON GIFFORD CE  
PRIMARY SCHOOL**

Broughton Gifford, Melksham

LEA area: Wiltshire

Unique reference number: 126308

Headteacher: Mrs B Kucharski

Reporting inspector: Mr G S Nunn  
1185

Dates of inspection: 25<sup>th</sup> – 28<sup>th</sup> November 2002

Inspection number: 248758

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	The Street Broughton Gifford Melksham Wiltshire
Postcode:	SN12 8PR
Telephone number:	01225 782223
Fax number:	01225 782223
Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend Ron Hart
Date of previous inspection:	April 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1185	Mr G Nunn	Registered inspector	Mathematics Science Information and communication technology Design and technology Geography History Provision for pupils with English as an additional language Provision for pupils with special educational needs	Information about the school The school's results and achievements How well are pupils taught? How well the school is led and managed? What should the school do to improve further?
9510	Mrs C Murray-Watson	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?
1189	Mrs S Brown	Team inspector	Areas of learning for children in the Foundation Stage Education inclusion English Art and design Music Physical education Religious education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Power House Inspections

Grasshoppers  
1 Anglesey Close  
Chasetown  
Burntwood  
Staffordshire  
WS7 8XA

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Broughton Gifford is a smaller than average size primary school for pupils aged four to eleven years. It is situated in the village of Broughton Gifford near Melksham in Wiltshire. The school serves a local catchment area, centred largely on the village, with pupils coming from a wide variety of social and economic backgrounds. Pupils live in a variety of housing types. There are currently 60 pupils on roll with seven children in the reception class age group. Pupils are taught in three mixed age classes. The number on roll is similar to that at the time of the last inspection in 2000. When they start school, the children's attainment is about average. There are 33 boys on roll and 27 girls, although in some classes there are far more boys than girls. No pupils are entitled to free school meals, which is below the national average. No pupils come from ethnic minority backgrounds and none have English as an additional language. Again, this is below the national average. Eight pupils have been identified as needing extra support in school to meet their special educational needs, which are largely related to moderate learning difficulties. Again this is below the national average. No pupils have statements of special educational needs. Pupil mobility is high with 11 joining the school and 10 leaving, other than at the normal time, last year.

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

St Mary's Broughton Gifford is now a good school with some very good features. It is a rapidly improving school that has made very good progress since it was last inspected, notably in raising older pupils' standards, improving their behaviour and significantly raising the quality of teaching. Pupils' standards, particularly in mathematics, science and art and design are high. The provision for pupils' personal development is very good. They receive a significant proportion of good and very good teaching. Many of these major strengths of the school are the result of the very effective leadership and management shown by the headteacher and governors. The three main areas for improvement are outlined below. Taking into account the funding available for pupils at the school, the quality of teaching they receive, the backgrounds they come from and the standards they attain, the school gives satisfactory value for money.

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

- It enables pupils to attain above average standards in mathematics, science and art and design by the time they leave.
- Very good leadership and management ensure that the school is on the right track for making sustained and continued improvement.
- The significant proportion of good and very good teaching leads to effective quality learning for pupils.
- It makes very good provision for pupils' personal development.
- It provides a very good level of pastoral care for its pupils.

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

- Pupils' standards in history and geography by the time they leave the school.
- The systems for assessing and recording pupils' work in subjects other than English, mathematics, science and information and communication technology (ICT).
- The overall balance of the curriculum that pupils receive.

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

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

Since the last inspection in April 2000, the school has made very good progress in addressing the serious weaknesses identified at that time. The pupils' standards, by the age

of 11, have improved, particularly in mathematics, science, art and design, ICT and design and technology, although some further work remains to be done in history and geography. In addition, the quality of teaching particularly in Years 4 to 6 has improved considerably. The raising of pupils' standards and improving the quality of teaching, as well as the introduction of other significant management strategies, means that the pupils' attitudes, behaviour and motivation, again in Years 4 to 6 in particular, have also considerably improved.

## STANDARDS

National comparative tables are not included as the pupil cohort size at both 7 and 11 years of age was below 10 and, as such, statistical comparisons are unreliable.

Inspection findings show that, during their time in the reception class, children make steady progress and by the end of that year attain average standards. An appropriately planned programme of work and often good teaching are the main reasons for this. By the time pupils reach the end of Year 2 they again attain average standards in all subjects.

In Years 3 to 6 pupils receive a considerable proportion of good and very good teaching so that, by the time they leave the school, the standards they attain in mathematics, science and art and design are above average. In all other subjects, except history and geography, they attain average standards. In these two subjects insufficient time is devoted in the teaching of them in order for pupils to attain the highest possible standards. Pupils with special educational needs do well. They make good progress and reach the standards of which they are capable. This is because work is well matched to their abilities and they are often taught in smaller groups, where they receive considerable attention. The more able pupils are well catered for. Although there are significant differences in the number of boys and girls in some classes, there are no significant differences in their achievements. The school has set realistic academic targets for future National Curriculum tests at 11 years of age and is on course to achieve them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The oldest pupils enjoy being actively involved in playing their part in helping to run the school. Pupils enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is generally good throughout the school, although there are one or two pupils who occasionally misbehave.
Personal development and relationships	Very good. As a result of the very good support pupils receive; they are developing into mature, sensitive and caring individuals. Pupils work well together.
Attendance	Levels of attendance are good and are slightly above those found in primary schools nationally.



## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 and learning are both good overall and have a significant impact on pupils' standards, particularly in art and design, mathematics and science. In all lessons seen, the teaching was at least satisfactory. In half the lessons observed the teaching was judged to be good, being very good in a further one in seven. This is a considerable improvement on the quality of teaching and learning found at the time of the previous inspection. This is largely due to improvements in the management of pupils and better use being made of time and in the general pace of lessons. This is particularly so in mathematics and science where the successful introduction of the National Numeracy Strategy and a very good programme of work in science have had a noticeable effect. As a result, standards in both subjects, as well as others such as design and technology and ICT have risen. Across the school, lessons are well planned with a clear indication given to pupils of what they are expected to learn. In nearly all lessons, the work set for pupils is at the right level and this enables them to achieve as well as they can. However, in a few lessons in English in Years 1 and 2, work is sometimes too easy and the more able pupils need to be given, on some occasions, harder work to do. Pupils generally respond well to the interesting and challenging tasks set for them. As a result they are now learning effectively and achieving much.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. An interesting and relevant curriculum is offered to pupils, which is broadly based. Insufficient time is allocated to a number of subjects making it difficult to deliver the full National Curriculum. Overall the curriculum meets the statutory requirements.
Provision for pupils with special educational needs	Good. Pupils are well looked after and their needs are met. They are given the right work to do and this means that they make at least satisfactory progress. The work of support staff and the teachers' planning of work for them are particularly effective.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual, moral and social development is very good. The provision for their cultural development is good overall, but greater emphasis needs to be placed on developing certain aspects of pupils' multicultural awareness.
How well the school cares for its pupils	Good. The school provides a caring and safe environment in which pupils feel secure and valued. Further developments are needed in the assessment of pupils' work to ensure the best possible academic progress.
How well the school works in partnership with parents	The school works well in partnership with the parents. The staff give parents a clear picture of what is being done in the school and parents are supportive of the school's aims.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is strong effective leadership shown by the headteacher. She is well supported by a committed team of teachers and support staff. There is a clear commitment to raise standards.
How well the governors fulfil their responsibilities	Good. Governors are committed, enthusiastic and determined to help the school to continue to improve. They have a good grasp of the finances and apply the principles of best value well.
The school's evaluation of its performance	Good. A wide range of information is closely analysed and acted upon. As a result pupils' standards have improved.
The strategic use of resources	Good. The budget is well managed. Outline longer term planning is needed. Resources are used effectively. The accommodation is adequate, although the small size of the hall restricts gymnastics and dance activities. The school is staffed by suitably trained and qualified teachers. Resources provision is at least satisfactory in most subjects. There is a clear desire both within the management of the school and within the governing body to bring about continuing improvement. Governors are keen to seek value for money. Day-to-day administrative functions are carried out well. The school has very good provision in place to apply the principles of best value to decisions made regarding major expenditure.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• They feel comfortable about approaching the school with questions or a problem.</li> <li>• The school expects their children to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The behaviour of the pupils</li> <li>• The amount of homework their children are required to do.</li> <li>• The information they receive about their child's progress.</li> <li>• The range of extra-curricular activities.</li> </ul>

The inspection team agrees with parents' positive views. Inspectors understand fully the concerns parents expressed in the questionnaires. However, they find that in recent times, strong, effective action has been taken to address pupils' behaviour and that this, amongst the great majority of pupils, is now good. Homework provision is good and appropriate to the ages of the pupils. Reporting on pupils' progress is good and the range of extra-curricular activities is satisfactory.

## **PART B: COMMENTARY**

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

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

1. Comparisons with National Curriculum test results for pupils aged 7 and 11 across the country are not included, as in 2002 the number of pupils in these year groups was below 10. Consequently, such statistical comparisons are considered to be unreliable.

2. Inspection findings show that, in the current Year 6, the proportion of pupils attaining average national standards is similar to the national proportions in English and above them in mathematics and science. In addition the proportion attaining the higher Level 5 is also similar in English and above in mathematics and science. This is a significant improvement on the last inspection when pupils' standards were similar to national standards in mathematics but below them in science. Good work has been done by the school to prioritise and improve its mathematics and science standards. It now recognises that similar efforts are needed to raise pupils' English, and particularly their writing, standards.

3. The school has done well to raise its overall standards since the last inspection. This has been largely due to the successful introduction of the National Numeracy Strategy in mathematics and a very good scheme of work in science. In addition significant improvements in the quality of teaching have been made. Furthermore, the successful analysis of pupils' performance has meant that pupils' individual difficulties have been more easily identified, action taken and good, appropriate targets set.

4. Inspection findings also show that, in the current Year 2, pupils' standards in reading, writing, mathematics and science are about average. This is a similar picture to the findings of the previous inspection. A similar proportion to the national proportion, attain the higher Level 3 in all areas, apart from writing. The school has recognised this and has good plans in place to address this issue.

5. The attainment of children on entry to the school in the reception class shows a broad spread of ability. Their overall attainment is about average when compared to children of that age nationally. Children in the reception class make steady progress in most areas of their learning. They achieve particularly well in their personal, social and emotional development because of the good routines established for them. Children settle into school particularly well and work happily with each other, sharing equipment and taking turns when required.

6. In communication, language and literacy, children begin to listen and speak well. They handle books competently and are beginning to write their own names, as well as recognising simple words. In the mathematical area of their work they are beginning to understand numbers and how many each figure represents. Children's knowledge and understanding of the world increases steadily and they begin to understand about places other than Broughton Gifford and its surrounding area. They are introduced to the computer and, in their creative development, are able to use a range of media. Opportunities for their physical development are satisfactory, and there is an appropriate range of play equipment. Largely, as a result of the good teaching children receive in the reception class, nearly all, by the time they begin Year 1, are well prepared for the National Curriculum, particularly in their personal, social and emotional development.

