

# INSPECTION REPORT

## **SHALBOURNE C of E PRIMARY SCHOOL**

Shalbourne

LEA area: Wiltshire

Unique reference number: 126354

Headteacher: Mrs Danat Mirehouse

Reporting inspector: Mrs June Punnett  
17826

Dates of inspection: 16–18 June 2003

Inspection number: 248768

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Shalbourne Marlborough Wiltshire
Postcode:	SN8 3QH
Telephone number:	01672 870475
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jennifer Blake
Date of previous inspection:	January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17826	June Punnett	Registered inspector	Mathematics	Characteristics of the school. Results and achievements. Teaching. How well the school is led and managed? What the school should do to further improve.
			Art and design	
			Design and technology	
			History	
			Geography	
			Music	
			Religious education	
			Foundation Stage	
11094	Ian Blair	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? Partnership with parents.
32197	Mike Dukes	Team inspector	English	How good are curricular opportunities?
			Science	
			Information and communication technology	
			Physical education	
			Special educational needs	
			Educational Inclusion	

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

### **INFORMATION ABOUT THE SCHOOL**

Shalbourne C of E Primary School educates boys and girls aged between four and 11. It serves a small rural community and its surroundings near Marlborough, Wiltshire. During the term of the inspection, there were eight children under five in the Foundation Stage. In total, there are 37 pupils, which is very much smaller than other schools of the same type. Almost half the pupils come from outside the village. No pupils are entitled to free school meals. Approximately 16 per cent of pupils (six) are identified as having special educational needs, which is average. No pupils speak English as an additional language. During the last school year, one pupil entered the school other than at the usual time of first admission and one left. This represents an average level of mobility for the size of school. The school is organised into two classes. There have been recent difficulties in recruiting staff. The children who joined the school this year had average levels of attainment but, with such a small number of children entering the school, there are wide annual variations.

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

This school is popular with parents and pupils, and provides a sound education. There is a clear sense of community and, by the end of Year 6, pupils' attainment in English, mathematics and science is average, but standards in ICT are below the national expectation. The sound quality of the school's leadership and management and the good ethos that promotes a commitment to improving standards mean that the school is satisfactorily placed to improve in the future, and build on improvements made. The school provides satisfactory value for money.

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

- The good provision for pupils' spiritual, moral, social and cultural development is reflected in the good relationships between pupils and adults.
- The school takes good care of its pupils and has effective procedures for monitoring attendance.
- The good partnership with parents contributes well to pupils' learning.
- Children in the Reception year receive a good start to their education.

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

- The standards pupils achieve in information and communication technology (ICT) by the ends of Year 2 and Year 6, and the use of ICT to support learning in other subjects across the school.
- The standards achieved by pupils at the end of Year 2 in design and technology.
- The consistency in marking pupils' work so that all pupils receive high quality feedback on their efforts.
- The quality of handwriting and presentation in all age groups.
- The work assigned to pupils of higher and lower abilities and the oldest pupils in each class, so that the learning of all groups of pupils is extended.
- The procedures for assessment in all subjects, and the use of information gained to move pupils' progress along at a faster rate.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The present headteacher has been in post for almost two years. Before this, although the governors advertised four times, the school was without a headteacher for a year, and a class teacher was acting head for a further year. During this time the school struggled to find staff, resulting in a dip in standards across the curriculum. The school was last inspected in January 1998 and, since then, it has made satisfactory improvements in most areas. Since the appointment of the current headteacher, the local education authority has given the school substantial support. There are good improvements in the quality of teachers' assessment in English and mathematics, and assessment is developing in other subjects. Lessons are better matched to pupils' needs in English and mathematics, resulting in improved quality of teaching for all pupils. However, there is room to improve the match of work, and to raise expectations of what pupils are capable of achieving, in other lessons. Pupils' attainment has been maintained in English and mathematics by the end of Year 6, but standards in science are not as high as they were in 1998. However, with so few pupils in the year group it is risky to make comparisons. The school's 2003 results are likely to meet, or be very close to the national averages in English, mathematics and science. The predicted results would meet the school's targets. The school has a satisfactory capacity to continue to improve.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English	N/a	A	C	E
Mathematics	N/a	B	E	E*
Science	N/a	E	E	E

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

*The information in this table should be interpreted with caution in the light of the small size of each year-group leading to wide fluctuations from year to year.*

The information shows that standards in the 2002 national tests in English were average when compared to all schools. In mathematics and science, standards were well below average. When compared with similar schools, standards in English and science were well below average, and in mathematics were very low. Boys achieved better in English than girls. Standards have been dropping sharply in mathematics since 1998 and in English since 1999. Less dramatic fluctuations are seen in science where standards have been consistently low. During the inspection, the work seen in English, mathematics and science in Year 6 was average. The work seen in information and communication technology (ICT) was below expectations. The standards found in all other subjects, including religious education, meet the national expectations.

Current Year 2 pupils are attaining average standards in speaking, listening, reading, writing, mathematics and science. The work seen in most other subjects is in line with what is expected for pupils' ages, but work seen in design and technology and ICT is below



expectations. The work seen in religious education was above expectations. Children in the Foundation Stage attain satisfactory standards overall. The majority are on track to achieve the expected standards in all areas of learning by the start of Year 1.

Pupils with special educational needs make satisfactory overall progress in their learning and most achieve standards that reflect their potential. Higher-attaining pupils and those of average ability make satisfactory progress, especially in English and mathematics, where the lesson planning addresses their learning needs well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. The majority of pupils are keen to learn and this helps them to make satisfactory progress. Some older pupils have less positive attitudes towards school.
Behaviour, in and out of classrooms	Good. There was no evidence of bullying or oppressive behaviour although a very few pupils find it difficult to conform to what the school expects.
Personal development and relationships	Good. Pupils mostly work well together, share resources and ideas well and take responsibility with enthusiasm.
Attendance	Very good. It is well above the national average and there is very little incidence of lateness.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

*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.*

The overall quality of the teaching is satisfactory; this judgement is based on lessons observed and analysis of pupils' previous work. No unsatisfactory teaching was observed. The teaching is underpinned by the good relationships between staff and pupils. Teachers respect the pupils and expect them to do their best in lessons. However, the marking of pupils' work does not always help them to improve. Support staff make an important contribution to the work in classrooms and the good teamwork means that pupils who need extra help have the benefit of focused adult support. The needs of pupils, including higher-attaining pupils and those with special educational needs, are satisfactorily met, especially in English and mathematics lessons. The work set for the higher-attaining pupils, and those with special educational needs, does not match their educational needs in other subjects and this slows their progress in learning. Overall, the quality of teaching for pupils with special educational needs is satisfactory.

