

INSPECTION REPORT

KEEVIL CE PRIMARY SCHOOL

Keevil, Trowbridge

LEA area: Wiltshire

Unique reference number: 126331

Headteacher: Mo Laycock

Reporting inspector: Brian Espiner
30600

Dates of inspection: 10th –13th February 2003

Inspection number: 248762

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Main Street Keevil Trowbridge Wiltshire
Postcode:	BA14 6LU
Telephone number:	01380 870376
Fax number:	01380 870376
Appropriate authority:	The Governing Body
Name of chair of governors:	Paula Parsons
Date of previous inspection:	1 st – 3 rd December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30600	Brian Espiner	Registered inspector	Mathematics Science Information and communication technology Art and design Design and technology Physical education	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11069	Margaret Davie	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?
24137	Gail Robertson	Team inspector	Foundation Stage English Geography History Music Special educational needs Educational inclusion	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle division of Parkman
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Keevil Primary is a Church of England voluntary aided mixed school with 66 pupils on roll, in a beautiful Wiltshire village near Trowbridge. Numbers have more than doubled since the present headteacher was appointed nine years ago. There are no ethnic minorities or speakers of English as an additional language. Twenty-three per cent of pupils are on the register of special educational needs (SEN), which is a slightly above average proportion. Two pupils (three per cent) have Statements of Special Educational Need, which is above average. At the moment, no pupils take free school meals. Attainment on entry to the school is above average. The nominal entry number is eight children and the school, being very popular, is over-subscribed.

HOW GOOD THE SCHOOL IS

This is a very good and very effective school. Standards are above or well above average. Teaching, learning, leadership and management are all very good. The school provides very good value for money.

What the school does well

- The headteacher leads the school very well, ably supported by highly competent and dedicated staff.
- From year to year, and taking account of the small number of pupils, standards are consistently above or well above average in English, mathematics and science.
- Teaching and learning are very good.
- Pupils' attitudes, behaviour and personal development are very good, and relationships are excellent. The provision for pupils' personal development is very good within an educationally inclusive environment. Educational and personal support and guidance are very good.
- The excellent range of interesting extra-curricular activities supports and extends learning opportunities.
- Parents, justifiably, are extremely supportive in their opinions of the school. Their involvement with the work of the school has a very good impact on their children's education.
- The school's aims and values are reflected extremely well in its work (i.e., the *ethos* of the school is excellent). There is a genuine shared commitment to improve and an excellent capacity to succeed.

What could be improved

- Too much money is held in reserve.
- The headteacher and staff are expected to do too much, and are not given enough time to carry out their management responsibilities.
- Resources for children at the Foundation Stage need renewing and extending.
- There is no fire alarm in the temporary classroom.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997. There were three major recommendations: to give more time to writing at both key stages, to assess it better, and to use this assessment to improve standards; to improve teachers' planning and raise expectations of what more-able pupils are capable of; to increase the involvement of the

governing body in school planning and in checking the curriculum. All these key issues have been tackled very well. Since the last inspection, there has also been a good or very good improvement in standards, teaching and learning, assessment and its use, and the overall management of the school. Aspects that were good or very good then, have remained so. Overall improvement since the last inspection has been very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	C	A	A
mathematics	A*	A	A*	A*
science	A*	A	A*	A

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

[Note: A* means that the school's performance is in the top five per cent of schools nationally or compared with schools with a similar number of free school meals (in this case, schools in the most educationally advantaged areas)]

In the national tests for Year 2 pupils in 2002, standards in reading and mathematics were well above the national average, but below average in writing. Because there are so few pupils taking national tests every year, only one pupil with difficulties in any area can bring down overall results dramatically. Trends in Year 6 results over time are in line with those nationally, with pupils being consistently over a year ahead of what is expected. This year, standards in English, mathematics, science and history are above average, as they are in the basic skills of literacy and numeracy. As the inspection was for only seven inspector days, not enough evidence was gleaned to make a judgement on standards in geography, design and technology (DT), music or physical education (PE). Standards in art and in information and communication technology (ICT) are broadly in line with expectations. All pupils, including the more able and those with SEN, make good progress throughout the school. In consultation with the local education authority (LEA), the school sets challenging, but realistic, annual targets for the number of Year 6 pupils reaching the expected level and the higher level of the National Curriculum in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils really enjoy coming to school and learning, and attitudes are very good.
Behaviour, in and out of classrooms	Behaviour is very good, largely because of very good school procedures and excellent class management. There have been no exclusions for many years.
Personal development and relationships	Personal development is very good, and pupils enjoy taking responsibility. Relationships are excellent, between staff and

	pupils and amongst pupils themselves.
Attendance	Attendance is well above average, and punctuality is good.

TEACHING AND LEARNING

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

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

Teaching and learning are very good in English and mathematics, and in the associated basic skills of literacy and numeracy. No observed lessons were unsatisfactory and the vast majority were good or very good. One mathematics lesson was excellent. A universal strength in all lessons is the excellent management of pupils. Teachers take the needs of individuals and groups into account very well and educational inclusion has a high priority. Lessons are interesting and the enthusiasm of the teachers is transmitted to the pupils, who concentrate and work very hard, resulting in high productivity and a brisk pace of learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The hall is too small to teach gymnastics to older pupils. Apart from this, the National Curriculum is covered well and statutory requirements are met. The curriculum is broad and balanced, and extra-curricular activities are excellent.
Provision for pupils with special educational needs	This is good. Pupils with SEN are integrated as much as possible into the life of the school and are nurtured by staff and their peers.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Provision for spiritual development is very good, greatly helped by the highly competent and caring rector (a governor), who involves himself very effectively with pupils' welfare and led one very good and one excellent assembly during the inspection. The provision for moral and social development is also very good, and pervades all aspects of school life. The school is disadvantaged in not having any parents or grandparents from ethnic minorities. Nevertheless, they take every opportunity to prepare pupils for life in a multicultural society as well as teaching them very well about their indigenous culture.
How well the school cares for its pupils	The monitoring of pupils' academic performance and personal development, and the educational and personal support and guidance for pupils are very good. The school cares for its pupils very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	This is very good, with all teaching staff "key" and teamwork very apparent. However, staff work too hard, and need more time to

headteacher and other key staff	fulfil their management responsibilities. For example, the subject co-ordinators cannot observe lessons in their subjects.
How well the governors fulfil their responsibilities	This is good, and a great improvement since the last inspection. Governors are dedicated, knowledgeable and hard working. There are some minor omissions in governors' information to parents.
The school's evaluation of its performance	The school monitors its performance very well and takes very effective action in the light of this.
The strategic use of resources	Governors are over-cautious and the carry-forward of funds from one year to the next is too high. Nevertheless, the school applies the principles of best value (competition, comparison, challenge and consultation) very well. All large items of expenditure are put out to tender and all decisions on spending are made with pupils' education and welfare very much in mind.