7. In English, pupils, by the age of seven, are beginning to read accurately, with developing expression, an awareness of punctuation and an understanding of what they read. Writing skills are about average, although more opportunities are needed for extended writing in all subjects of the curriculum. Spelling is improving, as is handwriting, with letters being reasonably well formed. Listening is generally good and a number of pupils are confident speakers.

8. By the age of 11, pupils read with accuracy, and have a satisfactory understanding of what they read. Pupils write using the correct punctuation and know how to spell the most commonly used words. Their written work displays the use of complex sentences although, as in Year 1 and 2, more opportunities for extended writing are needed. Handwriting skills are just satisfactory but the presentation of work can be untidy. Most pupils have good listening skills and their speaking skills are satisfactory. Pupils' literacy skills in Years 3 to 6 are improving and are beginning to be more appropriately used to support learning in other subjects, although more opportunities are needed in this area.

9. In mathematics, the majority of pupils, by the age of seven, accurately add and subtract numbers to 50. They are becoming confident with simple multiplication and division. They know a range of two-dimensional shapes, such as square, triangle and circle. Pupils' numeracy skills are developing well and these are used satisfactorily to support their learning in other subjects. When they reach the end of Year 6, pupils have very secure skills and they solve number problems accurately, using the four rules of number. They draw and interpret line and block graphs with accuracy. Furthermore they understand the meaning of the mathematical terms of range, mode, median and mean when related to a group of numbers. Long multiplication and division are competently understood as is calculating to two places of decimals. Right across the school, all pupils including those with special educational needs, achieve well in the number aspect of the subject, largely because of the high proportion of good teaching they receive.

10. Pupils have a broad knowledge across all areas of science by the time they are seven, particularly of living things, life processes and of materials and their properties. They are beginning to observe carefully and to use descriptive vocabulary to good effect. These early scientific skills are well developed in Years 3 to 6 so that, by the age of 11, they are used in a range of investigations, which helps to promote the learning of scientific knowledge. Pupils have a good understanding of physical process, materials and their properties as well as life processes and living things. Their scientific enquiry skills are well developed.

11. In Years 1 and 2 pupils, including those with special educational needs, make satisfactory progress and appropriate gains in their learning in all subjects. As a result, by the age of seven, pupils' levels of attainment are similar, in all subjects, to those of seven year olds nationally. In Years 3 to 6, the pupils make good gains in their learning in art and design, so that above average levels are attained by the age of 11 in that subject. However, largely as a result of insufficient teaching time being devoted to them, pupils make unsatisfactory progress in history and geography and, as a result, do not attain the average levels normally reached by 11-year-olds. Satisfactory gains in learning are made in all other subjects, so that pupils, by the end of Year 6, are attaining the levels they should. Whilst, overall, pupils do as well as most pupils in all schools in physical education, the levels reached in the gymnastics and dance elements are not as high as they might be by the age of 11. This is due to the inadequate size of the school hall, which hampers the opportunities pupils have in these areas, and, as a result the amount of progress they make and the standards they attain.

12. Above average pupils are satisfactorily catered for by the school and the rate of progress made by this group is similar to other pupils, given their prior attainment levels. The overall achievement of pupils with special educational needs is good. They make good

progress and achieve the standards of which they are capable. This is due to the fact that they receive considerable support in small, focused groups, especially for English and mathematics, and also because they are given very good, additional support by teaching assistants within a whole-class setting. These pupils are well supported and fully included in the life and work of the school. Even though a number of the pupils joined the school at times other than the normal time in September last year, they were very well catered for by the staff and quickly integrated into the life and work of the school. As a result, the progress they make and the standards they attain are the same as pupils of similar prior attainment levels who have been at the school for a longer period of time.

13. National test results for the past few years have been very well analysed to enable the school to check the standards pupils achieve as well as how well they are learning. In response to this analysis, targets for improvement have been appropriately set in English and mathematics. There is every indication that the school will be successful in ensuring pupils achieve even higher standards this year. There is no significant difference in the rate of learning of boys and girls even though there are significant gender imbalances in terms of numbers in some classes. A survey of parents showed that almost all parents are very satisfied with the amount of progress their children make. The school has done well to raise its pupils' standards so significantly, particularly in mathematics and science, since the time of the previous inspection.

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

14. Whilst behaviour was a concern at the time of the last inspection the pupils are now benefiting from the more positive and consistent behaviour policy within the school and, as a result, standards of behaviour are now good. There are still one or two pupils who find it hard to concentrate and to remain on friendly terms with all their peers but they are the exception. The great majority of the pupils, including those with special educational needs, are polite, respond quickly to instructions and are thoughtful and courteous to each other as well as to staff and visitors. They enjoy their time in school and levels of attendance are good, being slightly above those found in primary schools nationally.

15. Pupils work hard in lessons and many take advantage of the extra curricular activities provided both within and at the end of the school day. They are well motivated and eager to learn. When set practical tasks, they work well in pairs and small groups, sharing skills and ideas in a friendly way. They are keen to show what they have achieved. The older pupils are learning to work on their own, using the computer network for research, for example, and some were seen using wet play times to continue their investigations. There is a happy 'buzz' within the school as the pupils work with enthusiasm to extend their knowledge and learning skills.

16. The school has made it a priority to provide guidance and opportunities for the pupils to reflect on their own and others' emotional and practical needs, both within circle times and through the consistent and clear expectations of how to behave as presented by their class teachers. This guidance is reinforced by a culture of praise and mutual respect. As a result, pupils are developing, to an exceptional degree, the skills needed to make sensible choices on how to behave, a sensitivity to the needs of others and the cheerful assumption of responsibilities within the school. The School Council, for example, introduced, and now oversees, a 'Playground Buddy' system. This provides an extra level of care and supervision, with those on the rota looking out for anyone on the playground needing a helping hand or just some company. The School Council members also examine any concerns raised by their classmates, organise charity events and determine how their allocated budget is to be spent on improving facilities. The mutual respect that has developed between the adults and the

pupils in the school can be seen in the strong sense of 'belonging' displayed by pupils of all ages, with everyone showing pride in their school community.

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

17. Across the school, the quality of teaching is at least satisfactory in all lessons. Of these, the quality of teaching is good in half of the lessons and very good in a further one in seven. There are no lessons where the quality of teaching is unsatisfactory. The good teaching that pupils receive, particularly in mathematics and science, has a positive impact on their learning and, as a result, on the standards that they attain. Teaching and learning, though never unsatisfactory, are not as good in English or in Years 1 and 2. This is because English, particularly writing, has not yet had the benefit of an intensive in-service training programme as have mathematics and science. In addition the wide range of maturity amongst pupils in the reception, Year 1 and Year 2 class, makes very high competing demands on the teacher's time and expertise

18. The quality of teaching has improved considerably since the previous inspection. At that time, most teaching was considered to be satisfactory with some good examples. However, one in seven lessons were unsatisfactory. In addition, the proportion of good teaching has also increased. This increase in the quality of teaching is the result of a variety of factors. Firstly, changes in some of the teaching staff have resulted in new, highly competent teachers being appointed to supplement the existing good staff. Secondly, there has been an increased awareness of the need to monitor teachers' practice within their classroom. The headteacher and science co-ordinator have monitored teaching and have worked alongside teachers in order to develop their skills. This process is having a positive impact on teaching quality. Finally, the introduction of the National Numeracy Strategy as well as a very good scheme of work in science in recent years has also given teachers a good framework for planning and more precise direction in the delivery of lessons. All these factors have made a contribution to the improvement in the quality of teaching and this, in turn, has had a favourable impact on pupils' learning, particularly in mathematics and science.

19. The National Literacy Strategy has been successfully implemented and it is taught well. Teachers plan their lessons in detail, are clear about the Strategy's structure and use the plenary session to reinforce pupils' learning. In the best practice, teaching is lively and exciting with good use being made of texts to stimulate pupils and challenge their thinking. This ensures that pupils in these lessons achieve much.

20. The teaching of numeracy is good. There is an effective focus on the development of mental arithmetic with regular, challenging questions at the start of most lessons. Teachers encourage pupils to explain their methods of calculating solutions to problems. Lessons develop well with appropriate activities being set to match pupils' prior attainment levels. The pupils enjoy their numeracy lessons, being well motivated by the work they have to do. As a result, they achieve well in their learning of mathematical skills and concepts.

21. The high proportion of good and very good teaching is characterised by a variety of factors. Lessons are introduced in a way that catches pupils' imagination and gives a clear focus to the lesson. Similarly, teachers ask concise questions that assess pupils' understanding and require them to articulate their thoughts clearly. This was particularly noticeable in a good Year 5 and 6 mathematics lesson where the introductory activity, adding and subtracting 10, 100, 1000 quickly fired pupils' enthusiasm. The activities that followed, well related to the introductory session, were well matched to pupils differing ability levels. By the end of the lesson all groups of pupils had a better understanding of the different ways of adding and subtracting large numbers.

22. Other characteristics of very good lessons are where teachers manage their pupils well, expecting and getting good behaviour, as well as managing the use of resources in such a way that enhances their pupils' learning. This was evident in a good reception class lesson based on journeys and particularly those that evacuee children had to make in World War II. The task they were required to do, writing a post card home to their mother from the seaside, really motivated these young children and they were most interested, remembering well the visit the previous week to the school by adults who had been evacuees as children. The children became totally involved in their work and were keen to talk about it. Despite the children's obvious enthusiasm, the skill shown by their teacher, and classroom assistants in challenging the children, ensured that they remained engrossed in their work and that good standards of behaviour were maintained. As a direct result, the children achieved a great deal during the course of the lesson.

23. Where teaching is not as good, though never unsatisfactory, it is usually where a particular group of pupils are presented with less challenging work or where the amount of work they are required to do in a given period of time is insufficient. On these occasions, although pupils rarely become disruptive, they sometimes lose interest. As a result, their rate of learning falls and less is achieved.

24. Teachers have a good knowledge and understanding of the subjects they teach. This is most noticeable in mathematics and science. In subjects where such knowledge is most secure, pupils' achievement is greatly enhanced. In some subjects, such as ICT, some teachers' own knowledge and confidence are less secure. As a result, pupils' achievement in this subject, though satisfactory, is slower. The school rightly recognises this and has a programme of in-service training planned to address the issue.

25. The teachers' planning of pupils' work is sound and often identifies what pupils of different levels of prior attainment will be required to do. This is particularly so in English and mathematics. In addition, such plans identify what resources will be required during the lesson. These are well used by teachers to enhance pupils' learning and the amount of progress they make.