English and mathematics are taught well overall. Work is carefully planned in these subjects and staff take care to develop pupils' literacy and numeracy skills in other areas. The teaching of the Foundation Stage children is good and meets their needs well, despite the fact that these children are taught together with Years 1 and 2 pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, except in physical education in Years 3 to 6 where, owing to the lack of accommodation to teach gymnastics, statutory requirements are not met. The curriculum provision for the Foundation Stage is good. The school provides well for extra-curricular activities and for pupils' personal, social and health education.
Provision for pupils with special educational needs	Satisfactory. Pupils are supported and are given appropriate work to help them make progress in literacy and numeracy lessons. The match of work to their needs in other lessons is less well thought through.
Provision for pupils with English as an additional language	There are currently no pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are close links with the church and good opportunities for spiritual and moral development through literature and assemblies. These aspects make an important contribution to pupils' personal development.
How well the school cares for its pupils	Well. The school has sound procedures to assess pupils' progress in English and mathematics. Procedures for assessing pupils' progress in science and the other subjects are underdeveloped. There are good arrangements to ensure health and safety, and very good procedures for monitoring and promoting good behaviour and attendance.

Good links with parents help to raise standards. Parents are well informed about the school's work and support pupils' learning well. A good proportion of parents help in school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has focused effectively on raising standards during a difficult time of staff changes. All staff work well together as a team, and are committed to raising standards and improving the quality of education for all pupils. The monitoring of teaching and learning is underdeveloped.
How well the governors fulfil their responsibilities	The governors make a satisfactory contribution to the management of the school. By working closely with the headteacher they are beginning to play an important role in shaping the direction of the school.

The school's evaluation of its performance	Satisfactory. The headteacher and governors are well aware of the strengths and weaknesses in the pupils' performance and take appropriate action to bring about improvements.
The strategic use of resources	The school's resources are used well to promote pupils' learning. All developments are carefully costed, best value sought when purchasing goods and services, and criteria to determine cost effectiveness are established in advance.

The school has an appropriate number of teaching and support staff who are well qualified. Accommodation is unsatisfactory overall. In spite of the extensive grounds and the two good-sized classrooms, the school has no space for a proper staff-room, a medical room or a reasonable sized hall to enable teachers to meet all the requirements of physical education. However, the school makes good use of what is currently available. Resources for learning are satisfactory.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Always made to feel welcome in school.</li> <li>• The way the school develops positive attitudes and values in pupils.</li> <li>• The good behaviour at the school.</li> <li>• The greater involvement of parents in the life of the school.</li> <li>• The quality of teaching and teamwork at the school.</li> <li>• The overall management of the school and its sense of direction.</li> </ul>	<ul style="list-style-type: none"> <li>• A very small minority of parents expressed concern about the standard of handwriting.</li> <li>• Not all children like coming to school.</li> <li>• The amount of homework for the older children in the school.</li> </ul>

The inspection supports most positive views of parents. However, inspectors found that not all older pupils were positive about their school. The inspection team agrees that the standards of handwriting at the school are not high enough, and the school is in the process of introducing a new scheme of work. The children with reservations about liking school are those who have been at the school the longest and have found it more difficult to accept the expectations for good behaviour and standards of work set by the current school management. Overall, the majority of children are very happy and enthusiastic about school. A Year 4 pupil said, 'It's the best place to be because I learn so much'. The amount of homework set for the Year 6 children could be extended to prepare them better for their secondary education.

## **PART B: COMMENTARY**

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

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

1. Most children are likely to reach average standards by the end of the Foundation Stage in all areas of development. Children enter the school at average levels of attainment in all aspects of learning, although there are wide annual variations owing to the very small numbers who enter in any one year. This is similar to the judgements of the last inspection. Children make sound progress in their development of communication, language and literacy skills, mathematical development and creative development. In knowledge and understanding of the world, personal, social and emotional development and physical development their progress is good. Overall, the quality of children's learning and their achievement are satisfactory, including those with special educational needs. This is similar to the judgement of the previous inspection. Children with special educational needs are supported well and make appropriate progress in relation to their prior attainment.
2. In the end of Year 2 tests in 2002, compared with all and similar schools, standards in reading were very low; in writing they were average when compared to all schools and below average when compared with similar schools. In mathematics, standards were above average when compared with all schools, and average when compared with similar schools. The assessments made by teachers in science in 2002 were high. The trend in standards has been downwards in reading since 2000. Although standards fell in writing and mathematics in 2001, they improved in 2002. The performance of girls in reading is almost a year behind that of boys. Boys perform better than girls in mathematics. Boys and girls are similar in writing achievement. It is likely that in the 2003 national tests the current Year 2 pupils will reverse the downward trend in all nationally tested subjects.
3. The findings of the inspection are that, by the end of Year 2, the pupils reach average standards in speaking, listening, reading, writing, mathematics, science, geography, music and physical education. There was insufficient evidence to reach a judgement about standards in history and art and design. Standards in design and technology and ICT are below expectations. Pupils reach above-average standards in religious education. Compared with the findings of the school's last inspection, standards are higher in religious education, and similar in English, mathematics, science, music and physical education. As at the last inspection, it was not always possible in a small school to see lessons in some subjects. Analysis of pupils' previous work showed that there is insufficient emphasis on the quality of handwriting and the presentation of work.
4. In the end of Year 6 tests in 2002, compared with all schools, standards were average in English, and well below average in mathematics and science. When compared with similar schools, standards were very low in mathematics, and well below average in English and science. No data is available to show trends over time for these pupils. Over time boys perform better than girls in English. The school did not meet its targets for the percentage of pupils achieving Level 4 and above in English and mathematics in 2002 but is likely to meet, or be very close to, the 2003 targets for these subjects. As the group of pupils is so small, it means that each pupil represents a large percentage of the final composite; therefore too much emphasis should not be placed on the school's statistics when attempting to make comparisons with other schools nationally.

5. The findings of the inspection are that, by the end of Year 6, the pupils reach average standards in English, mathematics and science. In the majority of other subjects, including literacy and numeracy, standards are average. In ICT, standards are below national expectations. There was insufficient evidence to make a judgement about design and technology, history, geography and physical education. Statutory requirements are not fully met in physical education. Compared with the findings of the school's last inspection, standards are similar in most subjects. Pupils' achievement is satisfactory in Years 3 to 6 although there is room to raise expectations of the higher attainers, those with special educational needs and the oldest pupils in the class. Work analysis showed that there is insufficient emphasis placed on developing good handwriting skills and the presentation of work. The marking of pupils' work rarely identifies these areas as needing improvement.
6. Pupils with special educational needs make satisfactory progress throughout the school. Records of pupils' progress towards the targets in their individual educational plans show that both boys and girls are making similar progress across the school. Their targets are fully or largely met by the time they are due to be reviewed.