Staffing matches the demands of the curriculum exceedingly well. The highly competent senior teaching assistant is used very well in the education of Foundation Stage children. Accommodation is limited, and unsatisfactory in relation to delivering the National Curriculum for PE, but what the school has is used well. Resources are generally satisfactory, except for Reception children, where some resources are tired and need replacing and extending. Again, the school uses what is available well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • Parents feel comfortable about approaching the school with questions or a problem. • The school expects children to work hard and achieve their best. • The school is well led and managed. • Children like school. • The school is helping children become mature and responsible. • Children are making good progress in school. • The school works closely with parents. • Behaviour in the school is good. • Parents are kept well informed about how their children are getting on. 	<p>There is nothing that a substantial proportion of parents would like to see improved.</p>

The inspection team is happy to agree with parents' positive views. All the comments in the left-hand box had over 89 per cent agreement in the parents' questionnaire. They have been listed in order of the amount of agreement, with 98 per cent of parents agreeing that teaching is good. Comments at the parents' meeting, which had a very high attendance, were overwhelmingly positive, as were comments in written communications. Ten per cent of parents disagreed that pupils get the right amount of homework, but at the meeting it was apparent that half thought there was too little homework, and half thought there was too much. In fact, the school's provision of homework is similar to that of other primary schools. Fourteen per cent of parents disagreed that the school provides a range of interesting

activities outside lessons. For such a small school, it is difficult to imagine what else they could do (apart from providing child care before and after school, which is not their job), and extra-curricular provision is, in fact, excellent. Other concerns raised by individual parents were investigated carefully by the inspection team and were found to be largely unsubstantiated.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 national tests for Year 6 pupils, standards were well above the national average in English, and very high in mathematics and science. This was a particularly able year. With such a low number of pupils in each class, results can vary widely from year to year. Nevertheless, results in Year 6 mathematics and science tests have been consistently well above average for several years, and standards in English have never been below average, and are usually well above. In the present Year 6, where there is a high proportion of pupils with SEN, standards in all three core subjects are above average, as they are in the basic skills of literacy and numeracy.
2. In the 2002 national tests for Year 2 pupils, standards were well above average in reading and mathematics, but below average in writing. For several years previously, standards in writing had been at least average, and the inspection team could not find a reason for last year's relatively poor result in writing tests, except that in such small numbers just one disappointing score can reduce the overall results considerably. Standards in Year 2 are now above average in speaking and listening, reading, writing, mathematics and science.
3. In speaking and listening, pupils are articulate with a good range of vocabulary. They are mature and confident in expressing their considered opinions by the time they reach Year 6. They listen well, are alert and respond as required. They are confident and enthusiastic readers, and read widely for pleasure as well as for research. Writing is above average, although at Key Stage 1, written pieces could be more imaginative, especially in ways of starting stories, and they write little poetry. Spelling can be careless at times. No drama was seen during the inspection.
4. Standards in mathematics have been consistently well above average for several years and often in the top five per cent of schools. For example, in 2002 the average Year 6 pupil was nearly two years ahead of those in other schools, and results were in the top five per cent of those of similar schools. One pupil reached Level 6 of the National Curriculum, the level expected of 15 year olds. More-able Year 6 pupils are given challenging mathematical work with pupils from other local primary schools by the headteacher, a mathematics specialist. This improves their attainment and progress. All Year 6 pupils understand and work confidently with hundreds, tens and units, can multiply and divide by ten, and know the names and characteristics of common two-dimensional and three-dimensional shapes. Most pupils can relate orders of symmetry to numbers of sides in regular polygons. They use tree diagrams confidently and are beginning to understand and use divisibility tests. Higher attainers know and understand factors and multiples and can round to several decimal places. There is a good emphasis on investigational work and standards in using and applying mathematics are generally above or well above expectations.
5. In science, standards have also been consistently well above average. Results are often in the top five per cent of schools. In the inspection, not enough evidence was gained to make a judgement on standards in materials and their properties but standards in the other areas of science are above average. Teaching and learning are firmly based on experimental work, and standards in scientific enquiry are above expectations. Pupils in Year 2 have a reasonable idea of what constitutes a fair test, and those in Year 6 have a good knowledge and understanding of how to set up,

conduct and report on a scientific experiment. They have a good knowledge and understanding of forces and of the human body.

6. Standards in history are above expectations throughout the school. Pupils are enthusiastic, and the school uses history well to improve their basic skills of literacy. Pupils speak and write knowledgeably about ancient Egypt. They are careful about looking for sources of information and interpreting them. Infants were fascinated to find out that a heavy Victorian hot-water bottle was not for keeping fruit juice cool, although they were uncomfortable about having them in their beds.
7. In art and ICT, standards are in line with expectations. In art, pupils work in a variety of media and use some famous paintings as inspiration, although the works of major artists are underused. In ICT, pupils use word processing extensively. Year 6 pupils show confidence and skill when working with spreadsheets or searching the Internet for information in a variety of subjects. They have not used e-mail at school, but this is planned for later in the year, as is the use of LOGO, a programming language used for a deeper understanding of geometry and robot control. Pupils spoke enthusiastically about using a digital camera, 'Power Point', and software to measure and display temperature.
8. It was not possible to make a judgement on standards at the end of Key Stage 2 in DT, geography, music and PE because of the nature and timing of the inspection. However, standards in DT are in line with expectations at the end of Key Stage 1, and standards in swimming are well above expectations, with every pupil able to swim 25 metres unaided before they leave school, and most being able to swim much further and with a variety of strokes.
9. Pupils with SEN make good progress in all classes. The school is good at deliberately and successfully including all SEN pupils into every aspect of its work. The overall good progress is a direct result of the good support and carefully planned work they receive individually and in small groups. Pupils' individual educational plans are well thought out. They contain a manageable number of targets for literacy, numeracy and behaviour and are fairly measurable so that pupils, parents and teachers can see how much progress has been made. This helps to raise pupils' self-esteem. Pupils with SEN also receive positive support from assistants in class. They work closely with pupils, explaining about their work and ensuring they stay on task. Pupils with Statements of SEN are well supported.
10. Pupils enter the school with attainment that is generally above average. They leave with attainment that is generally well above average. All pupils, including those with SEN and those who are more able, make good progress throughout the school. They are expected to work hard and achieve their best, and respond by doing exactly that. There are no differences in the attainment and progress of girls and boys.
11. Every year, the school agrees targets with the LEA on how many pupils should reach the expected Level 4 and the higher Level 5 in the National Curriculum tests for Year 6 pupils in English, mathematics and science. These targets are challenging and, because of the very good tracking of individuals throughout the school, they are realistic and usually met.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to learning are very good and make a significant contribution to their achievements. Their behaviour is also very good and they get on particularly well with

adults and each other. There have been no exclusions. Attendance is well above the national average and there is very little lateness.

13. Pupils are very positive about the work they do. They are hardworking and extremely enthusiastic about learning. In a Year 2 mathematics lesson, for example, they could hardly wait to start their tasks when challenged to weigh vegetables accurately and in Year 3 science they were all eager to offer their ideas when asked what they know about teeth by looking at their own and their partners teeth in mirrors. The oldest pupils are mature and feel ready to move on to secondary education. They respond particularly positively in lessons as was shown in a history lesson about the ancient Egyptians where they picked up on their teacher's deep interest and knowledge about the subject in their tasks about tomb pictures.
14. Pupils behave very well in lessons and around the school. The vast majority of parents who responded to the inspection questionnaire feels that behaviour is good. Pupils obviously enjoy coming to school and listen to their teachers and each other well and seldom misbehave. Children in the reception class, who were so enthusiastic about learning they almost popped out of their seats to answer their teacher's questions, listened very carefully to instructions about their mathematics tasks. They were then productive and learning at a high rate because they did not need to keep asking for further clarification. In an assembly, they all listened very carefully to the story of David and Goliath and were highly amused when the headteacher likened it to their upcoming football match against a much larger school. Pupils with SEN generally behave well and are positive about their work because of the good support they receive.
15. Relationships with staff and other pupils are excellent and make a significant contribution to the school's happy atmosphere and very good climate for learning. Adults provide very good role models in the friendly and professional manner they conduct themselves. Although there is an all-female staff there are plenty of male visitors such as governors and the local clergy to provide good male role models. The oldest pupils very successfully set a good example for the younger ones. For example, Year 6 boys take a lead in organising and managing playground football matches, ensuring the games are good-natured and non-aggressive. Younger pupils think the Year 6 pupils are 'fantastic', and say how much they will miss them when they go to secondary school. Pupils of all ages play together well despite the very small size of the playground, and appear genuinely to like one another. They treat friends with SEN very sensitively and help them in a very natural but caring way. In the reception class, a child also showed real concern for his friend who was feeling poorly and tried to cheer him up by saying "Oh please be better and be my partner." Teachers are very knowledgeable about what stimulates their pupils and this helps to create good working relationships. In a Years 1 and 2 history lesson, for example, there was a high level of interactive learning. Pupils were highly stimulated and thinking deeply while playing a game of "history detectives".
16. Attendance is well above the national average and there is no unauthorised absence. Parents make sure their children get to school on time and this helps them make a good start to their day.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching and learning are very good overall, an improvement since the last inspection. This judgement is based on observed lessons and on standards achieved over several years. Of the 22 lessons seen, one lesson (five per cent) was