26. The quality and use of day-to-day assessment is satisfactory. Teachers are skilled in using questions to check and challenge pupils' initial responses. Satisfactory use is made of plenary sessions at the end of many lessons to assess what pupils have learned in that lesson and to reinforce further their subject knowledge and understanding. In subjects other than English, mathematics, science and ICT, teachers' recording of their pupils' attainments and their subsequent use of them to plan the next pieces of work for them, is more limited. Furthermore, the marking of pupils' work is variable, ranging from unsatisfactory, where work is barely marked at all, to very good, where pupils are given a clear indication of how well they have done and what they now need to do to continue to improve.

27. Pupils with special educational needs work well when given targeted teaching and good support in small focused groups, especially in English and mathematics. These small groups are well taught and the achievement of most pupils working within them is good. Procedures for assessing the needs of these pupils are good and the monitoring of individual pupils' progress is carried out on a regular basis. The special educational needs co-ordinator works closely with class teachers to ensure pupils' needs are met and they are not excluded from the whole-class curriculum. The planning of work for pupils with special educational needs is good and this is reflected in the achievement of the pupils.

28. In a survey carried out prior to the inspection, some parents were dissatisfied with the work their children were required to do at home. The inspection team found that the homework set by teachers is appropriate for the age of pupils to whom it relates and is often closely linked to ongoing work in the classroom.

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

29. Satisfactory progress has been made in developing the curriculum since the last inspection, but some weaknesses remain. The school has endeavoured to maintain a broad and relevant curriculum, offering rich experiences in many areas, such as art and design, for example. The school pays good attention to ensuring equality of opportunity for all pupils. There is also good provision for pupils with special educational needs. Religious education conforms to the locally agreed syllabus and, together with personal, social and health education, makes a strong contribution to pupils' personal development. This is a fully inclusive school in which everyone is valued. Good links are established between subjects, which enhance pupils' learning. The school has effective strategies for teaching literacy and numeracy. The National Numeracy Strategy is particularly effective and is having a positive effect on raising standards.

30. The balance of the curriculum is unsatisfactory because insufficient time is allocated to some subjects, for example, history, geography, music and religious education. The shortage of time in history and geography in particular means there is not enough time to acquire the necessary skills, knowledge and understanding. This impacts on standards, which are not high enough by the end of Year 6. In physical education the gymnastic and dance elements of the curriculum are very limited, constrained by the lack of sufficient hall space and appropriate gymnastic equipment.

31. A strength of the school is its provision for pupils with special educational needs. Early identification of needs and clear guidelines for responding to those needs, enables teachers to provide an appropriate curriculum. Pupils are given the same curricular opportunities as others, both inside and outside the classroom. They are supported well within the classroom by the classroom assistant, teachers and through carefully planned work, linked appropriately to the specific targets identified in pupils' individual education plans. Assessments are made on a regular basis and careful records are maintained which further inform the future teaching of these pupils. What pupils are expected to achieve, as found in individual education plans, is reviewed regularly.

32. The curriculum for the children in the reception class is satisfactory. Work is planned to the nationally required curriculum for children of this age. These children have access to a wide range of suitable activities. They are soundly prepared for the National Curriculum. Satisfactory arrangements are made for using outdoor equipment although space and resources are limited. Indoor play provision in the cloakroom area is barely adequate, limited by a lack of appropriate resources and, on occasions, undemanding tasks.

33. The curriculum for pupils in Years 1 to 6 is satisfactory. An appropriate range of interesting activities is provided in most subjects. In gymnastics and dance, provision is very limited. Although the small hall severely restricts opportunities for gymnastics and dance, as does the lack of large apparatus, consideration should be given to meeting pupils' needs better in these aspects of physical education. Schemes of work are available in most subjects although some of these, such as history, have yet to be revised. There is no scheme of work in place for design and technology. The locally agreed syllabus provides the framework for religious education. Teachers' planning is satisfactory with learning objectives identified in most cases. The identification of assessment opportunities and use of these to



inform future planning is inconsistent. Work is usually matched appropriately to meet the differing needs within the mixed age classes. Extra-curricular provision is satisfactory. A suitable range of sporting, musical and other activities are available for pupils. There is very good provision made for pupils' personal social and health education, including sex and drugs education. Within this is a very good focus on citizenship.

34. The school has forged very good links with the community, particularly with the local churches. The minister visits regularly to take assemblies and pupils are regular visitors to the church for celebrations such as Harvest and Christingle services and to support their learning, for example, in art and design. Pupils are involved in a termly fund raising event such as Barnardos and Operation Christmas Child. They contribute a page to the village magazine. Close links exist with the pre-school group. The school receives very good support from local clubs as well as the school association in terms of fund raising. The school has recently been very involved with the community to celebrate the Queen's Golden Jubilee. Such very good links broaden pupils' experiences, enhance the quality of their learning and help to raise the standards they attain.

35. The school maintains good links with the local group of schools in order to provide staff training opportunities on, for example, oracy and parenting skills. There are good transition links with the secondary school. Year 6 pupils have a weekly games link with other local village schools during the spring term. Dance links with local schools were established for a joint project with the National Trust and links with the wider Wiltshire Village Schools' group were established for musical events.

36. Provision for pupils' spiritual, moral, social and cultural development has improved greatly since the last inspection. Overall it is now very good. Provision for pupils' spiritual development is very good. Acts of collective worship and religious education make a significant contribution to pupils' development in this area. The school provides some knowledge of, and insight into, different faiths and religious beliefs. Pupils are encouraged to take part in prayer and are given opportunities for meaningful reflection during assemblies. The school provides very good opportunities for pupils to reflect on the wonders of nature, the beauty of their local environment and to marvel at the work of talented artists.

37. Moral development is also very good. The behaviour code is consistently applied so that pupils take responsibility for the choices that they make. They are encouraged to consider the implications of their actions on others, about what is right or wrong and the choices they make. Adults in the school provide good role models. Most pupils are polite and well mannered. They are friendly and caring towards others.

38. The provision for pupils' social development is also very good. Pupils readily share resources and help each other. They work together very well in groups when required to do so. This has a positive effect on their personal development. Personal, social and health education lessons support pupils' learning helping them to develop an awareness of being a good citizen. Older pupils willingly take on a range of duties to help staff, such as managing the overhead projector and tape recorder in assemblies.

39. Provision for cultural development is good. Pupils are encouraged to develop interests in local culture through music, sport, clubs, visitors and visits. Displays around school heighten pupils' aesthetic appreciation. For example, the displays of textile work, including weaving and beading, inspire pupils to produce work in art and design of high quality. Rich experiences such as this, as well as those provided through art and design and music, contribute well to pupils' cultural development. At present there are no opportunities to visit places of worship from other faiths or for visitors from these faiths to increase pupils' knowledge and understanding. The school recognises that opportunities for enhancing pupils'

appreciation of life in multi-cultural Britain are more limited and that there is a need for greater multi-cultural awareness to be developed.

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

40. The school provides a safe and caring environment within which all pupils, including those with special educational needs, can feel secure and valued. There are good arrangements in place, supported by appropriate training, for child protection and first aid. The strong culture of mutual concern and respect ensures that both physical and emotional needs have a high priority within the school.

41. The assessment of academic attainment and the progress the pupils are making, in the early stages of development at the time of the last inspection, is now appropriately in English, mathematics, science and ICT. The school has a clear picture of how well each pupil is achieving in these subjects and takes appropriate measures to ensure that they receive the right level of work in order to move their learning on. This is not yet the case for the remaining subjects of the National Curriculum and this can sometimes limit the progress being made. The marking of the pupils' work is not consistent and does not always provide sufficient written guidance on how each pupil can improve on past work.

42. The school has introduced a 'Family Links' programme to support the pupils' personal and emotional development and has given high priority to establishing a clear code of conduct, a culture of praise and mutual respect and high expectations. Through the use of this programme for personal, social and health education, the use of circle time and the training of all the staff to ensure a consistent approach to classroom management and supportive relationships throughout the school, a very positive ethos has been achieved which actively promotes both personal development and academic achievement. The introduction of this programme, alongside an improved quality of teaching, has had a major impact on the improved standards the pupils have achieved since the last inspection.

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

43. The parents and carers have a positive view of the school and are in agreement with its aims. In particular, they appreciate that their children like school, they feel comfortable about approaching the school with any concerns and feel that the school expects the children to work hard and achieve their best. They feel that the school is well led and managed and that it is helping their children to become mature and responsible individuals. Inspection evidence confirms this positive view. A small number of parents expressed some concern about the behaviour of the pupils. The information they receive about their child's progress and the range of extra curricular activities were also mentioned as concerns. Inspection evidence shows that the very small amount of unsatisfactory behaviour is well managed. In addition, there is a satisfactory range of extra curricular activities and a good level of information provided about each child.

44. The school works hard to establish constructive and helpful links with the parents, who agree that the staff are easy to approach. The "Family Links" programme has been extended to provide a course for parents as well. It teaches some of the good practice the school uses to enable the pupils to make informed choices about how best to behave, thus promoting a consistency of approach between home and school.

45. The school provides a good level of information, through its monthly newsletter and other leaflets, about the subjects being taught and the topics being covered each term. The newsletter also gives a clear picture of the day-to-day life of the school. There is a regular pattern of parents' evenings where individual pupils' progress can be discussed. The annual

report on each pupil gives a good picture of the work that has been covered, the knowledge and skills that have been achieved and the progress that has been made. It also includes appropriate targets for each pupil, thus involving the parents in their future learning.

46. The parents and friends of the school contribute to its life in many ways. Those with craft skills come in to school to enrich several areas of the curriculum and have actively contributed to the good standards achieved. Parents also come in to school to listen to the pupils read. This helps to maintain and further extend pupils' reading ability. They offer valuable help with transport for trips and sporting events. The Friends Association raises funds for the school as well as organising social events for both the pupils and the local community.

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

47. The previous inspection report described the leadership of the school, under the recently appointed headteacher, as being good. This has not only been maintained but also successfully built upon. This very good quality of leadership and management has a positive effect on many aspects of school life. The headteacher provides very good leadership and has a clear understanding of the strengths and weaknesses of the school. She is most ably supported by both the teaching and non-teaching staff and, together, they give the school a clear purpose and direction. The headteacher works closely with her governors to continue to raise standards and improve the quality of teaching. Her clear vision for the future of the school is evident in her determination to raise pupils' standards of attainment by focusing on several key strategies. For example, the need to raise pupils' standards in history and geography. In addition, she sees the need to continue to successfully develop assessment and recording systems in several subjects. These, together with several others, are built into the school's development plan. The plan clearly identifies key areas for action, steps to be taken to achieve those goals, staffing and budgetary implications as well as time implications. This plan now needs to be extended to cover, in outline, the proposals for the review and development of the school during the next three to four years. The whole staff, both teaching and non-teaching, work very closely as a most successful team, and are very well supported by an able and caring headteacher who recognises the importance of developing the strong team identity.