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

7. Overall, the attitudes of pupils towards the school are satisfactory and have improved since the time of the last inspection. The majority of pupils are eager to come to school each morning. They clearly enjoy socialising with their friends and are very much at ease in the school environment. However, in lessons there is sometimes a lack of enthusiasm for learning. For example, although pupils generally pay attention to their teachers and follow instructions well, on occasions there is a lack of 'sparkle' in the response of pupils to what is being taught. Those pupils who take part in extra-curricular activities, on the other hand, show a more positive attitude to what is on offer. Children in the Reception stage behave well and have very positive attitudes towards school and learning. They relate very well to their older classmates and show maturity in the way they cope within the mixed-age class. Children are very confident in their learning environment.
8. Most pupils behave very well most of the time both in the classroom and elsewhere around the school. However, there are instances when the unsatisfactory behaviour of a few pupils can slow the pace of a lesson and this can have a detrimental effect on the learning of the whole class. Visitors report that they find pupils to be polite and courteous and this is confirmed by the experience of the inspectors. Pupils show respect for property, as is evidenced by the absence of any litter or graffiti around the school. No examples were seen of bullying or other forms of oppressive behaviour and reports indicate that such incidents are rare. There were no exclusions, either permanent or fixed term, over the previous year. Overall, therefore, there has been an improvement in behaviour over recent years and it is now judged to be good.
9. Pupils are developing well as rounded individuals. Examples were seen of them giving imaginative and original answers to questions in lessons, which indicates that at least some of them are beginning to think for themselves. They generally show a good sense of responsibility. For example, they contribute to the smooth running of the school by undertaking tasks such as returning class registers to the office, helping to set out the hall for assemblies and by participating actively in the school council. Their concern for others and their feelings is well developed. This is shown, for example, in the sympathy they expressed when one of their classmates reported the sickness of a pet, and more generally in the way they empathise with and support those in their class who have learning or behavioural difficulties. Although pupils occasionally fall out, relationships

around the school are generally good. They are very much at ease in each other's company and there is good interaction between the older and younger pupils in the mixed-age classes.

10. The level of attendance is very high, being well above the national average for primary schools. Most of the authorised absence is due to short-term illnesses with very little arising from holidays taken in term time. Unauthorised absence is virtually zero. Pupils generally arrive punctually for school and instances of lateness are rare; hence lessons can start on time. This very good attendance and punctuality contribute substantially to pupils' progress.

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

11. Overall, the quality of teaching is satisfactory and ranges from satisfactory to very good throughout the school. It is at least satisfactory in all lessons, good in half of all lessons and very good in a small minority of them.
12. Teachers' knowledge of the National Curriculum requirements is evident in their daily lesson plans. Their knowledge of ICT is less secure. Lesson plans set out clear objectives in all subjects observed. Resources that will be needed are identified. Opportunities to identify assessment opportunities in the lesson planning are sometimes missed and this has a negative impact on the pace of progress that pupils make. Teachers do not yet plan assessment opportunities to gauge individual pupil progress, and work in subjects other than English and mathematics is insufficiently levelled against the National Curriculum. The marking of pupils' work varies in quality across the school. It seldom informs pupils sufficiently about how to improve their work. Teachers' or comments are often helpful and assist pupils to make progress. Interactions between teachers and pupils are mutually informative.
13. In lessons where teaching is good or better, classrooms are well organised and managed, teachers' planning is effective and the pace of lessons is appropriate to the needs of pupils. Teachers have good subject knowledge and set appropriately challenging tasks for pupils to extend their learning. Skilful questioning by teachers and their high expectations contribute to the progress that pupils make and to their good behaviour.
14. Most lessons had some or all of the above features. However, teachers do not always make it clear in their planning how they will assess pupils' progress and use that information to inform the planning of the next lesson. On some occasions, it was unclear how the range of work either sufficiently challenged the most able pupils or matched the requirements of those with special educational needs. In most lessons, pupils are given opportunities to select appropriate resources and to find out information. Teachers do not always insist on good presentation in pupils' work or that handwriting is legible; these factors lead to lower than expected standards. The school is in the process of introducing a new way of teaching the skills of handwriting. A small minority of parents expressed their concern about this aspect of the school's work.
15. The teaching of literacy and numeracy is satisfactory. Both are supported well, with literacy and numeracy underpinning all learning. The structure and pace of literacy lessons are satisfactory overall, and pupils respond well. The teaching of numeracy lessons seen was satisfactory or better in Years 1 to 6. The short opening session, to develop mental speed and agility, was effective in both classes.

16. The teaching of pupils with special educational needs is satisfactory overall, for all age groups. Teachers sometimes match the work in lessons to pupils' needs very well and this enables pupils to make good progress in lessons. But this does not happen consistently. At other times, pupils are set work which is too easy, or too difficult, or unsuitable in other ways. Praise and encouragement are widely used by staff to build pupils' self-esteem.
17. Teachers and teaching assistants work in a close and mostly effective partnership. Teachers produce lesson plans which provide clear guidance to teaching assistants. In the best lessons, this enables the assistants to focus their attention where it is most needed and helps the pupils to learn well. However, the quality of support provided by teaching assistants is variable. In one lesson seen, a knowledgeable and well-trained teaching assistant followed the teacher's clear plans and provided high quality support within the classroom. She accurately assessed and recorded the good progress made by her pupils. By contrast, a teaching assistant in another lesson withdrew a pupil from a literacy lesson to hear her read, but she lacked the skills and knowledge necessary to help the pupil make the progress she should.
18. Individual educational plans for pupils with special educational needs are of good quality. Targets are clear and closely related to weaknesses in pupils' learning, and progress is regularly reviewed.
19. For most lessons, teachers group pupils by ability in the classroom and sometimes groups are removed from the classroom to be taught in a separate area, for example, for additional literacy teaching. This makes a positive contribution to the matching of work to the range of needs within each class. However, the practice of placing older pupils with special educational needs to work in groups of younger pupils sometimes has a negative effect on the morale of the older pupils. Pupils would benefit from the school reviewing this strategy and seeking a more effective way of meeting pupils' needs while enhancing their self-esteem.
20. Good use is made of the parent volunteers and the few allocated hours of classroom assistant time. Adults work with pupils on a range of activities, including work with pupils who have special educational needs. The quality of this work enhances the education of pupils.
21. Pupils take home reading books on a regular basis, learn spellings, tables and in Years 3 to 6 complete topic folders. This homework supports pupils' learning. Twenty seven per cent of parents who responded to the parents' questionnaire are dissatisfied with the school's homework arrangements, especially for the Year 6 pupils. To better prepare them for transfer to secondary school, there are opportunities to extend the homework requirement for the oldest pupils in the school.