satisfactory, 12 (55 per cent) were good, eight (36 per cent) were very good and one (five per cent) was excellent. All teachers gave very good lessons, so the expertise is across the whole school, although teaching and learning at the Foundation Stage are good rather than very good. No aspect of teaching and learning is less than satisfactory. The two satisfactory aspects are the provision of homework and teachers' marking, which sometimes does not contain suggestions for improvement. All other aspects are at least good and mostly very good. One aspect, that of the management of pupils, is universally excellent.

18. The quality of teaching for the children at the Foundation Stage is good overall. The children are taught basic skills in the morning by the teaching assistant, in the school hall. In the afternoon they join the infant class to be taught by the teacher and the teaching assistant. The expectations of the teacher and teaching assistant are high and they work in close partnership. Both have very good questioning skills, which is a strength of the teaching. It makes the children think very carefully before they answer. At present the resources used by the reception children are barely adequate, the role play clothes need urgent replacement and there are insufficient games, large play equipment and table top resources to stimulate the children's interest and enthusiasm.
19. Teachers' expectations of what pupils are capable of achieving are very good. Pupils are expected to be able to do well and to be independent in their learning. This gives pupils confidence and assists their natural curiosity. Along with the excellent class management, the high expectations ensure that pupils work very hard and productivity is very high. Teachers use time very well, so lessons have a brisk pace and the level of interest is kept up, with pupils concentrating very well.
20. Teachers have a very good knowledge and understanding of what they are teaching and how to teach it in an interesting way. They are enthusiastic, and pupils catch this enthusiasm and really enjoy learning. The excellent relationships ensure that pupils want to please their teachers by doing their best.
21. Lesson planning is good. Teachers use the National Literacy and Numeracy Strategies and support the learning of basic skills in other areas of the curriculum. Lessons are planned to take into account the needs of individuals and groups. Pupils of high ability and those with SEN benefit from well planned and well organised support in small groups or individually. In these sessions, work is well targeted to their needs and appropriate books and worksheets are used. In the infant class, SEN pupils are well supported during lesson introductions and in group work to make sure they understand. In junior classes, pupils receive the level of help that would benefit their progress and work is always well considered for these pupils, taking into account their age and special educational needs. Teachers are careful to include all pupils fully. As a result, pupils with SEN and those with a particular gift or talent make good or very good progress.
22. Support staff are used well, and very well at the Foundation Stage, where the senior teaching assistant takes over the provision for reception children every morning and does a good job. Resources are also used well in order to increase interest and ease of learning, although resources are unsatisfactory in some areas at the Foundation Stage.
23. The excellent mathematics lesson seen in lower juniors provides a good example of best practice. The teacher's excellent knowledge and understanding of area and perimeter provided a very sound basis. Planning was very clear, with an excellent

appreciation of individual needs. The objectives of the lesson were shared at the beginning, so pupils knew exactly what they had to do, and this was challenging for each individual. The mental mathematics starter was based on what they could say about the number 16. Pupils were bright and aware; in one exercise doubling and redoubling mentally, and showing no sign of flagging or losing interest when the teacher stopped them at 4096. Questions were very well directed, showing the teacher's obvious knowledge of what each individual could do and taking very good account of pupils' prior attainment. The main part of the lesson concerned area and perimeter of rectangles. The pupils all knew that squares were rectangles, unusual at this age. Time use was excellent, and the pace of learning very brisk, involving practical work and investigation. The teacher's lively and encouraging style promoted interest and her enthusiasm was caught by the class, who obviously enjoyed themselves thoroughly. As a result, they all worked very hard for every second of the lesson, with excellent learning taking place. All observed lessons had some of these characteristics, and many lessons had most of them.

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

24. The previous inspection found that the school curriculum was broad and balanced and all pupils, including those with SEN, had full access to the whole curriculum. This is still the case; the curriculum offered by the school is good. The school takes care with the design, structure and implementation of the curriculum it offers. All subjects of the National Curriculum are taught, as is religious education. The curriculum fulfils the statutory requirements in all subjects except PE, where gymnastics cannot be taught effectively throughout the school because of the confined space in the hall.
25. The curriculum offered to the children at the Foundation Stage is sound; it covers all six nationally recommended areas of learning and also includes relevant parts of the National Literacy and Numeracy Strategies. The good planning for these children and the effective procedures for assessing their attainment results in good progress. This equips them with a positive foundation for their learning at Key Stage 1. However, the planning for this age group is constrained by the lack of space, resources and suitable facilities.
26. The school quickly addressed the areas for improvement identified in the previous inspection report, except providing a balanced PE curriculum, which is not the fault of the school. Sufficient time is now given regularly to writing and times allocated to subjects are now based upon thorough, detailed planning. The National Literacy and Numeracy Strategies have been fully implemented and although they require an allocation of time equivalent to almost half the timetable, by careful timetabling the school has not allowed other subjects to be unduly restricted. There are good booster activities planned in English to provide additional support for appropriate groups of pupils. A good feature of the curriculum is its detailed planning for the development of skills and knowledge necessary for each subject. There are policies for all subjects and the agreed programmes of work are kept to when planning. Many subjects are linked and taught as cross-curricular topics although the separate skills for each are duly emphasised and planned. English and mathematics contribute well to other areas of the curriculum. For example, in geography graphs are used to compare the various lengths of the world's rivers whilst in history pupils write a newspaper article recalling Howard Carter's discovery of Tutankhamun's tomb.
27. There is good provision for pupils' personal, social and health education and a good programme of lessons is planned for all age groups. Sex education is accounted for

in science and taught separately to Years 5 and 6. Pupils' questions in this area are answered directly with regard to their subject context and age of the pupils. Health education, including the use and misuse of drugs, is taught through science, religious education, PE and the school's personal, social and health education programme. "Circle time", where pupils sit in a circle and can speak without interruption, takes place on a regular basis and provides a good opportunity for pupils to discuss how their actions and beliefs affect the lives of others. The organisation of the curriculum ensures that all pupils have equal access to all its aspects and an equal opportunity to learn and make progress.