48. The school aims, compiled in 2000 and reviewed regularly, are good, clearly defined and underpin much of the school's work and life. On occasions, not all policies are reflected in the practice of the school. For example, the school has an appropriate marking policy. However, this is not always adhered to by all members of staff in providing pupils with sufficient guidance on how they can continue to improve their work. Within school, all individuals are valued and cared for and are encouraged to develop into well-motivated and self-disciplined pupils. The school is particularly successful in achieving its aims of creating positive attitudes in its pupils towards work. The school has an explicit commitment to the attainment of high standards and is aware of the importance of meeting the needs of pupils of all attainment levels. In this it is largely successful.

49. To assist its basic aim of raising standards, the school has collected a good range of data to enable it to check that pupils are doing as well as they can. The analysis is well managed by the headteacher, who can provide detailed information on individual year groups of pupils in the school. The information is used well to provide realistic and challenging targets for the school, particularly in English and mathematics.

50. There are good structures and procedures in place to monitor standards and provision. The headteacher monitors teaching, as well as pupils' learning, by scrutinising teachers' planning and, on occasions, pupils' work in books. Members of the governing body

also monitor the work in classrooms. Governors are assigned to an area of the curriculum and visit classrooms and feed back their findings to their curriculum and personnel committee. Such strategies have had a most positive effect in helping to raise pupils' standards in mathematics and science in particular.

51. The curriculum co-ordinators for numeracy and science monitor teaching and learning by direct observation in classrooms. This practice is to be extended to all subjects. The staff meet to discuss the effectiveness of curricular provision and examine results of statutory tests, in order to evaluate the pupils' attainment and progress.

52. The special educational needs co-ordinator carries out the responsibilities of the post most effectively. An accurate register is maintained which ensures that all pupils' individual education plans are regularly reviewed. Staff are fully aware of their responsibilities and have received good guidance on the new National Code of Practice for these pupils. The additional funds made available for pupils with special educational needs are appropriately used to provide effective learning support assistants and resources. These are used well in order to achieve the school's priorities for special educational needs. This ensures that pupils with special educational needs make good progress given their prior attainment levels.

53. The governing body is effective in its work. It is well led and fulfils its responsibilities most efficiently. It is appropriately constituted and has the relevant committee structure in place to consider such areas as finance and premises as well as the curriculum and staffing. As a result, governors play an important role in working alongside the headteacher to provide effective leadership for the school. Most governors have a good understanding of the strengths and weaknesses of the school. They carry out their statutory responsibilities fully.

54. The school manages its budget effectively. The governors' finance committee is productive in assessing the school's future financial position. The school uses its funds well to support pupils with special educational needs, and also funds that have a designated purpose for raising standards. Spending is monitored closely by the governing body and on a regular basis the chair of the finance committee, finance officer and headteacher meet to review the budget. The budget is closely linked to the priorities identified by the school. The chair of the finance committee and the finance officer are particularly active in ensuring that satisfactory value for money is obtained. Overall, finances are well managed and the school has sound systems in place to apply the principles of best value to decisions made regarding major expenditure.

55. The school's finance officer carries out the day-to-day financial administration and monitoring of spending very efficiently. The last auditor's report contained a few recommendations, which have since been addressed. Furthermore, the report was complimentary about the systems the school has in place in this area.

56. The headteacher and governors have appropriately identified priorities for raising achievement. Spending decisions are linked well to educational priorities, such as improving the provision for ICT, although the school does not yet have any systems in place to judge the impact of such spending decisions on the curriculum or on standards. Overall finances are well managed and the school has good systems in place to apply the principles of best value to decisions made regarding major expenditure. Good use is made of new technology for financial control and in school administration. Effective use is made of teaching support staff and resources to support and enhance pupils' learning. This is particularly so with regard to the help and support given to pupils with special educational needs. Non-teaching staff are caring, friendly and efficient.

57. The school has good systems in place for the induction of new staff. Most are monitored through the school's systems for performance management. Development needs are identified and appropriate help and training are provided. The school's provision for the training of new teachers is good.

58. The match of teachers and support staff to the demands of the curriculum is good. Teaching staff are well qualified and ably helped by teaching assistants who are well used within classrooms to support pupils' learning. In several lessons, teaching assistants worked well with groups of pupils whilst they completed tasks set by the teacher.

59. The school's accommodation is adequate to meet the needs of teaching most areas of the National Curriculum. However, the hall is too small for gymnastic and dance activities, particularly with older pupils. Most classrooms are light and airy and considerable refurbishment has taken place in recent years. Outdoors the school has very good grounds, play facilities and quiet area. The area designated as a play area for reception class children is also most adequate.

60. Resources to support the teaching of the curriculum are at least adequate in most subjects. This again is a great improvement on the findings of the previous inspection.

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

61. In order to build on the many positive aspects of the school and improve further the standards of work and quality of education provided, the governors, headteacher and staff, in co-operation with the local education authority should:-

- (1) raise pupils' standards particularly by the age of 11 in history and geography by:
  - ensuring that sufficient time is devoted to the teaching of the subjects;
  - increasing the amount and range of work pupils are expected to do;
  - providing further in-service training to help teachers with the teaching of the skills and concepts in these subjects.

(Paragraphs: 11, 30, 47, 107, 108, 109, 110, 111, 112, 116)

- (2) improve the procedures for the assessment and recording of pupils' work by:
  - extending the good practice in English, mathematics, science and ICT to all other subject areas;
  - using the information from the assessment of pupils' work in other subject areas, to plan subsequent work for them and set targets for them to achieve;
  - improving the consistency of the marking of pupils' work, so that it gives them a clear indication of what they need to do to continue to make progress.

(Paragraphs: 26, 41, 47, 48, 75, 78, 91, 104, 111, 116, 126, 132, 139)

- (3) Reviewing the balance of the curriculum in order to ensure that sufficient time is made available to cover the full programmes of study in all subject areas.

(Paragraphs: 30, 33, 110, 111, 112, 114, 116, 134)

In addition to the issues above the following should be considered for inclusion in the action plan:

- Seeking a solution to the problems associated with the teaching of gymnastics and dance.

(Paragraphs: 11, 30, 59, 127, 128, 130, 133)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	12	9	0	0	0
Percentage	0	13	50	37	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 four 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)	60
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	8

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	10
Pupils who left the school other than at the usual time of leaving	11

### Attendance

Authorised absence

%
---

Unauthorised absence

%
---

School data	4.2
National comparative data	5.6

School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2) and at the end of Key Stage 2 (Year 6).

As a result of the pupil cohort size being below 10 in both Year 2 and Year 6, national comparative data is not included as it is statistically unrealistic.

***Ethnic background of pupils***

***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	60	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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



### **Teachers and classes**

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

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	17.6
Average class size	20

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

Total number of education support staff	3
Total aggregate hours worked per week	39

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	192 088
Total expenditure	191 564
Expenditure per pupil	3 421
Balance brought forward from previous year	9 185
Balance carried forward to next year	9 709

### **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	2

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	60
Number of questionnaires returned	22

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	36	60	5	0	0
My child is making good progress in school.	17	68	8	0	7
Behaviour in the school is good.	9	64	27	0	0
My child gets the right amount of work to do at home.	14	55	14	0	18
The teaching is good.	21	62	12	0	5
I am kept well informed about how my child is getting on.	18	64	14	0	5
I would feel comfortable about approaching the school with questions or a problem.	64	32	5	0	0
The school expects my child to work hard and achieve his or her best.	50	41	5	0	5
The school works closely with parents.	27	60	9	0	5
The school is well led and managed.	46	50	0	0	5
The school is helping my child become mature and responsible.	32	64	5	0	0
The school provides an interesting range of activities outside lessons.	28	46	14	0	14

## **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**

62. Children are admitted to the mixed reception, Year 1 and Year 2 class at the start of the school year in which they become five years old. At the time of the inspection there were seven children of reception age. Analysis of early assessment information indicates that attainment is about average when children first start school. This is a similar picture to that found at the time of the previous inspection.

63. Provision for children in the reception class is satisfactory. Children make steady progress over time. The curriculum provided is suitably broad and balanced and the teacher endeavours to provide an appropriate range of activities to meet this mixed year class. Sound planning reflects the required curriculum for children of this age and the learning environment provides for the youngest children as well as focussing on the National Curriculum. Teaching is good overall and ranged from satisfactory to good during the inspection. Effective teamwork and appropriate deployment of the classroom assistant, ensures that all children are fully included and supported. At present one child is identified as having special educational needs. All of the children have enjoyed some pre-school experience.

64. Regular observations and assessments are made covering all areas of learning. Examples of work in children's profiles are carefully annotated so that the progress children make is systematically recorded. Information gained is used to adjust work so that it is set at the right level. As a result children make good gains in their learning. Most children are likely to achieve the levels expected for children of this age by the time they start in Year 1 and some will already be working within Level 1 of the National Curriculum.

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

65. Teaching and learning are good. As a result, most children will achieve the level of personal development expected at the end of the school year and some will have exceeded it. Most children are confident and have good self-esteem. They have positive attitudes to learning and are happy to come to school. They are expected to take responsibility, for example dressing and undressing for movement lessons in the hall, and they do so without fuss. Expectations of behaviour, attitudes and independence are high and the children respond positively to these. They listen attentively to the adults and to each other, taking turns to speak and are eager to contribute to discussions or respond to questions. The children move confidently about the classroom, outdoor area and into the hall for assemblies or physical development. They co-operate well. For example, a group of boys played together happily in the station role play area. They worked together to clean the railway engine, purchased tickets from the ticket office and decided where the train was going. They were happy to explain the journey to an adult. Children select activities with confidence and independence and tidy away their tables at the end of an activity.

#### **Communication, language and literacy**

66. Skills in speaking and listening are average. Most children speak confidently to adults and to other children. A few children are very articulate. Early writing skills are promoted to some extent through role-play, such as the railway station and at the writing table but these could be further developed. Intervention in the role-play is limited and, as a result, play is not always extended as well as it could be.

67. Children enjoy stories and attempt to join in the shared reading of a big book. They respond with interest to the illustrations. The most able children are beginning to read the early reading books, recognising the title and recalling a good number of words. They learn letter sounds and use them to begin to build unknown words. They are becoming familiar with terms such as 'author' and 'illustrator'. A good proportion of the reception children are able to identify some initial sounds, well supported by games with the classroom assistant, which consolidate this learning. Most children write their name independently and the more able children are beginning to write occasional words on their own, while average ability children copy over the teacher's words. Lower ability children have limited pencil control and are at a mark making stage. They do not recognise initial letters. Basic writing skills are soundly taught with opportunities included for practising how to use a pencil correctly. However, insufficient emphasis is placed on ensuring that the letters are written correctly. Sometimes the children copy handwriting when more direct teaching of skills is required. Most children make satisfactory progress in this area of learning and are likely to achieve the levels expected by the time they reach Year 1 with some children exceeding these.