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

22. The school fails to provide an entirely satisfactory curriculum for all pupils. This is because pupils do not receive their entitlement to gymnastics in the physical education curriculum because of a lack of suitable accommodation. With this exception, all other statutory requirements are met and the school provides an otherwise suitable range of learning opportunities to meet the intellectual, social, physical and personal needs of the pupils, including those with special educational needs. The school ensures that all pupils are included in lessons and activities. The curriculum contains a number of strengths, and is enriched through a good range of visits, visitors and after-school activities.
23. The last inspection report noted some considerable weaknesses in the quality of the curriculum. Over the past two years, staff have worked successfully to eradicate these. The national strategies for literacy and numeracy are fully implemented and are working satisfactorily. Teachers have revised the policies and schemes of work for other subjects and sought the advice of local education advisers as appropriate. All subjects, except physical education, comply with National Curriculum requirements.
24. Provision for the spiritual, moral, social and cultural development of the pupils is good. Assemblies provide suitable opportunities for pupils to reflect on other people's values and beliefs. There are good links with the local church and the vicar takes a regular assembly each week. Opportunities to develop pupils' spiritual awareness through displays and through appreciating the wonders of nature and the natural world are in evidence throughout the school and in some lessons. The good relationships between staff and pupils are a reflection of the high moral and social values set by all staff. There is a strong ethos of respect and responsibility encouraged by playground and other helpers. The limited number of school rules are displayed in classrooms, pupils know what is expected from them, and they clearly understand how to distinguish right from wrong. The school council, with representatives from each age group, provides pupils with the opportunity to develop personal and social responsibility and play an active part in deciding the direction of the school.
25. The school makes good provision for the development of pupils' cultural awareness. Religious education and assemblies effectively develop pupils' understanding of their own culture and major faiths. Pupils receive a very good preparation for life in a multi-cultural society. Cultural diversity is very well represented in displays, materials and visitors to the school, which is an improvement since the last inspection. This has had a positive impact on pupils interviewed who expressed strong views of anti-racism.
26. The provision for under-fives is good. Parental involvement helps to ensure that children have a confident start to their time in school. Children take home reading books each night to share with parents or carers and the good assessment procedures in place ensure that children's progress is well documented. Most children have received some pre-school provision and the headteacher visits these pre-school providers before the children start at Shalbourne. These good links enhance the curriculum. The curriculum planning for the Reception children is clear and suitably linked to the expected standards for this stage of education.
27. The curriculum for pupils with special educational needs is satisfactory. Teachers aim to plan lessons to ensure that pupils are given tasks which suit their particular needs. This is often successful, but sometimes the tasks are at the wrong level of difficulty.



Teachers and their support staff work alongside these pupils in lessons such as literacy to give a short time of extra support.

28. The national strategies for literacy and numeracy have been established and are beginning to have a positive effect on pupils' learning, following a period when standards have been too low. The school takes advice from the local education authority as it continually reviews and modifies its provision for these subjects and it enables teachers to attend further training to improve their skills and knowledge. The teachers' planning for literacy and numeracy makes a significant contribution to the basic skills which most pupils have acquired, but which are nevertheless not yet as good as they should be. Teachers regularly reinforce these skills in other subjects across the curriculum. Pupils are now provided with a sufficient range and availability of information and communication technology. This was not the case until this year.
29. Pupils in all year groups participate in educational visits, such as to the parish church, for a range of educational and religious events. They also visit a local farm, the post office and the rainforest exhibition at Newbury. These trips enrich the curriculum and provide the pupils with a wider view of their subjects. Parents, church representatives and members of the local and ethnic minority communities visit to talk to groups of pupils. These extensions to the curriculum are a strength of the school.
30. Given the small number of staff, it is remarkable that there are so many opportunities for pupils to participate in out-of-school activities which enrich their learning. Teachers and commercially run groups have established a good selection of after-school activities. There are clubs for country dancing, cycling proficiency, French, recorders, art, computers and after-school care. Most pupils in Years 3 to 6 attend these clubs and the school plans to extend provision to include the younger pupils from next year.
31. The community makes a positive contribution to pupils' learning. Visitors and local visits are used to good effect. Villagers make very significant financial contributions to the school and a number of them visit to hear pupils read. There are effective links with the local secondary schools. Year 6 pupils make several visits to the secondary schools and Year 7 staff visit the pupils and take an assembly. These links help to promote a smooth transfer at the end of Year 6. The school benefits considerably from membership of a 'Small Schools Group', which provides mutual support for developments such as analysing pupil data and for organising inter-school sports events.
32. The school provides well for personal, social and health education, including citizenship. There is a recently written policy which reflects the Christian ethos of the school and sets out how these aspects should be taught on a weekly basis in each half-term. The school council has been effective in involving pupils in decision making, notably with improving arrangements in the playgrounds. This is helping to promote pupils' understanding of citizenship. There are up-to-date policies for sex and relationships education and for drug awareness education. Healthy eating is encouraged across the school.

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

33. The school provides a safe and secure environment for its pupils in which they can feel at ease to concentrate on their learning. There is a good health and safety policy in place which clearly defines the responsibilities of governors and staff. There are correctly signed emergency exits from all teaching areas, and evacuation procedures are practised once each term and fully recorded. Also each term the school undertakes a health and safety audit and any issues raised are promptly addressed. Risk assessments are carried out for all external trips but not as yet for activities around the school. No significant health and safety issues were noted during the inspection. All members of staff have undergone basic first aid training with the headteacher and there are two, the headteacher and one of the teaching assistants, with the full qualifications. First aid boxes and fire extinguishers are strategically placed around the school and they are serviced regularly. The school nurse provides good support for pupils. Appropriate arrangements are in place for child protection. They are based on a good policy document which has recently been updated. The headteacher is the 'named person' and has recently undergone training. All staff have been fully briefed on the signs to look out for and the action to take. The provision of care at the school has improved substantially since the last inspection and is now good.
34. There are very good procedures in place for monitoring and improving attendance and they contribute to the very high standards observed. Registration takes place at the start of both morning and afternoon sessions as required by the legislation and the marking of the registers is exemplary. There is a very rapid response by the school secretary should there be any unexplained absence. Procedures for monitoring and promoting good behaviour are also very good. They are based on a substantial behaviour policy document which sets out clearly the system of rewards and sanctions to be used and this has recently been reviewed. The rules are applied rigorously and consistently across the school. Instances of unacceptable behaviour are recorded well so that appropriate action can be taken. On the rare occasions when bullying occurs it is dealt with promptly and effectively. The school takes a very firm line on discipline and this is very much appreciated by parents.
35. Overall, the provision for pupils' personal development is satisfactory. It is delivered mainly through a well-thought-out programme of personal, social and health education lessons. However, some of these lessons can be rather pedestrian, with limited objectives and a lack of pace and enthusiasm. The support and guidance provided through assemblies, on the other hand, are generally very good. Pupils are encouraged to exercise a sense of responsibility, for example through the school council, but there are as yet few opportunities for them to develop independent learning. Pupils are supervised well at break and lunch times. There are good procedures in place for the induction of new pupils and for their transfer to secondary education.
36. The quality of assessment is satisfactory. This shows an improvement since the last inspection when it was an area of weakness. Teachers have now begun regularly testing the learning of their pupils, especially in English and mathematics. They are beginning to analyse the results to identify gaps in pupils' learning and where they should concentrate their teaching. Inspection evidence agrees with the view of the school that an area to develop now is comparing results with those of other schools to ensure that pupils are making enough progress. Teachers are at the early stages of comparing the results of boys and girls, and of pupils with special educational needs, to ensure that all groups of pupils are progressing as well as they should.