28. The curriculum provided for pupils with SEN is good. Teachers and support staff enable these pupils to take a full part in activities, both by planning work that is appropriate to their individual targets and competence and by giving additional adult support when needed. The educational plans written for these pupils are good and are regularly reviewed. Increasing attention is given to identifying and providing for gifted and talented pupils. Provision is currently good, including an initiative with other local primary schools to provide demanding work for a group of mathematically able Year 6 pupils taken by the headteacher each week.
29. The school provides an excellent range of extra-curricular activities. These include recorder, drumming, games and art clubs and many others. The pupils thoroughly enjoy the clubs and take them very seriously. The school's curricular provision is enriched by a wealth of educational visits, for example, a walk to Keevil ancient church and through the village looking for different types of houses. There are also many visitors including a brass trio and an African drummer.
30. The school's provision for pupils' spiritual, moral, social and cultural development is very good and remains a strength. It has worked hard to maintain the very good provision noted in the previous report. Areas of the curriculum give good support to pupils' spiritual development. Pupils' exploration of their inner feelings and ideas is encouraged – and given good expression in the quality of their writing. This writing often reveals deep thinking on major events and on sensitive issues in pupils' lives. Art and some aspects of music also provide opportunities for pupils to use their imagination in creating and expressing individual ideas. During the assemblies, which are of excellent quality, thought-provoking themes are well developed and there is reflection time for pupils to think further upon the subjects presented.
31. Provision for moral development is very good. Pupils have a strong sense of right and wrong. Their behaviour in the classroom and around the school is very good and reflects the good provision made by adults. The school has developed an excellent ethos in which positive attitudes and behaviour are celebrated. No incidents of bullying or aggressive behaviour were observed during the inspection. In an English lesson, Years 4, 5 and 6 pupils listened with interest to a story involving bullying, and wrote plays of their own opinions and experiences. Pupils assist in devising their own classroom rules for behaviour. Wider moral issues, such as environmental pollution, are brought out well in science and geography.
32. The school is a well-integrated social community where there is very good interaction between staff, parents and pupils. Provision for social development is very good. This is influential in producing a harmonious atmosphere that actively promotes good teaching and learning. Relationships, particularly within the classrooms, are excellent. When asked to do so, pupils work together sensibly and productively in pairs or groups. There are plenty of opportunities for pupils to help, and they are encouraged to do so. Older pupils help younger ones round the school, for example, at playtimes.

They show initiative and take on responsibilities throughout the school. When asked what they did, one replied "We set a good example for the rest of the school. We have unwritten rules. We know what Mrs. Laycock expects and tell the others". The school's extra-curricular activities also encourage pupils' social interaction and relationships.

33. The provision for pupils' cultural development is very good. It is promoted through the curriculum in art, music, dance, geography and especially in history lessons. An awareness of other cultures in our multicultural society is raised through religious education and in the use of literacy lessons of 'big book' text stories from around the world, and in the African drumming club.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Staff are very caring and know their pupils well, ensuring their academic and personal development is carefully monitored and well supported. Good attendance and good behaviour are both given a very high priority. Pupils with SEN are well supported and their achievements are carefully assessed. Registration sometimes takes place after assemblies and therefore presents a risk to pupils' safety, as does the outdated and inefficient fire alarm system.
35. Teachers know pupils well and look after them carefully, providing a high level of care and support. Families are all very well known and parents appreciate the easy access they have to staff to sort out any problems. Attendance is given a very high priority and regularly monitored. Parents are advised regularly of the importance good attendance has on their children's achievements and a system of first day contact is in place to ensure the well being of any pupils whose parents have forgotten to notify the school of their absence.
36. Careful consideration has been given to ensuring that pupils have full access to all the available facilities. Steps have been altered to help pupils with physical difficulties wherever possible and a handrail installed outside the classroom for the youngest children. The nature of the building means, however, that there are many steps between the classrooms, which are all at different levels, and this would make wheelchair access very difficult. The headteacher is responsible for matters concerning child protection issues and she ensures that all the other staff are aware of their responsibilities. Pupils are carefully supervised on the playground, meals supervisors are very skilled at ensuring that games do not get out of hand. The headteacher supervises all pupils who go home on the bus, and makes sure they are all buckled in before the bus sets off.
37. The building is checked regularly to ensure that pupils are working in a safe environment but the fire alarm system is outdated. There is no fire alarm bell in the temporary classroom. The only means of raising an alarm is by using the same handbell as is used to ring the start of the day and the end of playtime, creating potential confusion if an emergency coincides with any of these times.
38. There are very good procedures to ensure that pupils behave themselves. 'Golden' rules are displayed in all the classrooms and the pupils are very aware of expectations. Parents are involved at an early stage to sort out any major problems and are generally very supportive. Bullying is taken seriously and there is no record of any racial incidents in the school. Rewards are used well to encourage pupils and boost their self-esteem and range from simple praise to the awarding of certificates for the best lunch-time table. The lunch and play-time points system awards the best

class an extra five minutes of play-time. Achievements in all areas of school life and recognition of success in activities outside of school are celebrated in pupils' record of achievement folders. There are also good systems in place to support the few pupils who find it difficult to know how to behave properly. They are responding very positively to the use of a "good day calendar" which gives them an evaluation of their behaviour at the end of each session throughout the school day.

39. Procedures for assessing pupils' attainment and progress are good overall, and very good in English, mathematics and science. In these subjects, pupils' progress is tracked very carefully. Every term a piece of their work is assessed at the correct National Curriculum level, and annotated by teachers. This is a clear and very useful system. The school's comprehensive analysis of national compulsory and optional test results and the mistakes and misconceptions of individuals and groups is added to this. Overall, the tracking places the school in a very good position to support the progress of pupils, to give individual short-term and long-term targets for improvement, to tell teachers what they need to plan for, and to enable the school to be very confident when setting school targets. Predictions for each pupil at the end of both key stages are given with an added probability of reaching their target, exceeding it or falling short. The progress of individuals and years is reproduced in graphical form so that it can be easily understood and used. In foundation subjects, pupils are regularly assessed and their attainment and progress reported to parents.
40. In reception, weekly observational sheets are used to map progress and pupils take baseline tests so that, by the time pupils enter Year 1, the prediction and targeting process has already begun. In this way, more mature, more-able pupils are identified early and 'fast-tracked' to be taught with Year 3 pupils when they are in Year 2, giving a big boost to their confidence and to their education in general, ensuring that they are constantly challenged. The school is careful not to overload them by expecting too much, and the tracking system ensures that this will not happen. The small size of the school gives teachers the flexibility of structure to enable them to do this well. The system also identifies pupils with SEN early in their school career, and their needs can then be taken care of.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents have a lot of confidence in the school and are encouraged to involve themselves in their children's education. They are very supportive of the school and their children's education. They are provided with good information about school life and about what their child will be learning each term.
42. Parent's views of the school are very positive. They are happy with how well their children are doing and pleased that they have easy access to staff to sort out any problems. They have not identified any significant issues that cause them concern.
43. The school keeps parents well informed. Regular newsletters inform them about what is going on in school and in response to concerns raised by a governors' questionnaire, they now get termly information about what their children will be learning. The prospectus and governors' annual report are both informative, but are missing some of the required information. The prospectus is missing information about the school's religious affiliation, arrangements for collective worship and parents' right to withdraw their children from this provision. It is also missing information about supporting pupils with SEN. The governors' annual report does not give information about how professional development undertaken by staff has an impact on teaching and learning.