### **Mathematical development**

68. Attainment in this area of learning is as expected for the age of the children. Above average children count and order numbers to ten and some beyond this. They understand 'one more than'. They are able to match and sequence, for example putting the three bears in order of size. Most children understand mathematical language such as short / long, although below average children are unsure about 'more' and 'less' and have a limited understanding of comparative language. They need a lot of help to count objects and numbers are not formed accurately. The teacher makes good use of incidental opportunities, for example when taking the register, to reinforce number skills. They create shape pictures of houses and rockets for example, using gummed shapes to consolidate this language. Children create simple graphs such as 'how we journey to school'. They use sand and water to extend their understanding of vocabulary such as 'full' and 'empty', 'more' and 'less'. Good use is made of songs and number rhymes to reinforce counting skills. Good teaching and carefully organised activities result in most children making good gains in their learning. The majority achieve, and some exceed, the expected levels in this area of learning by the time they start in Year 1.

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

69. Children make good gains in their knowledge and understanding of the world because they are presented with a good range of experiences. These motivate children well and they are keen to find out more. Good teaching promotes the learning well through careful questioning to ensure understanding. Children are encouraged to ask questions. Good links are made to other areas of learning. For example, when discussing wartime evacuees, the children made a postcard to send home to their mother describing how they felt being away from home. Children learn about the weather through a daily weather and temperature chart. In addition they explore maps and plans, making a large plan of a town and labelling who lives at the various houses on Red Riding Hood's journey. The adults promote an appreciation and care for the environment as children use magnifying glasses to explore leaves and shells. Through stories and assemblies children learn about celebrations in their own and other cultures, such as Diwali, Easter and harvest. They know that assemblies are special times and are quiet and respectful. When using the computer, most children can control the mouse and program a toy. Visits and visitors also contribute significantly to children's learning in this aspect of their curriculum. Most children will achieve the expected level by the time they start in Year 1.

## **Physical development**

70. Attainment is as expected for children of this age in this area. Improvements to the area outside, made since the last inspection, have improved the facilities for outdoor play but sometimes, when indoor play takes place due to bad weather, in the cloakroom area, the activities are limited and undemanding. Outside, children push, pull and pedal wheeled vehicles and use the climbing frame. The playground is well marked to stimulate outdoor games. Most children have the expected level of co-ordination and control when moving about the hall. They stretch, curl, and create 'snail trails' in their movement, as they move in different ways and at different levels. They change direction and stop on a given signal. Sometimes, over-direction by the teacher stifles creativity and self-expression in these lessons. On occasions children sit for too long, listening to the teacher. This fragments the lesson and some become restless as a result. The limited hall space restricts opportunities for some physical activities, such as using large apparatus. Children's skill and control of pencils, brushes, tools and scissors is satisfactory, although a few children still experience difficulty in manipulating scissors correctly. Satisfactory teaching overall results in sound learning taking place and most children show appropriate control and coordination by the time they start in Year 1.

## **Creative development**

71. Standards are as expected in this area of learning. There are many opportunities provided for children to paint, model, draw and use collage and construction material. They use modelling tools appropriately when using play dough to make long and short snakes and to make railway tracks. They use materials to explore textures and cut and stick with the expected skill when creating collage pictures, such as the harvest basket and Autumn collage. They begin to develop an awareness of famous artists and visiting artists to the school enhance their knowledge of weaving and textile work. They use clay to create tiles with their faces on as well as making collage faces and painted portraits. They know how to create repeated patterns using paint and printing with associated objects. Children are encouraged to observe carefully when drawing vegetables, flowers and animals. They know how to use a range of construction materials to create models. Children enjoy singing and music making and experience a range of untuned percussion instruments.

## **ENGLISH**

72. The average standards found at the last inspection at the end of Year 2 and Year 6, have been maintained. Pupils, including those with special educational needs and those that have joined the school other than at the normal time, make satisfactory progress throughout. This is an improvement from the last inspection when progress in Years 4, 5 and 6 was found to be unsatisfactory, largely due to the poor attitudes of a significant minority of pupils in that class. This is no longer the case. Since the last inspection staff training for a range of strategies, such as additional literacy support, early literacy support and booster classes has increased the rate of learning. Each pupil has been given a target to aim at and this system is helping pupils to realise how well they are doing in the subject. Reading in the junior classes has been reorganised to enable greater choice and independence. As a result, pupils now enjoy reading and have a greater interest in all types of books. Resources have continued to improve with a wider selection of fiction and non-fiction books being available in classrooms and the library. Monitoring of pupils' progress in the subject is well focussed. Procedures for assessment have been reviewed and use of information from assessment is effectively informing teaching and learning. The use of ICT to support learning has improved since the last inspection. Better use is made of drama by some teachers, but there is room for further development.

73. Standards in speaking and listening are average at the end of Year 2 and Year 6. Most pupils listen attentively, although a minority in the Year 2, 3 and 4 class do not always listen well enough, talking while the teacher is talking. Many pupils express themselves clearly and have a reasonable range of vocabulary. Above average pupils are articulate and are happy to engage in more extended conversations about their work and what they like to read, drawing fluently on a good range of vocabulary. Most pupils are eager to engage in discussions and are confident when answering questions. However, some average and below average pupils have more limited skills. Effective questioning by teachers extends pupils' use of English, promoting their confidence in speaking aloud. Sometimes, overlong introductions by teachers leave little time for pupils to express their ideas and give opinion at length. Questions that require only very limited answers mean that pupils can only reply briefly and so do not extend their vocabulary. In a Year 5/6 lesson the teacher encouraged pupils to behave well on their own. She had high expectations that the pupils were capable of articulating clearly when she asked one group to explain the meaning of an expression particular to a specific dialect or language to a latecomer. Pupils responded confidently, providing a clear explanation. The good use of drama in this lesson also contributed to pupils' confidence in speaking to an audience. In role play a group of higher attaining pupils performed sketches using different dialects to illustrate particular idioms. Opportunities for drama are more limited and depend on the expertise of individual teachers. Limited intervention in role-play for younger pupils sometimes results in superficial learning taking place.

74. Pupils attain average standards in reading by the age of seven and eleven. More able pupils read with fluency and good expression. They use punctuation to good effect when reading. They are eager to discuss their reading and comment on their favourite authors. Average readers read with reasonable fluency and are beginning to develop expression. They have a sense of understanding of letter sounds and are able to build simple words but have more difficulty with more complex vocabulary. Below average pupils do not read with meaning or with sufficient understanding. Reading is hesitant and pupils have few strategies to help them build unknown words. They do not have a wide interest in a range of books such as non-fiction books, as more able readers do, and are unable to discuss their favourite authors or talk at length about their reading. All pupils take books home regularly and most are well supported at home with their reading. Reading diaries are well maintained and include parents' and teachers' comments. Most pupils have positive attitudes to reading although less able older readers do not enjoy reading very much. As a result of an additional emphasis being placed on reading, use of the school library has improved since the last inspection and pupils now show greater confidence when selecting non-fiction books in order to retrieve information.

75. Writing standards in the current Year 2 and Year 6 are average. Spelling is carefully taught. Above average and some average pupils spell accurately. Pupils write for a reasonable range of purposes in Year 2 and show increasing use of punctuation and adjectives. For example, when describing a little box, one pupil wrote 'It looks precious. It feels soft and shiny. It might be a wedding present.' A good number of pupils use basic punctuation correctly and above average pupils make use of speech marks in their stories in Year 2. Handwriting skills however, are not secure. This is not helped when pupils copy handwriting instead of the skills being taught directly by the teacher. This results in some pupils forming letters incorrectly. Pupils write for an increasing range of purpose as they move through the school. They write poems, stories and accounts of visits, instructions and play scripts for example. They begin to use more extended sentences, for example in Year 3 an able pupil wrote 'Peter ran onto the bridge, he tied his boat up, climbed up the rope onto the bridge and ran quickly back to the house. He pulled out his dagger, cut the rope and started rowing fiercely.' The range and choice of vocabulary increases steadily with words such as 'valuable,' 'fascinating' and 'precious' being chosen and descriptive phrases such as 'the cobbled path' 'old, old houses', and 'an amazing view.' Pupils in Year 6 make use of skills

such as note taking, using bullet points to select key facts. Above average and average pupils transpose story text into play script format, using stage directions appropriately and with understanding. Pupils know how to use a dictionary and a thesaurus. Careless errors occur though with some pupils in Year 6 particularly in their spelling and use of punctuation. Handwriting and presentation skills can be untidy and little reference is made to this in marking. Pupils do not often write at length because they do not have sufficiently fluent handwriting skills to work at speed.

76. Limited use is made of computers to support English in the classroom. Examples of word processing skills are apparent but the range of computer skills used in English is narrow.

77. Teaching and learning are satisfactory overall with strengths in the Year 2, 3 and 4 class. In the best lessons, teachers are confident in their subject knowledge. They share what they are going to do with pupils at the lesson outset so that the pupils are clear about what is expected. Basic skills are well taught and work is usually matched appropriately to meet pupils' needs. When tasks are exciting and challenging pupils work with application and initiative.

78. Classroom support assistants are well deployed and this contributes effectively to pupils' learning. Good use is made of key vocabulary which extends pupils' use of English well. Pupils are well managed and as a result show increasing independence and responsibility in lessons. This is particularly the case for pupils with special educational needs, who benefit greatly from the additional support they receive. Areas for development include a greater emphasis on extended writing, not only in English but also in other subjects such as history, geography and religious education, where these important skills can be practised and improved. Although there has been some attention to role-play and drama, greater opportunities could be provided so that more pupils extend their speaking and listening skills. Marking of work is inconsistent and requires improvement, so that all teachers mark to the standard of the best, taking care to ensure correct grammar and spelling in their own writing and so provide a good role model for pupils. Greater attention to the teaching of handwriting and presentation skills throughout the school is needed to ensure that all pupils present their work neatly, so that, by the time they reach Year 6, they write speedily, at length, in a neat cursive style.

79. The subject is managed satisfactorily although the co-ordinator is more secure in her knowledge of the standards and progress in Years 1 and 2 than in the older year groups. Overall there are appropriate assessment strategies in place and information from these is used constructively to set tasks and inform future planning. Regular monitoring of pupils' progress is undertaken by the headteacher together with the literacy governor. The relative weakness in teaching and learning in English, as compared with mathematics and science, results from the priority given to improving these two subjects, which had been less secure at the time of the previous inspection. This effort has been successful and the next major thrust for improvement planned by the school, is to improve pupils' work in English, particularly their writing.

## **MATHEMATICS**

80. At the time of the previous inspection, pupils' standards were similar to national standards at the end of Year 2. Inspection evidence indicates that the standards of the current Year 2 are also similar to national standards. This indicates that satisfactory progress has been made in maintaining the nationally required standards. In addition, the proportion of pupils attaining the higher Level 3 has also been maintained. During their time in Years 1 and

2 all pupils, including those with special educational needs, make satisfactory gains in their learning.