37. The school has worked hard at improving assessment over the past two years. Staff training has taken place and new policies and procedures have been introduced leading to positive developments, especially in English. For example, pupils now have individual learning targets for literacy, based on the next stage of learning for each pupil, revealed by teachers' assessments. This represents an effective use of assessment. Teachers do not yet use these assessment skills when marking. For example, they do not yet provide in-depth marking for each pupil, giving feedback on how to reach the next steps in learning. At present, other subjects do not benefit from the positive assessment practices begun in English and mathematics.
38. Effective assessment was seen at other levels during the inspection. For example, during lessons, teachers were seen questioning individuals and groups of pupils to assess their levels of understanding. Teachers have begun to develop these skills of informal assessment to modify their teaching in the lesson or to change a future lesson to meet the learning needs. Pupils are not yet given sufficient opportunities to assess their own learning. Lessons start with the teacher explaining the clear learning intention, which is also written and displayed. At the end of lessons, the teachers often miss an opportunity for pupils to assess the extent to which they have achieved the intended learning. This would help them to focus the pupil and teacher on making the best progress. Teachers' use of assessment information to develop their own lesson planning is often unsatisfactory in other subjects, excepting English and mathematics.

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

39. Parents have a positive view of the school and are generally happy with the education it provides for their children. In particular they believe that the teaching and behaviour are good, that the school has high expectations of its pupils and that staff are approachable. All this is consistent with the findings of the inspection. However, some parents expressed concerns over homework. The inspectors agree that homework could be used more effectively to enhance pupils' learning, particularly in the older year groups. A few other parents say, surprisingly, that their children are not happy in school, but one does not get that impression by observing the pupils. A possible explanation is that this might be a reaction to the ethos of firm discipline in the school. A very small minority of parents expressed concern about the quality of handwriting at the school. Inspectors found that there is room to improve this and the school already plans to introduce a new scheme of work in September.
40. Parents are kept well informed about their children's progress. For example, they receive an annual written report of high quality which describes their child's strengths and weaknesses across the curriculum and the targets they have been set to enable them to improve. There are twice-yearly parents' evenings at which their children's progress can be discussed with class teachers, and parents find them helpful. There are also other meetings from time to time throughout the year for parents to learn about curriculum developments. Newsletters are sent out regularly and these keep parents well informed about the day-to-day life of the school. The governors' annual report to parents and the school prospectus are both produced to a high standard which fully meets the legal requirements. The school responds well to parents' concerns and suggestions and there is a home/school contact book which provides an effective means of communication.
41. Parents are very extensively involved in the work of the school and this makes a substantial contribution to the educational provision. For example, many help on a regular basis in the classroom whilst others act as escorts on school trips, provide transport or maintain the flower-beds. There is a very active parent-teacher association

which raises considerable sums of money for the benefit of the school. Indeed, one of the part-time teaching assistants is funded from this source. Parents help their children with their work at home, mainly with their reading and, for the younger ones, helping them to develop their life skills. There is an effective home/school agreement in place.

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

42. The leadership given by the headteacher is satisfactory. She is well supported by the staff and the governing body and has successfully guided the school through a very difficult period, not being aware that the school was receiving additional support from the county when she was appointed. The school lacked vital documentation, such as an up-to-date school improvement plan, and many curriculum areas lacked policies and schemes of work. The headteacher has been effective in securing and maintaining the school's sense of purpose. Because of her class teaching commitment, her role in monitoring the quality and effectiveness of teaching and the curriculum is less well developed. The staff work well as a team, and are committed to ensuring that pupils are supported in their work and development. They are successful in ensuring that the aims and values promoted by the school are reflected in its daily life.
43. During the past two years, the headteacher has led the school through successful changes to, for example, curriculum policies and planning. Together with the newly appointed Year 3 to 6 teacher she has established an effective school council and increased the number of extra-curricular activities for pupils. The school's behaviour policy and the expectations expressed within it have brought about good improvements in pupils' behaviour, although the attitudes of some older pupils are less satisfactory.
44. The governing body is supportive of the school and is beginning to be involved in strategic planning. The chair of governors is giving good leadership to the governors through being fully involved in the life of the school. The governors have attended training for a variety of areas and have developed good links with the local education authority's support service. The governing body has a sense of purpose and is active in securing good links with parents and the local community. Statutory requirements are met in all areas with the exception of ensuring the delivery of the complete National Curriculum requirements for physical education. This is directly related to the lack of an appropriately sized hall.
45. The school management plan sets priorities for development, however, it is insufficiently specific and clear about the areas for improvement. The document gives satisfactory guidance on the direction of the work of the school. There is some analysis of the end of Year 2 and Year 6 assessment results although there is room to use this information more effectively to help pupils make faster progress. In English and mathematics where the school has considered trends in standards, they help formulate the action plans for the subjects. The recent initiative of Shalbourne joining with other small schools to share expertise and resources, and especially for assessment, enhances the management of the school. Staff are appropriately involved in the process of development planning. There are good internal structures in place, which allow for the dissemination of information.
46. Overall, the provision for special educational needs is satisfactory and it is in line with the most recent national advice. Information and communication technology is used effectively. The policy for special educational needs and the planning and practice in the classrooms demonstrate the school's commitment to equal opportunities, aiming for all pupils to receive their full educational entitlement. Staff and governors ensure that all members of the school's community have the opportunity to be included in all activities.