44. Annual written reports about pupils' progress are variable across the school. The best give detailed information about what children have been learning and the progress they have made over the year along with targets for improvement. In some year groups they are too bland, occasionally very similar for different children, and do not give parents a clear idea about improvement. This was confirmed by a small number of parents responding to the questionnaire who said they did not feel well informed about how their children were getting on.
45. Parents are very supportive of the school and of the work their children are expected to do at home. Most parents feel that their child gets the right amount of work to do at home, but the headteacher reports that feelings are pretty strong both in support of setting homework and not setting any at all, particularly if it interferes with activities after school. This split was confirmed at the parents' meeting. Parents are highly supportive of any activities they are invited to such as sports day, the summer celebration and school productions and also curriculum workshops, which help to keep them up to date with what their children are learning. The parent/teacher association is very active, organising both social and fundraising activities such as the very successful horse show, which is held every September. Their fundraising has helped to provide additional computer equipment and musical instruments. A number of parents and a grandparent give valued extra help in school, hearing children read or helping them with art and craft activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher leads the school very well, and has the full support of staff, governors and parents, a position which is unchanged since the last inspection. This ensures very good teamwork and clear educational direction. Much of the management has to be delegated to very few staff because the school is small. Although this is done very well, it results in too little time being allocated to some aspects of management. Staff feel somewhat isolated in never having time to visit other schools, an important source of new and fresh ideas in a school with a small number of staff and little turnover. Subject co-ordinators do not have enough time to observe their subjects being taught. Within these limitations, they do a good job. The headteacher observes the subjects she manages whilst looking at teaching and learning as part of the annual cycle of performance management.
47. There is an excellent match of staff to the demands of the curriculum. All staff work very hard. The well-qualified senior teaching assistant takes reception children to the hall every morning to concentrate on the Early Learning Goals, which she does well. This is a good example of the school's very good application of the principles of best value. Staffing is stable. The school takes initial teacher training students from Bath. They are in the process of moving away from post-graduate students, who often do not have enough experience to cope well with mixed-year classes, towards talented Year 3 or Year 4 undergraduates on teacher training degrees, who would find a period of teaching practice at the school very instructive and rewarding. New staff are inducted and supported very well, usually being mentored by the headteacher.
48. Staff are appraised annually. Appraisal is linked to their continual professional development, which is dependent on the needs of the school development plan as well as perceived individual needs. The very good school development plan is sensibly constructed for a three-year period and updated annually. Each target is timed and costed, with objectives, success criteria, responsibility, budget source and method of evaluation.

49. The school monitors its progress carefully, analysing results of baseline testing in reception, National Curriculum tests in Years 2 and 6, and optional tests provide by the government in Years 3, 4 and 5. The results of this analysis are used very well to find individual or group misconceptions or weaknesses, to ensure that boys and girls are performing equally well and to give targets for individuals and for the school, as well as to identify possible training needs for staff.
50. The day-to-day running of the school office is smooth, efficient and unobtrusive. The use of ICT in management is satisfactory.
51. The governing body is effective in shaping the direction of the school and fulfilling its responsibilities. Governors are dedicated and hard working, and they have a very good knowledge and understanding of the school's strengths and what could be improved. Committee meetings feed smoothly and efficiently into full meetings of the governing body itself. Individual governors take responsibility for individual subjects and aspects and visit the school to help in lessons and assemblies. There are some minor omissions in the governors' annual information for parents.
52. Governors are prudent and financial planning supports educational development. The recommendations of the last audit were acted on swiftly. Specific grants are always used for their intended purposes. However, governors have been too cautious in their spending, and last year carried forward over 30 per cent of the annual budget, where the government-recommended proportion is five per cent. Some of this money is earmarked for badly needed new toilet facilities and other things. However, the school will still be left with an unacceptably high surplus, as schools are given money to spend on present pupils, not future ones.
53. Accommodation has improved since the time of the last inspection. The headteacher now has an office, which is also used for teaching small groups of more-able pupils, discussions with parents and outside agencies, and as a place to withdraw disruptive pupils from class if necessary. However, the hall remains too small to teach the gymnastics part of the PE National Curriculum to older (and larger) pupils. Teachers use the pupils' toilets rather than the decaying, outdoor adult facilities. Resources are satisfactory overall but they are unsatisfactory in some areas in reception, where they need renewing and extending.
54. A major reason for the overall success of the school is its excellent ethos and the contribution to this of the headteacher, staff and governors. There is an excellent reflection of the school's aims and values in its work, alongside a genuine shared commitment to improve and an excellent capacity to succeed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to improve further, the school should:

Reduce the amount of money held in reserve by:

- carrying out plans for spending on new toilets, etc., as soon as possible;
- arranging for staff to have more time to carry out management responsibilities;
- improving resources for children at the Foundation Stage;
- improving the fire-alarm system.

(Paragraphs 34, 37, 46, 52, 53, 65, 66)

Other things that the school should consider

Ensure that:

- (1) all statutory requirements in governors' information for parents are met (paragraphs 43, 51).
- (2) the structure of reports to parents is consistent from class to class (paragraph 44).
- (3) the marking of pupils' work gives suggestions for improvement wherever necessary (paragraphs 17, 76, 81).
- (4) registration takes place at the very beginning of each morning and afternoon (paragraph 34).

Other minor matters concerning health and safety have been discussed with the headteacher and governing body.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	12	1	0	0	0
Percentage	5	36	54	5	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	66
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	14

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	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	55	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	18.2
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	153,883
Total expenditure	135,603
Expenditure per pupil	2,187
Balance brought forward from previous year	27,903
Balance carried forward to next year	46,183

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	66
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	4	0	1
My child is making good progress in school.	47	47	4	0	0
Behaviour in the school is good.	42	47	4	2	4
My child gets the right amount of work to do at home.	33	47	10	0	8
The teaching is good.	61	37	0	0	2
I am kept well informed about how my child is getting on.	42	47	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	29	4	0	0
The school expects my child to work hard and achieve his or her best.	63	33	2	0	2
The school works closely with parents.	51	41	4	0	4
The school is well led and managed.	57	39	2	0	2
The school is helping my child become mature and responsible.	49	45	2	0	4
The school provides an interesting range of activities outside lessons.	47	37	10	4	2

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

56. The quality of education for children at the Foundation Stage is good and provides them with a good grounding for the next stage of their education. This is better than at the time of the previous inspection. Children are admitted into school in the September before their fifth birthday and are taught in the infant class with pupils in Year 1 and 2.
57. The induction process into the reception class is good. Parents and children are well prepared for starting school. Meetings and visits to the school are well organised and purposeful, so children and parents have the confidence to come and begin the home/school partnership necessary for successful learning. Parents receive good information about the school, including many good ideas and ways in which they can help their children learn at home.
58. The curriculum is sound. It is broad, balanced and interesting and covers all areas of learning. It includes parts of the literacy and numeracy strategies in preparation for work in Year 1. The parents are fully informed of their children's work and progress through formal meetings and also through informal discussions at the end of the teaching day.
59. Although children have a wide range of abilities the school assessments generally show levels of attainment that are above those expected of children at this age nationally. Parents are expected to support their children in their learning at home, encouraging an interest in and love of books. The topic to be taught plus the expected learning and experiences are placed on the notice board for parents to see. Overall, the children, including those with SEN, make good progress and achieve well. All children benefit from the supporting senior teaching assistant, teacher assessment and the learning opportunities provided. Most children will exceed the Early Learning Goals in all areas.

Personal, social and emotional development

60. Children's attainment in their social development is above standards expected for children of this age. They are happy, confident and able to establish effective relationships with other children and adults. They settle well and show a good understanding of daily routines. Children sit quietly and are well behaved during registration or when adults are talking, sometimes for extended periods of time. They work well as a part of a group and independently. They concentrate and persevere in their learning. They willingly help each other, for example, when working in paired activities. Children are interested in activities they are set and are eager to explore new learning. They demonstrate independence in dressing and personal hygiene. They are considerate of others. They take turns, share fairly and understand the principle of standing in a queue. Independence in selecting activities and resources, using their own initiative in solving problems and seeking help only when needed are fully established in the infant class.
61. Progress in personal and social education is very good and provides a secure foundation for the next stage of learning. Children express their feelings well in role play. They show fear, happiness and joy. They recognise the joy or sorrow of others and respond appropriately. They behave considerately. A strong emphasis is given to

this area of learning and children are clear about what is right, what is wrong and why. All will exceed the Early Learning Goals.