81. Whilst Years 1 and 2, the early mathematical skills and concepts, learnt in the reception year, are successfully built upon. As a result, most pupils, by the age of seven, understand place value in number up to 50 and can quickly remember addition and subtraction facts to 10 and, for some pupils, up to 20. They can identify and use simple fractions. Many recognise and can name two-dimensional shapes, such as square, triangle and circle, but their knowledge of three-dimensional shapes, such as cube and cylinder, is more limited. Furthermore, approximately one third of pupils have a secure knowledge of place value in hundreds, tens and units. Their mental recall of the five and ten times tables is satisfactory. They use an increasing range of mathematical language correctly.

82. Good progress has been made by the school since the last inspection with regard to the standards pupils reach by the time they leave. At that time, 11-year-old pupils' standards were about average, whilst now most pupils attain national standards with a good proportion exceeding them. During their time in Years 3 to 6, all pupils, regardless of ability, achieve well, so that, by the age of 11, many pupils are competent with multiplication and division and have an understanding of place value in six-figure numbers. They are familiar with the names of various angles and are able to convert fractions into decimals and percentages. They calculate areas of irregular shapes and are confident in the multiplication of decimals, the use of approximation and co-ordinates. They are able to construct and interpret simple line graphs and show good understanding of the mathematical ideas of mean, mode, median and range. Discussions with pupils at the end of both Year 2 and Year 6 show that their knowledge and understanding of the number element of mathematics is well developed. Such above average standards are good, given that a number of pupils in Year 6 also have special educational needs. Indeed, it is the school's particular attention to the issue of inclusion that results in these pupils achieving so well.

83. There are several factors that contribute to pupils doing well in mathematics, particularly in Years 3 to 6. Within the school, pupils receive a high proportion of good and very good teaching. Teachers are confident in their ability to teach the basic skills of the subject, they expect and get high standards of work and much work is completed during the course of lessons. This was noticeable in a good Year 2, 3 and 4 lesson where pupils were learning to tell the time. The quality of pupils' knowledge and understanding of the concept showed that much had been learnt. Pupils, depending on their abilities, were given a variety of well-matched tasks. Lower attaining pupils were challenged by needing to recognise 'quarter past, quarter to and o'clock', whilst average ability pupils had to use both analogue and digital timings. Higher attaining pupils learnt to use 'minutes to' and 'minutes after' on both analogue and digital clocks. Such well-planned tasks ensured that all groups of pupils made significant gains in their learning and understanding during the course of the lesson. Time vocabulary, such as analogue and digital also helped to reinforce pupils' literacy skills. Resources in the form of mini-clocks, which the pupils used to help them with their calculations, greatly reinforced their learning and understanding. The whole lesson proceeded at a brisk pace, much was expected of the pupils and much was achieved. Such high quality teaching has a most positive impact on pupils' learning and on the standards they attain.

84. The successful introduction of the National Numeracy Strategy has had a similarly positive impact on pupils' learning and on the standards they attain, particularly in Years 3 and 4. Teachers' planning of work, following the Strategy's guidelines, is very good and the structure of it ensures that lessons proceed at a brisk pace and that much work is covered. The introductory mental mathematics session not only increases pupils' mental agility but also serves to motivate them. Indeed, as a result of this session and the teachers' good use



of appropriate 'quick-fire' mental arithmetic questions, pupils look forward to mathematics lessons. In most lessons, pupils work hard and co-operate well when working in groups. Pupils, throughout the school, enjoy the subject and are most keen to learn. They take care of the resources available to help them and most willingly share and take turns when using them. In one or two instances, the teacher's slightly over-long introduction, particularly in the main teaching activity, means that a small group become bored and do not pay attention. As a result, pupils' attainment is lessened.

85. The co-ordinator has a commitment to the raising of standards of pupils of all attainment levels. She monitors many aspects of the subject, including teachers' planning, classroom teaching and pupils' work. She scrutinises assessment test results and uses the results of this analysis to build a view of the subject's strengths and weaknesses. Good support is provided to teachers and, where appropriate, suggestions are made for improvement. Learning resources are satisfactory and teachers use them effectively. Effective use is beginning to be made in ICT to enhance pupils' learning in the subject but this is at an early stage of development. Good assessment procedures are in place with regular testing of pupils to inform teachers of their progress.

86. The school continues to make good progress in the development of the subject. The National Numeracy Strategy is now securely in place, pupils' standards at the end of Year 6 have risen and the quality of teaching has improved overall. In addition, all the requirements of the National Curriculum are being met.

## **SCIENCE**

87. The standards pupils reach by the end of Year 2 are similar to those expected of seven-year-olds nationally. This is a similar situation to the one found at the time of the previous inspection. Satisfactory progress has been maintained overall but good progress has been made in the development of pupils' scientific enquiry skills, which at that time were found to be unsatisfactorily developed. Such good progress in this area has largely been the result of a determination by the school to improve the practical and investigative aspects of the subject and, in this, it has been most successful.

88. During their time in Years 1 and 2 all groups of pupils make satisfactory progress in learning and understanding a wide range of scientific skills, ideas and processes. They learn about changes of state as a result of heating and cooling and, by the end of Year 2, are well able to understand the idea of gravity acting on an object when it is released from a height. They are able to classify living and non-living things and have a sound knowledge of food groups as well as the major parts and joints of the body. The good structure to the curriculum, together with sound and sometimes good teaching, means that, by the age of seven, most pupils attain the national standards and a few exceed them.

89. Whilst in Years 3 to 6, pupils, including those with special educational needs as well as those who have joined the school other than at the normal time in September, make good progress in their learning so that, by the end of Year 6, many pupils attain standards that exceed the national standards. Good teaching and a very well structured curriculum are again the main reasons for this. Whilst in Year 3 and 4, pupils' knowledge of themselves increases as they learn about parts of the skeleton, as well as the function and purpose of muscles and some of the major organs. Experiments in reflection and the transparency of materials, as well as those related to the drainage of water through different materials and how quickly different materials cool, continue to develop pupils' understanding of fair testing. As a result, by the time pupils leave Year 6, they are able to carry out experiments involving, for example, changes of state of materials. They understand forces and can talk with confidence about the balance of gravity and upward thrust. Their work on light, including such

concepts as translucent and refraction is of a high standard. These good achievement levels mean that, by the end of Year 6, most pupils exceed Level 4 and attain the higher Level 5. This is a significant improvement from the last inspection when pupils' standards were below average.

90. The good teaching evident in the school and particularly in Years 3 to 6 has a significant impact on learning and standards. It has a similar positive impact on pupils' attitudes in the subject. The increase in the amount of scientific investigations since the last inspection, helps to fire pupils' enthusiasm and interest in the subject. They work well together, enjoy the subject, willingly take turns, share apparatus and offer helpful comments to each other.

91. Such enthusiasm and very good teaching was evident in a very good Year 6 lesson where high levels of challenge, a rapid pace to the lesson and very good use of quality resources, helped to support pupils' learning and ensured that pupils' rate of learning was very good. They investigated how different kinds of materials were better insulators than others when charged with the task of keeping their teacher's break time cup of coffee warm. This fascinating task not only motivated the pupils but challenged their levels of understanding, not only of which materials were the best conductors of heat and insulators, but also, following a very good introductory explanation, how thermal conductivity different from electrical conductivity. The concept of electrons, their movement and the difference in density of electrons between solids, liquids and gases, was well understood. Such high quality teaching has a significant impact on all pupils' learning and on their levels of attainment.

92. The school has a very good scheme of work in place, a significant improvement on the last inspection, and this is used well by teachers to plan pupils' work. This also ensures continuity of learning for pupils across the school. Resources are adequate and are well used by teachers to support pupils' learning. Information and communication technology is also gradually being introduced to further enhance pupils' scientific understanding.

93. The subject is very well led by the co-ordinator who has had good opportunities to carry out the role effectively. She rightly recognises the need to monitor closely the work pupils produce and the quality of teaching they receive. Systems to assess pupils' attainment and record their progress are well developed and enable teachers to plan the next work they want their pupils to do. The high quality work carried out by the co-ordinator, very good scheme of work, good quality teaching and a determination by all involved to raise pupils' standards, has meant that the school has made very good progress in science since the last inspection.

## **ART AND DESIGN**

94. Standards in the subject have improved since the previous inspection, raising both the quality of art and design and the way it is taught. The previous report was critical of the curriculum, which was not fully implemented, and of the standards achieved by older pupils in particular, who made insufficient progress in their learning. There is now a good scheme, which helps to ensure that pupils learn as well as they can. Sketchbooks are in place and used effectively and the quality and range of resources have improved. As a result, pupils, by the end of Year 2, achieve average standards. By the time pupils leave the school, standards in art and design are above average, with strengths in observational drawing and textile work. Pupils make steady progress in Years 1 and 2 and good progress in Years 3 to 6. Pupils with special educational needs are well supported and make the same progress as others in the class. Pupils joining the school other than in September, are quickly integrated into lessons and make the same levels of progress as their peers.

95. Pupils are given the opportunity to work with a range of media and to learn about the work of a range of artists, including those from other cultures. The use of water-colours, pastels, clay and collage indicates that steady gains are being made in pupils' learning. Pupils in Years 1 and 2 use sketchbooks to produce self-portraits and drawings of animals following a farm visit. They create collage pictures such as 'The Three Little Pigs' using a good range of materials. Individual collages, using fabric and thread, link carefully to a topic on 'journeys'. Cutting, sticking and sewing skills are developed with the making of spoon puppets. Links are made to other subjects, for example mathematics, as pupils print with a variety of objects to produce a repeating pattern having looked at the work of Picasso. Pupils begin to mix their own colours. They explore the style of different artists, such as Rodin, when making clay sculptures of their faces on tiles. As part of their work in history pupils look at toys from other times and cultures, drawing old toys and artefacts from the past.

96. In the junior classes pupils' earlier skills are successfully built upon. Pupils in Years 3 and 4, design a print for fabric, develop their sewing skills to produce a variety of stitches in preparation for work on samplers for the school's 150<sup>th</sup> birthday. Older pupils produce more complex designs and invent their own stitches. Pupils use a range of sketching pencils, with increasing skill, to shade and produce different textures, drawing carefully, from observations, a range of musical instruments and artefacts from Africa. Sketchbooks are used well and good quality displays in classrooms and about school support this work well. Pupils' weaving skills are also well developed. In Years 5/6 pupils produce three-dimensional work in wire and metal foil. They explore the work of Mondrian and show progression in their observational drawings of artefacts from different cultures. Much of the work is linked to other subjects, such as the papier-mâché masks which are linked to work on the Aztecs. The work produced is of a good standard and makes a very good contribution to pupils' awareness of other cultures as well as to their spiritual and social development. The use of computers in the subject is developing steadily, throughout the school. Pupils use computer programs well to explore such things as Islamic patterns and to create pictures and designs.