47. The school receives regular visits from a local authority specialist for special educational needs, who provides useful advice and support. There is a newly appointed governor for special educational needs. Her good knowledge of the subject and enthusiastic approach are likely to be supportive of the school's work.
48. The headteacher is acting in the role of special educational needs co-ordinator. Small staff numbers have meant that she is also the leader of several other curriculum subjects. This heavy administrative burden has led to the leadership and management of special educational needs not being as effective as it could be, although it remains satisfactory. For example, there is little opportunity for the special educational needs co-ordinator to monitor the effectiveness of the provision for pupils.
49. The school employs sufficient qualified staff to teach the National Curriculum and the number of pupils in the school. The school has experienced recruitment difficulties in the past when seeking a new headteacher and other permanent teachers. There is no appropriately qualified nursery assistant for the under-fives and for much of the day the youngest children have no extra support. The arrangements for the induction of staff are satisfactory. The school has appropriate performance management procedures in place.
50. The arrangements for staff development are satisfactory; teachers have attended a number of relevant in-service training courses and are sensibly sharing their experiences with colleagues at staff meetings. The arrangements for in-service training for support staff are satisfactory.
51. The governing body, which includes a number of newly-appointed members, fulfils its financial planning role effectively. The finance committee uses relevant and up-to-date budget information, along with information from the school's curriculum audit, to agree costs for identified priorities in the school management plan. It meets regularly, using information provided by the school and local education authority, to monitor expenditure to ensure that the school remains within budget. The school's expenditure on pupils is very high in comparison with the national average costs in primary schools but not untypical for similar very small schools.
52. The accommodation is mostly satisfactory for the number of pupils and range of National Curriculum subjects. However, it is unsatisfactory overall owing to the lack of a proper staff-room and medical room and of an appropriately sized hall that would allow the pupils to have access to a complete physical education curriculum. The school is clean and well maintained. The hall is used effectively as a dining room but because of its small size it is inadequate for indoor games and physical education during inclement weather. The playing field is of a good size and well maintained.
53. The school deploys its teachers effectively and makes good use of the teaching assistants and volunteer parent helpers. The school makes good use of its available accommodation, including the outdoor facilities. The quality and range of learning resources are satisfactory for the under-fives, and for all other subjects. The school makes effective use of learning resources in all areas. In ICT, the school exceeds the national recommendations for the number of computers for its number of pupils.
54. The school receives valued financial support from covenants and uses the additional funds to supplement staffing costs. The school manages its finances well. The school administrative officer provides satisfactory financial and administrative support to the

headteacher, staff and governors. In close co-operation with the headteacher, she ensures that the agreed systems of financial control are properly implemented.

55. The school falls within the 'small' range of size for schools of this type when compared with schools nationally, and spends an amount that is very high to educate its pupils. Taking into account the attainment of pupils on entry and the sound leadership and management of the school, the average standards currently in English, mathematics and science attained by pupils by the end of Year 6, pupils' good behaviour and the good provision for pupils' spiritual, moral, social and cultural education, the school gives satisfactory value for money.

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

56. In order to build on the improvements already achieved, the headteacher, staff and governors should:

- (1) \*Raise the standards that pupils achieve in ICT by the end of Year 2 and Year 6 and further develop the use of ICT to support learning in other subjects across the school.  
(Paragraphs 3, 5, 12, 95, 100, 101, 103, 104, 112)
- (2) \*Raise the expectations of pupils' achievement in design and technology by the end of Year 2.  
(Paragraphs 3, 92, 93)
- (3) Improve the consistency in the marking of pupils' work so that it indicates clearly to pupils where their mistakes are, and tells them what they need to do to improve their work.  
(Paragraphs 5, 12, 37, 76, 83)
- (4) \*Improve the quality of handwriting and presentation in both classes.  
(Paragraphs 3, 5, 14, 66)
- (5) Better match the work for pupils of higher and lower abilities and for the oldest pupils in each class so as to extend the learning of these groups.  
(Paragraphs 5, 14, 15, 27, 67, 70, 83, 84, 123)

- (6) \*Develop the procedures for assessment in all subjects, and the use of assessment data to move pupils' progress along at a faster rate.  
(Paragraphs 12, 14, 36, 38, 77, 90, 95, 107, 112, 118)

*Items marked \* are identified in the school development plan.*

**Other issues to be considered by the school:**

- (1) Work towards improving the accommodation to ensure that the statutory requirements for physical education are met for Years 3 to 6.  
(Paragraphs 5, 22, 23, 52, 114, 116)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	9	8	0	0	0
Percentage	0	6	50	44	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 five percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	37
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	6

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

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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



### **Attainment at the end of Key Stage 1 and Key Stage 2 (Years 2 to 6)**

Because of the very small number of pupils, attainment in National Curriculum tests at the end of Key Stages 1 and 2 is not reported.

#### **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	35	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	2	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.*

#### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	2.4
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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	14.8:1
Average class size	18.5

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

Total number of education support staff	3
Total aggregate hours worked per week	33

*FTE means full-time equivalent*

### **Financial information**

Financial year	2002/03
Total income	156,879
Total expenditure	125,308
Expenditure per pupil	4239
Balance brought forward from previous year	39,098
Balance carried forward to next year	11,000

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	37
Number of questionnaires returned	26

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	31	19	4	0
My child is making good progress in school.	31	50	12	4	4
Behaviour in the school is good.	38	62	0	0	0
My child gets the right amount of work to do at home.	15	58	19	8	0
The teaching is good.	42	50	0	4	4
I am kept well informed about how my child is getting on.	19	65	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	31	0	0	4
The school expects my child to work hard and achieve his or her best.	50	46	4	0	0
The school works closely with parents.	31	58	8	0	4
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	38	46	12	0	4
The school provides an interesting range of activities outside lessons.	27	54	15	4	0

## **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**

57. By the start of Year 1, most children are likely to have successfully achieved the expected standards in the areas of communication, language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal, social and emotional development.
58. At the time of the inspection there were eight children in the Foundation Stage attending full-time in a mixed-age class, including pupils in Years 1 and 2. The class teacher takes account of the expected standards by entry to Year 1, in her planning. Work for these children is carefully thought through. Children respond very positively to their time in school, are confident and well adjusted in their personal, social and emotional development. They relate well to their older classmates. The assessment of children's progress and development is good and is carefully tracked by the class teacher, who uses this information to match the correct level of work to children's needs. Children with special educational needs have well focused support to help them make progress in their learning. With so few children in the mixed-age class, the teacher is able to group the children according to their levels of ability. This means that for most of the time the tasks allocated to them match their educational and learning needs. There is limited classroom assistant support for the class teacher although voluntary help is frequently available. Some children are working within Level 1 of the National Curriculum especially in the areas of language and literacy and mathematics.
59. Resources for these children are appropriate, with opportunities for role-play in the home corner, and water and sand activities. Children have good opportunities to explore and use the outside area, which is well stocked. Children explore materials confidently, they work co-operatively with older pupils and they sustain interest and concentration to complete a task. They can write their names and are beginning to recognise upper and lower case letters. When building three-letter words children show a good ability to say the sound of each letter. They remember well the other sounds they have learned and begin to list words that match the letter sounds. The most able children have well-developed early reading skills and tackle texts competently. All children take books home each day, and the home/school book gives both the school and parents a good opportunity to comment on children's progress. A few children use their knowledge of letter sounds to read unfamiliar words. Children show some understanding of punctuation such as question marks and confidently explain their use in sentences. Children know the names of the colours and some are secure in counting to 20 and beyond. They use words such as, 'bigger' and 'smaller' accurately, and have a developing understanding of the value of coins. Some children are not always accurate in writing numerals correctly. The staff encourage children to develop their speaking and listening skills to good effect. Adults use praise well, which is a significant factor in children making sound or better progress.
60. Children have a good range of opportunities to develop their knowledge and understanding of the world. For example, they use the outside bark area to make an 'ant house', they find some live ants, and with a parent helper, they spend valuable time talking about insects. Children have a good understanding of the natural world and are fascinated by their topic on mini-beasts. Children have grown beans and nasturtium seeds and understand that plants need light, water and food to grow. Following a visit to the church, children begin to understand they belong to a family and that Jesus belonged to God's family too. Children joined their older classmates in a visit to a local