Communication, language and literacy

62. Children enter school with attainment above that expected for their age, particularly in conversational skills, the range of vocabulary and hand control for writing. The planned range of activities promotes children's language and literacy skills well. Children are encouraged to listen attentively and enjoy story time. They love to hear the story of 'The Enormous Turnip' over and over again. Adults give children good opportunities to talk about their experiences and interests throughout the school day. Children are encouraged to recognise and write their names. They are taught the necessary skill for reading and they are most careful when handling books. Children were seen on many occasions sitting in the class or hall reading books. The most able children can recognise many words and have learnt phonics and word attack skills. A small number of children are reading at a level expected of pupils much older than they are. Children are expected to take home a book to share with an adult and have an enjoyable time together. Children know that writing is used for many purposes, including stories, letters and lists. They can copy, write and write independently, using their own symbols, individual letters, words and sentences to convey meaning. In the reception class, their handwriting is developing well with clear, shaped and correctly oriented letters. The majority will exceed the Early Learning Goals.

Mathematical development

63. Pupils' mathematics level on entry is above that expected for children of their age. Teachers support learning in mathematics with a wide variety of resources and experiences and no opportunity is lost to reinforce number work in a variety of ways. Children make good progress in counting skills, number recognition and mathematical language. They are able to count well beyond 10 and they know the names of common shapes such as triangles, squares, circles and rectangles. They use non-standard measures well in the measurement of length and they compare length and estimate size. In their work on capacity, when using the sand and water trays they begin to understand the relative capacity of containers and can make reasonable estimates. In role-play, children use mathematical terminology such as, 'one more' and 'too many'. The quality of learning in mathematics is good. The majority will exceed the Early Learning Goals.

Knowledge and understanding of the world

64. Children's attainment in this area of learning is good. Many very good opportunities are provided for them to begin to understand history and they talk about their families, homes, and past and present activities in their lives. They can sort furniture and objects for different rooms. They learn about geography when they go on a visit to the village church and record what happens there. Walks and visits around the school and the church help to foster among children a greater understanding of their own community. They learn to explore the wonders of their world through topics such as 'Up, Up and Away'. Well thought out activities to make the children think and become more curious are planned. Watching changes in the weather further promotes the sense of change, wonder and curiosity and a keen interest in the world around them. Children have good experiences of using technology. They use the computer freely and attain a good level. Staff constantly provide children with very good opportunities

to understand their world through creative activities that stimulate their senses. Most will exceed the early learning goals.

Physical development

65. Children do not have immediate access to outdoor play. They do, however, have the opportunity to use the school hall for physical development. Their gross motor control is well developed and teachers provide good experiences for them to explore their bodies' potential in the hall and playground. Outside activity is always well supervised. By the time they are five, all children reach the expected standards in body control and the hand control which is necessary for writing, drawing and painting. Children move confidently inside and outside. They are aware of space and rarely bump into each other. They use a range of small equipment well, such as scissors, paintbrushes, crayons and pencils. When children play with salt-dough, opportunities are provided for them to roll, squeeze and squash the mixture. Opportunities for gross motor development are hindered by a lack of climbing equipment and exciting large, wheeled vehicles.

Creative development

66. Most children attain the expected levels in creative development and make sound progress. All children know their colours and select different paints and crayons in their work. They use a suitable range of techniques to work with a variety of textures. Children are imaginative and creative; for example, staff have made a tremendous effort to promote role-play opportunities. Children explore sound and can sing many nursery rhymes and jingles. They show developing skills and evident enjoyment. Most will exceed the Early Learning Goals. However, resources for dressing-up are barely adequate.

ENGLISH

67. Standards in Year 2 and Year 6 are higher than those expected of seven and 11 year old pupils. These judgements reflect the results of the most recent national tests of 11 year olds, although attainment in writing was below average in last year's tests. The judgements are a good improvement on those made in the previous inspection. All pupils, including those with SEN, make at least good progress because they are taught well. More-able pupils, including those who are gifted or talented, make rapid progress because they are presented with challenging work. This is good improvement since the last inspection.
68. Speaking and listening skills are very good for infant pupils and excellent for juniors. In Years 1 and 2, pupils listen carefully to the teacher's lesson introductions, explanations and questions, and respond well. In the junior classes, their confidence and skills develop well in a variety of situations. Pupils in Year 6, in conversations with inspectors, answered questions confidently and also added their own opinions and ideas. When a pupil was asked about a display his class had done, he quickly pointed out work by another class and explained how and why it had been done. On the playground, when asked about behaviour, a group of pupils gave a detailed explanation of how they felt, what systems were in place to improve behaviour and how and why they worked. When talking about their work, pupils gave full and thoughtful answers. Feelings and ideas often came into conversations. Other subjects are valuable in the development of their skills. In a history lesson, when pupils were looking at Egyptian artefacts to be classified, a Year 3 pupil said "I think it was made from wood because I can see the grain, it must be ancient wood". When discussing a piece of music by Smetana, a Year 6 pupil described it as "soothing, meandering music". A key factor is

that the pupils know that they, and their contributions, are valued and encouraged by the adults in the school.

69. The development of reading and the standards achieved by the pupils are very good in the infants and in the juniors. Throughout the school, pupils' reading skills help learning, and reading is popular with parents, pupils and staff, which encourages full involvement. All pupils have daily guided reading sessions that are well structured. Teachers support a different group each day while the other pupils work on a range of reading related activities. The range of activities is structured according to pupils' abilities and needs and always provides sufficient challenge.
70. Pupils read several books at the same time to provide variety; for example, a personal reader, group reader and a library book. Reading activity books are used well to enhance and fix pupils' understanding and provide useful assessment information for the teacher. Consequently, teachers match books very closely to pupils' abilities and therefore they enjoy them and can work independently. By Year 6, pupils have developed good habits and many of them use the local mobile library and talk freely about favourite authors and genres. A number of them were using books and texts that related to their topic on Egyptians. A pupil who was reading *Watership Down* gave a very succinct synopsis while flicking through the book to point to relevant chapters and sections. She made reference to the book sleeve to indicate what was yet to come and ended by making comparisons with other books which she had read previously.
71. Writing is not as well developed as reading, and standards are those expected for infants and just above for juniors. Pupils' basic writing skills, such as spelling and the use of grammar, develop well and, again, there is a clear structure and teachers have clear expectations. By the end of Year 2, almost all pupils' handwriting is neat and correctly formed. However, while many pupils use a cursive script in handwriting exercises, few do in their work. Spelling is developed using a variety of strategies. For example, class dictionaries are being developed in Year 1 and throughout the school dictionaries are available in classes and pupils use them efficiently. The development of vocabulary and spelling is supported by good wall displays. Spelling homework lists are based on spelling rules. However, pupils are not careful to use correct spelling and often make silly and easily avoidable mistakes, even in Year 6.
72. Most writing tasks are very structured and this focuses pupils' attention on the technical aspects of writing, such as punctuation. However, pupils have more limited opportunities to apply their skills in free or extended writing. Poetry writing in Year 6 on the theme of Monday's child contained some very good ideas that are fun –

*Monday's child is really cool.
Tuesday's child don't like school.
Wednesday's child is quick on their feet.
Thursday's child is tidy and neat.
Friday's child loves reading books.
Saturday's child is all good looks.
But the child that was born on the
Sabbath day always has to have
its own way!*

73. In other writing, for example, autobiography text, pupils produce thoughtful work. "I broke the hand I don't write with, so I still had to come to school. Drat!!". The development of reading and writing is supported by good classroom and school

displays. All classes have excellent interactive displays using pupils' own writing, information leaflets, labels and books that inspire pupils to read for information and interest.