97. Teaching and learning are satisfactory in Years 1 and 2. They are good in Years 3 to 6. The good focus on observational drawing throughout the school ensures that basic skills are carefully taught and develop progressively. There is an interesting range of work, which highlights the high expectations of some teachers. Pupils are well motivated by these. They work hard with intellectual and creative effort, taking pride in their work. They work with enjoyment. Work with textiles is particularly effective. Teachers ensure good links to other subjects. In one very good lesson seen in Years 2, 3 and 4, pupils demonstrated good skills in observational drawing. The well-structured lesson and effective questioning by the teacher helped to build pupils' understanding of skills and techniques in both drawing and sewing, so that they made very good progress in their learning. The high standard of art and design displays, well supported by library books, extends pupils' knowledge and celebrates their successes.

98. The management of art and design is good. There are informal opportunities to monitor work through displays and collections of work for example, but more formal monitoring of teaching has not yet been undertaken. Although assessment opportunities are identified in some planning, there is no consistent formal assessment in the subject. Visits to galleries, museums and places of interest are beginning to develop. For example, pupils visited the Holburne museum in Bath to look at the use of clay. Parents also make a valuable contribution to art and design in the school. Excellent in-service training involving other local schools has had a powerful influence on raising the profile of the subject.

## **DESIGN AND TECHNOLOGY**

99. At the end of both Year 2 and Year 6, standards of attainment in design and technology are about average. All pupils, including those with special educational needs and those joining the school during the year, make satisfactory gains in their learning right across the school.

100. The previous inspection reported that standards of attainment of pupils at the end of Year 6 in particular were below national expectations, and also that pupils' progress was unsatisfactory. It also reported that the evaluation and planning processes were not sufficiently developed and that, as a consequence, the full requirements of the National Curriculum were only just being met. Since that time the school has made good progress in the development of the subject. Planning and evaluation are built into the design process and resources, criticised at the last inspection, are now satisfactory.

101. As they move through the school, all pupils, including those with special educational needs, are given opportunities to develop their knowledge of the designing, making and evaluating processes in a structured way so that, by the end of Year 6, pupils can, for example, generate and develop their own ideas and are able to work from plans, some of which are quite detailed. They are able to work with a selection of tools and materials with some accuracy and are capable of testing and evaluating their own products.

102. Year 1 and 2 pupils design and make musical instruments using a variety of materials. In addition there is clear evidence of planning in the work they were doing on journeys. In this, different materials were used to represent various aspects of their journey to school. Year 3 and 4 pupils has planned, designed and made tie-dye bags with well-made bead ties to close up the bags. The quality of these products was a clear indication of the good progress pupils were making in their planning, making and evaluation skills. This continues in Years 5 and 6 where they had designed and were making shadow puppets of the characters from four plays which included 'A Christmas Carol' and 'Winnie the Pooh', the intention being to put on a production of the plays for the younger pupils at the end of term.

103. The quality of teaching, in the limited number of lessons observed during the inspection, was good. Lesson planning is good and tasks set are well matched to pupils' prior attainment levels. Resources for design and technology are used very well. An example of good teaching was observed in a Year 2, 3, and 4 lesson, where pupils were completing their work and were proud of the finished product. The evaluation that the more able pupils carried out on the 'text ease' computer program was of a good standard.

104. Throughout the school pupils enjoy the subject. They work well together and willingly share resources and provide helpful suggestions as to how designs might be improved. They behave well in lessons and are proud of their work. The co-ordinator leads and manages the subject satisfactorily. She recognises that, whilst there is a relevant policy for the subject, it now needs a finalised scheme of work for the subject in order to ensure that all aspects of the National Curriculum programmes of study are covered in sufficient detail. The teaching of design and technology is not yet closely monitored and, although there is some recording of the work of pupils, assessment procedures have yet to be fully developed.

105. Resources for teaching the subject are satisfactory and cover all aspects, although resources for linking design and technology to ICT are more limited. Pupils do not, for example, have much access to any computer-aided design programs, although they do use control technology in some classes, for example the use of the 'pixie' in Years 1 and 2.

106. Pupils' learning and understanding of the subject are greatly enhanced by the use of outside 'experts'. The use of a parent, who is also a textile designer, raises pupils' expectations of what can be achieved. Her help with the work on the tie and dye bags has a noticeable effect on pupils' awareness and standards.

## **GEOGRAPHY**

107. As a result of timetabling arrangements, no lessons were observed, so a judgement on the quality of teaching is not possible. However, a scrutiny of pupils' work, informal discussions with them and with the teacher with responsibility for the subject, means that, in all other areas, secure judgements are possible. Pupils' levels of attainment by the end of Year 2 are in line with national levels but in Year 6 are below those expected of 11-year-old pupils nationally. This is a worse situation than that found at the time of the previous inspection when pupils' attainment levels were found to be similar to national levels. Whilst at school, pupils' learning of geographical skills and ideas proceeds at a slower rate than might be expected.

108. In Years 1 and 2 pupils are introduced to most of the early geographical skills so that, by the age of seven, they have a knowledge of maps and the need for a key. They are able to use two-figure grid references to understand what a plan view is and can construct a sketch map of their route from home to school. They can also recognise land usage from a map showing how land is used in Broughton Gifford. Their work on life in part of India gives them an insight into life in a different locality to the one in which they live. Pupils, including those with special educational needs and those joining the school during the school year, make satisfactory progress in Years 1 and 2.

109. Whilst pupils' learning does increase during their time in Years 3 to 6, it is at an insufficiently rapid rate and is, therefore, unsatisfactory. Mapping skills develop in Years 3 and 4 and routeways in the local area are explored. In addition, settlement location is studied in the Gambia in order to give pupils an understanding of life in a contrasting and very different locality. This study also serves to enhance pupils' mapping skills, as they study maps of various sizes showing world locations, country locations and local village sites in the Gambia. During Years 5 and 6, mapping skills increase at a satisfactory rate so that pupils, in Year 6, are able to understand four-figure grid references, land utilisation in Melksham and political maps of Europe. However, discussions with pupils showed that they have an insufficient knowledge of places and environments around the world, of human and physical processes, such as erosion and deposition or of how such processes can affect human lives and habitats. Nevertheless, when given the opportunity, pupils do have positive attitudes to the subject. They talk with enthusiasm about what they have learnt about Gambia, for example and how they enjoyed seeing pictures of life in that country.

110. There are several factors that cause pupils' slow advancement and low attainment levels, particularly in Years 3 to 6. Insufficient teaching time is currently devoted to the teaching of the subject and, during the last two years, staffing changes have meant that the subject has suffered from a lack of effective leadership and management. As a result, little work has been covered and standards have fallen.

111. The school has recognised the shortcomings in the subject and has identified geography as a major area for inclusion in its school development plan. The present subject co-ordinator has a good understanding of the needs of the subject and she has good strategies in mind as to how to develop the subject in the future. She rightly recognises the need to upgrade the scheme of work, to raise the profile of the subject through in-service training for teachers, to develop assessment procedures, review the time allocated to the

subject and improve the quality and quantity of resources which, at present, are just satisfactory.

## **HISTORY**

112. Pupils' levels of attainment at the end of Year 2 are about average. However, by the end of Year 6 they are below average. This is a similar picture to that found at the time of the previous inspection. Pupils, including those with special educational needs, make satisfactory gains in their learning in Years 1 and 2 but unsatisfactory gains in Years 3 to 6. The main reason this in Years 3 to 6 is that pupils receive insufficient time to study the subject as a result of the organisation of the curriculum and the school's timetables.

113. When pupils are taught history they enjoy it, respond well to their teachers and much learning takes place. In Years 1 and 2 for example, pupils studying the life of evacuees during World War II, enabled them to make significant gains in their learning and understanding of many historical ideas, as well as an understanding of life at that time. In addition, they study the lives of famous people from the past, such as the life and voyages of John Cabot in the 'Matthew'. As a result of more time being devoted to the subject in Years 1 and 2, pupils make satisfactory gains in their learning and understanding of the subject. In addition, good use of historical artefacts, such as gas masks and the visit to the school by a group of adults who themselves had been evacuees, helps to reinforce pupils' learning and understanding.

114. In Years 3 to 6, a similarly good approach is evident in teachers' planning, where topics, such as Victorians, Tudors, Ancient Greece and the Egyptians are all identified. However, the structure of the curriculum during these four years means that, in some instances, pupils do not study history for two terms. Consequently the continuous development of their historical skills and concepts is considerably interrupted and gains in learning are too slow.

115. The quality of teaching and learning of history are good when the subject is taught. Lessons are well planned and proceed at a sufficient pace, although, on occasions, overlong introductions can cause a small minority of pupils to lose interest. Resources are very well used to support pupils' learning and work set is well matched to pupils of differing ability levels. Much of this was evident in a Year 1 and 2 lesson on life during the Second World War. Pupils used photographs of the time, artefacts and were able to recall, with enthusiasm, the first hand accounts they had heard. As a result, much learning took place and pupils' understanding of life at that time increased.

116. The subject co-ordinator rightly recognises that the amount of time devoted to the subject, particularly in Years 3 to 6, is inadequate. Also, she realises that the scheme of work is in need of review. She has good plans in hand to address the issues when the subject becomes, in the near future, a major focus in the school development plan. Resources at present are adequate and good use is made of the Wiltshire Learning Resources Service. Once the review of the subject takes place, an increase in the school's own supply of resources will be needed, as well as the development of an effective system for the assessment and recording of pupils' progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

117. The levels that pupils attain in the subject are about average at the end of Year 2 and at the end of Year 6. During the course of Years 1 and 2, pupils' rate of learning, including those pupils with special educational needs, is satisfactory. It is also satisfactory in Years 3 to 6. This is a considerable improvement on the situation found at the time of the previous

inspection, where pupils' attainment levels were below national levels at the end of both Year 2 and Year 6. In addition, their progress was unsatisfactory.

118. Whilst in Years 1 and 2, pupils learn the use of different keys, the space bar and mouse. Furthermore, they are able to draw pictures related to their work on 'Journeys', using a commercially produced program and are reasonable adept at basic word processing skills. Of particular note is the work completed with programmable toys, where pupils learn how to program the 'pixie' to order its movements. These skills are satisfactorily built upon in Years 3 to 6 where pupils learn to develop their word processing skills by using different fonts and page layouts. Good use is also made of a computer program to produce designs for windows, one of which had been used on a window in the school hall. A word processing program is also well used by pupils in Year 4 and, in using it, they display their skills of 'loading', and 'saving' work onto their own personal files. By Year 5, pupils are well able to use a data-handling program in science work and to construct pie charts for use in mathematics. Controlled access to the Internet and CD-ROMs for research, are being well developed.