school to experience life in a Victorian classroom. They drew pictures of their memories in a book. Children show increasing control over their clothes and fastenings and have undertaken dance activities in their physical development lessons. They use 'small world' experiences to describe the habitats of insects and reptiles and have appropriately developed manipulative skills. Following a 'grounds walk', children collected and arranged natural objects for a display. They understand the difference between high and low sounds and play at being an orchestra conductor with enthusiasm. Children sing rhymes tunefully and with gusto.

61. The induction arrangements for the under-fives are good. Children have the opportunity to spend time in the school before they start, both with and without their parents. The headteacher also visits the pre-school providers to see the children in their own setting. The pre-school children join Shalbourne for celebrations such as Christmas, harvest and the teddy bears picnic. The links with parents and the information given to them are good. Parents meet formally with the class teacher after the children's first half-term in school, but she is always available to discuss children's progress.
62. The quality of teaching in all areas of learning is good and characterised by effective, differentiated planning for the eight children. Learning resources are satisfactory and are enhanced by a large outdoor play area.

## **ENGLISH**

63. At the time of the last inspection, standards were in line with the national average in Years 2 and 6. Standards subsequently declined, following a period of staffing difficulties. Now, standards have returned to being average, and inspection evidence suggests they will continue to rise further in the future. The school's targets for all Year 6 pupils to reach Level 4 or above, and for one pupil to reach Level 5, are likely to be reached in the 2003 national tests. There are particular strengths in speaking and listening in Years 1 and 2, but progress in reading for the oldest pupils is held back by their poor attitudes to the subject. Throughout the school, the achievement of pupils of all abilities, including those with special educational needs, is average. The quality of additional support from teaching assistants is satisfactory overall, and was very good where highly skilled and knowledgeable practice was seen.
64. Pupils' speaking and listening skills are satisfactory and sometimes good. Key elements in this are the behaviour of pupils, which is invariably good, and the learning opportunities provided by the teachers. Relationships are good and pupils normally respect each other and their teachers. Consequently, they listen to each other carefully and discuss sensibly. These good attitudes contribute successfully to the pupils' social, moral and personal development.
65. Standards in reading are average by the ends of Years 2 and 6, although library and research skills are below average. The oldest pupils read fluently and accurately and show that they understand the main events and themes in stories they read. The school has worked hard to emerge from a period when reading standards have been lower than they should be. Staff are implementing a rigorous improvement plan for reading which is already producing good results. Most pupils are now progressing in reading at a rate which is faster than average, whilst developing a love of books. However, the oldest pupils do not share this love of books. Staff training has been provided; teaching methods and materials have been reviewed; new resources have been purchased and the library improved. Pupils have not yet been trained in the skills necessary to use the library effectively. Teachers take every opportunity to display interesting text on the classroom walls for pupils to read. Parents provide good support

for the development of the younger pupils' reading skills. The school misses some opportunities to harness fully the goodwill and willingness of parents to support the reading of older pupils.

66. By the ends of Years 2 and 6, standards in writing are average. Spelling is stronger than handwriting, which often has weaknesses and can be spoiled by untidiness. The school has targeted writing for improvement. As a result, pupils now progress in this area at an average rate. Teachers have improved their knowledge of this aspect of the subject. Their planning is now more systematic and they use precise learning targets for their individual pupils. By Year 2, pupils write stories and ideas with an interesting vocabulary, where simple words are usually spelt correctly and with some correct punctuation. These skills are built upon so that, by Year 6, pupils are producing sustained and interesting writing in complex sentences which are grammatically correct. Their punctuation is well developed and spelling is usually accurate. ICT makes a positive contribution to the development of pupils' skills in writing and reading. Computers are regularly used for word processing with all age groups, and for Internet access by the older pupils.
67. Teachers plan effectively for the promotion of pupils' literacy skills in other subjects. For example, in a religious education lesson in Years 1 and 2, the teacher skilfully encouraged the pupils' speaking, listening, reading and writing. Pupils developed their skills as they discussed, wrote and read 'Get well' and other thoughtful messages to people they knew. Teachers aim for their lessons to be accessible to pupils of all abilities. This was achieved very successfully in a Years 3 to 6 lesson, where all of the pupils were able to make good progress because different, challenging and interesting work was set for the pupils in all ability groups. However, this good matching of work to pupils' needs is not always achieved in all lessons, as teachers sometimes set work which is too easy or is unsuitable for some groups of pupils. Consequently, these pupils do not make as much progress as they could. Teachers mark English work in a positive and encouraging way but they do not always make clear what the pupil needs to do next in order to improve.
68. The co-ordination of the subject is satisfactory. The co-ordinator has not been able to monitor and support the quality of teaching in the subject, and this is hampering her ability to manage the necessary improvements. The provision of resources is satisfactory.

## **MATHEMATICS**

69. In the national tests for 2002 at the end of Year 2, results show the percentage of pupils reaching Level 2 and above was above the national average. Standards at the higher Level 3 were just below the national average. At the end of Year 6, the percentage of pupils reaching Level 4 or above was well below the national average. Standards at the higher Level 5 were just below the national figures. When compared to similar schools, Shalbourne results were similar at the end of Year 2 and very low at the end of Year 6. The school's targets for Year 6 were not met but they are likely to be met in 2003. This represents satisfactory improvement since the last inspection.
70. Since the headteacher's appointment in 2001, the development of mathematics has been a key feature of the school's improvement plan. Numeracy records have been established that help track individual pupils' progress. The county's mixed-age class plans for teaching mathematics have been adopted, and these, combined with a commercial scheme, have helped the school make good strides in addressing former

weaknesses. This is having a positive impact on standards although there is still room to challenge the older pupils in each class further.