74. Teaching at both key stages is very good overall. There is a consistent approach to planning across the school, which is linked very closely to the National Literacy Strategy. Weekly plans clearly identify the strategy objectives and the texts and activities selected are both effective and interesting, helping pupils to achieve them. The Enormous Turnip captured the imagination of pupils in Year 2. Pupils in the Year 2/3 class were writing instructional text and, in Year 6, literacy skills were developed by researching information about Nahu, related to their history topic. English is taught in mixed ability and mixed age classes, and planning identifies differing expectations, to enable all pupils to achieve their best. This ensures the progress of the least able pupils and the more able are stretched.
75. Teaching benefits from a very good level of subject knowledge that has been supported by in-service training. Most lessons are well paced, provide stimulating and relevant activities and therefore keep pupils both interested and on task. Teachers are converting the National Literacy Strategy objectives into relevant learning objectives for pupils, which they share at the start of each lesson. In the best lessons these are precisely written, clearly shared and the teaching is tightly linked to them. In the lesson where the teaching was less effective (though still good), the learning objective was expressed as the activity and the teaching was more focused on what they had to do rather than learn.
76. Assessment is good. Teachers have a very good understanding of what each pupil can and cannot do and the formal assessment procedures are well developed. Targets for pupils in Years 2 and 6 have just been introduced. Work is marked regularly but it is not necessarily linked to the learning objective of the lesson and sometimes fails to provide advice about how to improve.
77. In almost all lessons the relationship between the teacher and pupils is excellent. It is most constructive. Teachers' presentation of work is lively and interesting and pupils respond well to it. Pupils concentrate well and work hard in most lessons. They work effectively in a variety of situations. In all lessons, pupils worked co-operatively and effectively in pairs or small groups. They take a pride in their work and use resources carefully.
78. Support for pupils with SEN is good, and especially so when they have support individually or in small groups. Their work is well targeted to their needs and consistently develops their literacy skills. It also has a very positive impact on their self-esteem and motivation.
79. Co-ordination is good. The subject leader is knowledgeable and enthusiastic, although she is unable to observe English lessons. The school has a good level of English resources throughout. There is a wide range of books for teaching, group reading and individual reading in book areas across the school and is maintained in good condition. Pupils regularly use technology to support their literacy development.

MATHEMATICS

80. For several years, standards in mathematics have been well above the national average and often very high (i.e., in the top five per cent of schools). There is a high proportion of pupils with SEN in the present Year 6, and standards now are not as high

as the school has grown to expect. However, standards are still above average at the end of both key stages. This is better than at the time of the last inspection, when attainment was average. Most of the Year 2 pupils have a good understanding of the place value aspect of tens and units, and some have moved on to hundreds. Pupils can subtract units from tens and units. They know their two, five and ten times tables. Higher attainers are ordering numbers up to 1000. By the time they reach Year 3, pupils have a knowledge and understanding of mental methods and strategies that are well above average. Unusually for this age, they know that squares are rectangles. In Year 6, all pupils are working confidently with hundreds, tens and units. They have started to multiply and divide by ten quickly and accurately. Most pupils can apply the divisibility test for three, work easily with tree diagrams, and understand orders of symmetry. More-able pupils have a very good knowledge and understanding of shape and space and can split up rectangles into other given shapes. They can round to a given number of decimal places and have a good understanding of the 24-hour clock. All pupils make good or very good progress. The more able Year 6 pupils are given extension lessons with the headteacher every week with pupils from other local primary schools, so they are challenged well.

81. Teaching and learning are very good. Pupils enjoy the subject. When a group of Year 2 pupils were asked about this they agreed that mathematics is “excellent”. They like shapes and patterns, and enjoy “hard sums and solving things”. They like working with numbers and getting things right. Very good or excellent teaching was seen in each class. Teachers have a very good knowledge and understanding of the subject and of the National Numeracy Strategy. They concentrate very well on basic skills, on investigations, and on mental mathematics strategies. Lessons are interesting and pupils respond by working hard and enthusiastically. They are expected to achieve their best. Teachers plan very well for individual, group and year differences. Homework is given regularly and marked conscientiously, although sometimes opportunities are missed in telling pupils how they could improve.
82. Mathematics is co-ordinated well by the headteacher, a mathematics specialist. She is able to link mathematics leadership with performance management, so she can observe the subject being taught. Assessment is very good, with each pupil regularly tested, tracked and given targets. The basic skills of numeracy are reinforced in other subjects such as science. Literacy is well supported in mathematics with an insistence on knowing technical terms and using them properly. Information and communication technology is used well, with pupils enjoying several mathematics games and confidently using data-handling programs to produce various kinds of graphs, including scatter diagrams in science. Resources are good and used very well.

SCIENCE

83. Historically, standards in science have been similar to those in mathematics, and they still are, being above average at the end of both key stages. At the time of the last inspection, attainment was broadly average. Pupils have a good knowledge and understanding of scientific enquiry, which is an improvement. Year 6 pupils say that they have enjoyed “lots of practical work” throughout the school. Year 2 pupils are starting to understand the nature of a fair test. They know about human bones and are beginning to be able to sort foods into different categories. Fair testing skills are consolidated and extended in Year 3. Pupils experiment with dropping balls as they begin to understand gravity. Other forces are studied, such as upthrust and air resistance. They know about the north and south poles of a magnet. In Year 6, pupils use a Newtonmeter to measure forces. They experiment with parachutes. They

understand about the human digestive tract and can name the major bones in English and Latin. They use technical terms such as 'vertebrate' and 'invertebrate' with confidence.

84. Teaching and learning are very good. This judgement is based on observation and a consideration of standards over time. Teachers' subject knowledge is very good. They plan well, taking very good account of different ages. For example, in a lesson on bones with the top class, Year 4 pupils were looking at a model human skeleton and finding out the English names for them. Year 6 pupils were searching for Latin names in books and on the Internet, and Year 5 pupils were working with the teacher, looking at a stuffed rabbit and a rabbit skeleton and comparing human and rabbit bones. Pupils are enthusiastic and enjoy learning. They respond well to the lively and interesting teaching. The excellent relationships and high expectations of teachers ensure that productivity is high and pupils work hard. Homework is set in the top class, mainly in finding information. For example, the top class had to find out how much water they used at the weekend.
85. The subject is well led and managed by the knowledgeable and enthusiastic headteacher. Pupils are regularly assessed and the assessment is used well to determine what should be done next. The scheme of work, devised by the LEA, is well suited to teaching mixed-year classes. Literacy is supported by the insistence on using technical terms correctly; for example, 'incisor', 'canine' and 'molar' in Year 3 pupils' examination of their teeth. Mathematics is used in measurement and graphing. Information and communication technology is used well, from helping with experiments to reporting on them, as well as using the Internet. Resources are satisfactory and used well.

ART AND DESIGN

86. Standards in art are in line with expectations at the end of both key stages, and some work is above expectations; for example, the Year 6 work on completing a face, having been given only one side. These pictures show very good observational skills and good draughtsmanship. Standards at the time of the last inspection were similar.
87. Pupils are taught observational drawing well. There is an obvious difference from Year 4 to Year 6, with Year 4 pupils putting in the whole iris of the eye despite looking at themselves in a mirror. By Year 6 they are much more accurate. Infant pupils make a good job of producing 'stained-glass windows' out of tissue paper and card. Their use of colour and texture is improving as they examine and use ideas from postcards of individual works of art by Klimt, Delaunay and others. Three-dimensional work is not neglected, with Year 6 pupils enjoying the making of faces from plaster bandages and considering the difference between this medium and clay. They remembered enjoying making clay food items on a plate to create a 'meal'.
88. Teaching and learning are good. Teachers place a good emphasis on drawing. Their excellent class management and relationships ensure that lessons are quiet and productive, with pupils handling art materials and water sensibly. Lessons are linked to other areas of the curriculum; for example, to the human body in science and to ancient Egypt in history. The work of famous artists is used to a certain extent but the school is short of such printed work, although examples are also taken from the Internet.
89. The National Curriculum is covered well. The co-ordinator, an art specialist, is part of a team that is producing a new Wiltshire scheme of work. The governor who is

responsible for art enjoys coming into the school to help. The weekly art club is popular and helps to further pupils' skills and understanding. There is little space to keep work-in-progress.