119. Pupils' attitudes to learning in the subject are good. They are enthusiastic and confident in the use of the computer and have no hesitation in trying to rectify problems or find solutions by trial and error. They work well together and are happy to explore and try out different routes.

120. The quality of teaching was good in the few situations where direct teaching was observed. Teachers' planning indicates some very good attempts to link the subject to other areas of the curriculum. Some staff are both confident and expert in teaching this subject, but the school recognises it as a priority to extend the whole staff's confidence and expertise, particularly amongst teaching assistants.

121. The co-ordinator for the subject has a good understanding of the needs of the subject and has the knowledge and enthusiasm to help the school go forward. A good, recently completed policy and scheme of work for the subject is in place. In addition, systems to assess and record pupils' progress have recently been introduced and these are good. The school makes good use of outside support, for example the use of an 'expert' for Year 5 and 6's control technology day, which enabled older pupils to make model working traffic lights.

## **MUSIC**

122. Standards at the end of Year 2 and Year 6 are average. They have been satisfactorily maintained since the previous inspection. The good standard of singing has also been maintained. Pupils make satisfactory progress in their learning. Pupils with special educational needs are well supported by their teachers, support staff and other pupils, through grouping. As a result, they make the same progress as others in the class. This also applies to those pupils who arrive at the school during the course of the school year. There was no cohesive programme at the time of the previous inspection. This is now in place, and contributes well to learning.

123. In Years 1 and 2 pupils increase their repertoire of hymns and songs well. They sing tunefully and with enjoyment. Pupils maintain a steady pulse. They clap rhythms successfully, understanding how musical patterns are repeated in compositions and have opportunities to play a range of untuned percussion instruments. They also recognise and understand symbols, such as a rest in notation.

124. The good singing continues in the junior classes, where singing skills are carefully taught, so that pupils sing with expression and clear articulation. In assemblies they sing with joy and praise. This contributes very well to their spiritual development. Pupils are given

several opportunities to learn to play a musical instrument. Visiting teachers take guitar and flute lessons for a small number of pupils. In addition, three recorder groups practise regularly. Pupils extend their musical vocabulary with terms such as 'timbre' 'dynamics', 'rhythmic layer' and 'ostinato'. Pupils respond to music with an understanding of musical features. In one lesson, Year 5/6 pupils worked well in small groups to compose and record a five-layered rhythmic pattern. They co-operated well and supported each other well in this task. Higher attaining pupils by this age can identify the letter symbols for 'loud' and 'soft' as well as sing in two parts. Listening skills are good. There is good evidence of musical appreciation with pupils enjoying a range of music, including 'Peter and the Wolf', 'Carnival of the Animals' and work by Beethoven. Good links are also made to other subjects. For example, pupils draw musical instruments from other cultures. They also draw and label instruments as part of their design brief for making their own instrument.

125. Teaching and learning are satisfactory overall but good teaching was also seen. In this lesson the brisk pace and systematic development of skills, together with the teacher's high expectations, motivated pupils well. All pupils participated fully, including those with special educational needs. They worked with very good attitudes, enjoyment and enthusiasm and concentrated throughout. The unsatisfactory attitudes of a small number of boys in one class fragmented one lesson and this affected the progress being made. Their restlessness increased because they could not read the very small sheet of words, which the supply teacher produced for the class to follow. In the best teaching, the teachers' enthusiasm for the subject was an important factor contributing to the success of the lesson.

126. The subject is well led and managed. Visiting specialist support is good, resulting in useful and productive sessions in which pupils work hard. Older pupils participate in initiatives with other schools such the 'The White Horses' musical. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development, with music and instruments from other cultures being evident in lessons and assemblies. For example, pupils recognised the assembly music as pan pipes from South America. Good links are made to literacy and other subjects, for example pupils sing 'The Lord's Prayer' in assembly. Discussion also takes place about the words of the prayer. Whilst the co-ordinator carries out careful assessments there is no consistent system in place to record or assess the progress pupils make in music. Resources, which were very poor at the time of the previous inspection, have improved greatly, with a number of multicultural instruments also being included.

## **PHYSICAL EDUCATION**

127. Overall standards are as expected at the age of seven and eleven and have been maintained since the previous inspection. A weakness is the limited provision being made for dance and gymnastics, particularly for pupils in the junior classes, due to the very small hall space and lack of appropriate large apparatus. As a result, gymnastics is restricted to floor work. All pupils swim throughout the year to a good standard.

128. Throughout the school pupils make satisfactory progress overall in their acquisition of skills. The exceptions to this are in gymnastics where progress is unsatisfactory and in swimming where pupils make good progress throughout. Pupils with special educational needs are appropriately supported. The good attention to inclusion ensures their full participation and enables them to make the same progress as others in the class. This is also the case for those pupils who start at the school during the course of a school year rather than in September.



129. Pupils in Year 2 move with the expected level of co-ordination and control. They use the very limited space satisfactorily, although progress is inhibited as a result of the confined hall space. Pupils work well on their own and with a partner. In their pairs, they mirror one another's movements as they create snake like movements, on the spot, at different levels. They respond to signals from the music to be still, to move and to change direction. Although some opportunities are provided for pupils to practise and refine their movements, over direction by the teacher at times stifles individual creativity. There is little opportunity for pupils to work out how well they are doing and opportunities for the most able to have harder things to do, are limited.

130. In the junior classes, pupils build soundly on these earlier skills. They have the expected skills for their age in games and athletics and above average skills in swimming, with all pupils achieving the basic twenty-five metres awards, with many swimming a mile, by the time they leave Year 6. They work well together in team games having many successes in football. Other games include netball, 'Kwik' cricket, tag rugby and unihoc, with athletics in the summer. As well as out of school clubs for football and netball, Year 5 pupils have recently participated in a dance project in conjunction with their local secondary school, another primary school and the National Trust. Boys and girls participated, rehearsing for three days in the grounds of a National Trust property. Dancers travelled, weaving their way through sculptures, orchards and beautiful grounds with the audience following. One parent described the event as 'one of the most spiritual things she had ever seen'. However, the lack of space in the school for dance adversely affects the development of pupils' basic skills.

131. The quality of teaching and learning are satisfactory overall. Teachers provide good role models, dressing appropriately for lessons. They provide clear instructions, which most pupils follow obediently. Opportunities are taken to make links with other subjects such as science, extending pupils' knowledge of snails and their movements. Pupils respond well to the taped music and story, responding with considerable enjoyment. In one lesson however, some pupils became restless because they spent a little too long sitting, listening to the teacher. Lessons are appropriately planned, building on previous learning. Boys and girls show equal enthusiasm for lessons. Pupils with special educational needs are fully engaged in lessons, and are given encouragement and praise to support them.

132. The headteacher manages the subject satisfactorily but the subject has not been a priority for some time, with attention focussing rightly on other subjects of the curriculum. There are no formal assessment procedures in place for physical education. This restricts the extent to which teachers can take account of pupils' prior attainment when planning activities. There is no formal monitoring of teaching.

133. A suitable range of extra-curricular activities is offered to pupils. In addition, an annual Year 6 physical education programme with other village schools in the area is provided at a local sports centre once a week and is taught by the sports centre coach. This includes an introduction to a range of interesting sports as well as easing the transition to secondary school. There is good field and playground provision which in part compensates for the hall provision which is unsatisfactory and thus inhibits the teaching of dance and gymnastics, particularly in the junior classes. The subject makes a good contribution to pupils' personal development.

## RELIGIOUS EDUCATION

134. Satisfactory progress has been made in the subject since the time of the last inspection. Standards of attainment in religious education are in line with the requirements of the locally agreed syllabus at the end of Year 2 and Year 6. The scheme of work, which is based clearly on the agreed syllabus, is well planned and pupils are taught effectively. Most pupils make satisfactory progress as they move through the school. Pupils with special educational needs are well supported in lessons, enabling them to participate fully and make the same progress as others in the class. A weakness is the limited recording of work, due largely to insufficient time being allocated to the subject. As a result, it is difficult to ensure good coverage of work in the time allowed, and there are few opportunities to record work in order that pupils can consolidate their learning and reflect on what has been learnt. Literacy skills in terms of extended writing are limited.

135. Standards have been maintained at a similar level to those observed during the previous inspection, which reported that attainment was in line with the expectations of the locally agreed syllabus and that pupils' progress was satisfactory.

136. Pupils in Year 2 realise that the Bible is an important book to Christians and know many of the stories about Jesus, for example, how he helped others, as well as stories such as the parable of the sower, and Zaccheus. They are able to relate their learning about special people, places and celebrations to their own life. They know that the church is a special place of worship for Christians. They begin to learn about Islam, knowing that they worship in a mosque and that the holy book of Islam is called the Qu'ran. Pupils recognise that religions have a variety of ceremonies and special occasions. They know about the main celebrations and festivals in the Christian calendar such as Easter, Christmas, Baptism and Marriage. They are familiar with the artefacts from Islam, such as prayer beads and prayer mats, as well as symbols and artefacts from Christianity. They begin to question what God might be like.

137. By the end of Year 6, pupils have built securely on their knowledge of Christianity, extending their knowledge and understanding of the Bible and of the stories Jesus told. Pupils discuss sensibly their understanding of the Holy Trinity using a good analogy of the three different states of water – liquid, solid and gas. Pupils write prayers of thanks as well as Easter prayers. They continue to explore holy books and consider rules such as the Ten Commandments. They explore God's role in nature, producing mini booklets on the power of nature, for example through storm, avalanches, and volcanic eruptions. They write emotional poems about feelings, exploring happiness, anger and love for example. Pupils compare Islam and Christianity in their explanation of holy books and rules for living, but their knowledge of Islam and Judaism is more limited. Although pupils visit local churches and participate in celebrations such as Harvest there are no opportunities to visit a mosque or synagogue or for visitors from these other faiths to come into school. This is an area that the school is keen to develop.

138. Teaching and learning are satisfactory throughout the school with some examples of good teaching and learning observed with the oldest pupils. Teachers place a strong emphasis on understanding through discussions and practical experiences, such as visits to the church and through charitable fund raising. Pupils develop an interest and respect for the beliefs and customs of others. Stories are read sensitively with careful explanations, such as the meanings behind the parables, for example. The use of ICT is limited in religious education. Good links are, however, made to pupils' personal, social and health education where pupils explore feelings, share concerns and talk about such things as families and friendships during 'circle time'.

139. The subject is well managed by the headteacher who has raised the profile of religious education and is endeavouring to develop pupils' greater awareness of the other faiths. Since the last inspection the local authority's scheme of work has been adopted providing good guidance and progression. Resources and artefacts have been improved. There are no formal assessment procedures in place and the limited amount of recording makes it difficult to consolidate and check pupils' skills, knowledge and understanding.