DESIGN AND TECHNOLOGY

90. Design and technology was not being taught at the time of the inspection, as it alternates with art within the school timetable. Consequently, it was not possible to make a judgement on teaching and learning. The school, being short of storage space, cannot keep completed work (and pupils like to take it home or eat it), so there was not enough evidence to make a judgement on overall standards. However, from looking at photographs of previous work and talking to pupils and teachers, it can be concluded that standards at Key Stage 1 are in line with expectations.
91. By the end of Year 2, pupils are familiar with the essential plan-do-review nature of DT. Year 3 work on mobiles included materials/methods/what worked well/what were the problems. This links well with non-chronological reporting in the National Literacy Strategy. Year 6 pupils, on making kites or a flick-book, listed equipment needed and constructed a plan as well. They reported that they really enjoyed a competition to make a 'Roman catapult' that would fire a table tennis ball over a wall, and making elastic powered aeroplanes. They reported that they had done a lot of cooking at Key Stage 1, but had made no hot food since entering the top class, although they had made chocolate coconut balls. Year 2 pupils enjoy making soup and constructing boats.
92. Subject management suffers from having too little time. The school is fortunate in having a local scrap store, so materials are plentiful. As in art, space to store work-in-progress is limited. Pupils are aware of safety issues.

GEOGRAPHY AND HISTORY

93. Standards in history are above those expected throughout the school and all pupils, including those with SEN, make good progress. It was not possible to make a judgement in geography because no lessons were planned during the inspection week. Evidence was gathered for history and geography from an analysis of pupils' work and discussions with teachers and pupils and a scrutiny of planning. The judgements are the same as in the previous inspection.
94. The quality of the curriculum has been maintained since the previous inspection due to the rigorous system of planning through topics such as 'Up, Up and Away' and 'Water'. Teachers plan a range of activities that develop pupils' understanding of the past and other places. As in many schools, this means that more time can be given to a particular subject at any given time.
95. Pupils in the infant class begin to compare their own lives with life in the past. They use historical sources to begin to draw conclusions about how people used to live. Pupils learn about the lives of famous people from the past who are still remembered today for various reasons, such as Guy Fawkes. Pupils in Year 2 use their literacy skills well to write about the Egyptians. One pupil wrote 'They hunted birds and other animals. The Egyptians had necklaces. Men only wore shorts. They had bare feet or sandals. They had wigs'. In a very good lesson where the teacher gave artefacts to pupils to try and guess their purpose, one boy showed tremendous excitement when given a Victorian stone hot water bottle. He said "Heavy, oooh its heavy, I think it was used to put juice in to keep it cold". He was equally amazed to find out its actual purpose and said "not in my bed". In the juniors, pupils learn about the Egyptians. They enjoy researching facts using the computer and books. During a good lesson they learnt that using the web took a lot longer than looking in books using the index. They learn to look at objects and to make deductions. "I think it is Tutankhamun's

death mask, I think it was made by skilled craftsmen in a mould. It tells us that the Egyptians believed that everyone went into the afterlife and that they loved their Pharaohs". Pupils are learning to be real historians.

96. In geography, infant pupils begin to develop an awareness of the world through the study of their own village and other countries. They can name the countries of the United Kingdom and most know where Wiltshire is in relation to London. There are good links with literacy and numeracy as they build up a glossary of words connected with building a house and draw a graph to show the materials used. In the juniors, they learn co-ordinates for map reading, and learn how to scale up or down a plan of the school. When studying water, they learnt about the water cycle and the position of the world's greatest rivers and oceans.
97. No lessons were observed in geography to make a judgement on teaching but the teaching of history is very good. Teachers' planning and examples of pupils' work show that pupils are offered a wide range of opportunities throughout the school to develop their skills. Visits to places of interest and visitors to the school greatly enhance the experiences on offer to pupils. Pupils talk and discuss knowledgeably about the work they have carried out.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. Standards in ICT are in line with expectations at the end of both key stages, which is an improvement since the last inspection. Pupils are confident and enthusiastic in using it, whilst at the same time accepting ICT as just another way of learning, finding information, recording and publishing. Year 2 pupils are confident in word processing, make attractive symmetry pictures using "Dazzle", and play English and mathematics games. They have started to learn how to program a floor robot. Year 3 pupils produce bar-charts and electrical circuit diagrams, consider fractions as sectors of circles, and use "Dazzle" for pictures with two lines of symmetry. In Year 6, pupils use software to read temperatures in science experiments, search the Internet for information, and use "Power Point" to make presentations, mixing text and graphics. They are very confident in using spreadsheets with little help. To date, Year 6 pupils have not used e-mail at school and have limited experience of computer control. These skills should have been introduced much earlier in the pupils' time at school. However, there are plans to rectify these omissions this current year.
99. No specific lessons were seen because ICT is taught through using it in other subjects. However, it can be concluded from the standards reached that teaching and learning are at least satisfactory. As in all schools, some pupils learn a lot about ICT at home. The school has one computer for every eight pupils, a government target, but some of the machinery is unreliable.
100. The National Curriculum is covered well, apart from the aspects mentioned earlier. The co-ordinator is knowledgeable and hard working. Staff have been trained with money from the New Opportunities Fund, and their knowledge and understanding are good. Assessment is based on the level descriptors of the National Curriculum and is satisfactory.

MUSIC

101. Only one lesson was seen during the inspection, so it is not possible to make judgements on pupils' standards. However, discussions were held with pupils, extra-

curricular music lessons were inspected, singing during the assembly time was heard and planning scrutinised.

102. Pupils spoke enthusiastically about music and about the specialist music teacher who comes in to teach two of the three classes. Pupils had good knowledge of composers and were able to name their favourite pieces of music. "I like Romeo and Juliet because the music makes me feel happy". Pupils in Year 6 learn about musical scores and freely use technical terms; for example, 'treble clef', 'ostinato'. One said "We write our own songs here, we compose the music score and write the lyrics to fit it".
103. The extra-curricular music lessons are of a good quality and pupils make good progress with recorder playing and drumming. Singing in assembly is a pleasure to listen to. Pupils enjoy singing together; the quality is harmonious and the recorder accompaniment is of a high standard.

PHYSICAL EDUCATION

104. It was not possible to make an overall judgement about standards, teaching or learning. In gymnastics, and to some extent in dance, older pupils are not able to take part in the National Curriculum, as the Victorian hall is too small. It is also a ten-minute walk to the village field. To compensate for this, and to make sure that pupils build up their strength, stamina and suppleness, the whole school goes swimming every week. All pupils can swim the expected 25 metres unaided by the time they leave school, and most can swim much further and use a variety of strokes.
105. It was possible to see only one lesson during the inspection. This was infant gymnastics and attainment was above expectations. Attitudes and behaviour were excellent. Pupils worked well together, discussing their movements, starting positions and finishing points, in a very good lesson on using different heights, speeds, direction and ways of travelling. The size of the hall restricted the lesson, even for infant pupils.
106. The subject is well managed, although the co-ordinator took over only recently and she has little time. Infants have a 'quick gym' every day, and the curriculum is as broad as possible, given the space restrictions. TOPS sports bags are rotated round local schools, so every term they can concentrate on a different game; for example, hockey and rugby. Country and maypole dancing take place in the spring and summer, and pupils are coached in cricket and take part in competitions. Netball and football are the main winter games, and there are clubs to support these. Tennis and judo clubs also support and extend pupils' knowledge and skills.