71. Pupils apply sound numeracy skills to a range of learning investigations across the curriculum. Younger pupils make a sound start using their counting skills in other areas of the curriculum such as counting the number of ants under an old tyre. The development of numeracy is pursued throughout the school with sound examples such as using co-ordinates when map reading in geography. There is a growing emphasis placed on mental agility in Years 3 to 6.
72. By the end of Year 2, pupils use mathematics as an integral part of their classroom activities. They represent their work using pictures, objects and numbers and most are able to discuss this clearly and with understanding. Most pupils can recognise and repeat simple patterns, count accurately to 20 and beyond, and add and subtract single digit numbers. Many are able to recognise and write numbers consistently, although the less able pupils experience difficulties when writing seven and three as numerals. Pupils are beginning to use mathematical language associated with measurement, such as centimetres and metres. As they progress through the key stage, they identify and colour fractions of shapes, competently use 'o'clock' when telling the time, and talk about the properties of shapes. A higher-attaining Year 2 pupil joins the Year 3 to 6 class for mathematics lessons.
73. By the end of Year 6, most pupils can accurately apply the four rules of number. Most can recall number facts speedily and show good skills in mental computation. Year 6 pupils have a sound knowledge of basic data handling operations and the computer is used well to support their learning. Pupils are able to search for information from the internet, such as data for the American Apollo and Russian lunar missions, and to calculate the ranges. Pupils can successfully extract information contained in tables and can answer confidently questions about data and discuss their findings. Older pupils understand place value, fractions and angles. Pupils in the mixed Years 3 to 6 class use co-ordinates and symbols to find their way around a village plan. They accurately convert fractions into percentages and most pupils are able to make sensible estimates about the size of an answer which helps them check whether they are likely to be correct.
74. Pupils in Years 1 to 6 make sound progress in all aspects of the subject. They are able to use an increasing range of mathematical equipment with confidence and understanding. Some good progress is also evident in using and applying mathematics which features in lessons across the school. Throughout the school, good progress is made by pupils working with ICT to support their learning. The school has just begun to develop this aspect of the subject well. Pupils with special educational needs are given satisfactory support to make sound progress.
75. Across the school pupils work successfully in groups. They discuss findings with one another and support each other to do well. They share resources appropriately and their good behaviour contributes to their progress. Pupils' attitudes towards mathematics are good throughout the school, although the older pupils in the Year 3 to 6 class have less positive attitudes. The majority of pupils work with interest and enthusiasm and are able to sustain concentration and work well for sustained periods of time. They enjoy talking about their work and are keen to show visitors what they have achieved. The good relationships that exist between pupils and staff contribute to pupils' progress.

76. Standards in the subject have been maintained since the last inspection, apart from the deterioration during the time when there was no permanent headteacher at the school. The quality of teaching in Years 1 to 6 ranges from satisfactory to good, and is satisfactory overall. Teachers use skilful questioning to successfully develop pupils' mathematical understanding. Effective use of a commercial scheme ensures suitable coverage of the subject with appropriately challenging activities for most pupils. Teachers have secure subject knowledge and use their time well. In good lessons, teachers have high expectations of what pupils can achieve, encourage pupils to discuss their work, and present their lessons in a lively and interesting way. These demands are successfully supported through purposeful activities and positive encouragement. The marking of pupils' work does not always help them to improve. The teaching of number is a strength of the teaching. Class teachers use ability grouping where appropriate and pupils achieve a good balance between instruction and activity.
77. Teachers make good use of informal assessments of pupils' progress during lessons, which helps them to determine what pupils know and understand. Pupils' attainment over time is measured using a variety of standardised assessment procedures. Pupils in Years 3 to 6 complete daily multiplication tables tests and undertake the non-statutory end-of-year national tests at the end of Years 3, 4 and 5. At present insufficient use is made of these results in the planning and development of the mathematics curriculum. Record keeping is satisfactory and gives useful information about what the pupils have covered in the subject and their standards of attainment.
78. The co-ordination of the subject is satisfactory. The school has a satisfactory range of mathematics resources that are used effectively to support teaching and learning and are easily accessible to all pupils. There is a newly devised policy statement and scheme of work.

## **SCIENCE**

79. The school provides satisfactorily for learning in science. By the ends of Year 2 and Year 6, standards are now average. Improvements in standards since the last inspection are difficult to judge because of the very small numbers of pupils involved. However, the trend in recent years has been for standards to be consistently below average. Inspection evidence suggests that, when current improvements to the science curriculum have had sufficient time to make an impact, standards will rise even further. The school has agreed targets for all three pupils in Year 6 to reach Level 4 or above and for one pupil to reach level 5. The pupils are likely to reach or may narrowly miss these targets.
80. By the end of Year 2, pupils are beginning to plan their own fair tests and make predictions about the results. They have a sound understanding of what makes day and night, they can make and draw an electrical circuit, and cook simple dishes. They classify animals by their characteristics but do not yet understand how they are adapted to their environments. They have learned about forces and can list toys that need a pushing force and those that need pulling.
81. By the end of Year 6, pupils plan and evaluate their own fair tests reasonably well, although they do not yet use scientific terminology, as well as they should. The pupils' knowledge and understanding of life processes and living things is developed well. For example, they have a good understanding of the functions of a plant and how seeds grow and how animals adapt to their environment. The pupils also have a good grasp of friction, forces and light and darkness.



82. The quality of teaching throughout the school is satisfactory. Plans for the teaching of science are based on the local education authority's recommendations, which embrace the requirements of the National Curriculum. This ensures that the pupils receive enough science teaching, covering suitable topics and delivered in a sequential way. Teachers' assessment and pupils' targets for science have just begun at the school. Pupils will be assessed after each unit of work to check on their levels of understanding. This should enable the teachers to fill any gaps in knowledge and help pupils learn well.
83. Teachers do not yet match learning opportunities well enough to the needs of the pupils, to ensure that all groups make good progress. At present, marking includes insufficient guidance to pupils on what they should do next in order to improve.
84. Teachers aim for their teaching to be made accessible to all groups of pupils. During the inspection, no significant difference was found between the results of the girls or boys. Pupils with special educational needs make progress which is similar to that of other pupils. The more able pupils make satisfactory progress overall, but sometimes teachers miss the opportunity to extend their learning further by offering a higher level of challenge in the work.
85. The attractive classroom displays of science reveal the teachers' enthusiasm for the subject. In turn, this enthusiasm is transferred to the pupils, who demonstrate a positive attitude to the subject. Pupils talk with pride about their work in science and they explain with confidence how they have conducted tests and what the findings are. They work well in pairs or groups and behaviour is good. The subject makes a good contribution to pupils' personal development and to their moral, social and cultural development.
86. The basic skills of literacy are used well in the subject as pupils regularly write their predictions, descriptions of fair tests and evaluations. Numeracy skills are also used, particularly in measurement, recording and graph work. Information and communication technology is used effectively in the teaching of science.
87. The leadership and management of science are satisfactory. The co-ordinator has been in the post for two years. However, she has many other responsibilities and staffing levels are such that she is prevented from monitoring and supporting the teaching of her colleagues. The centrally housed resources are adequate.

## **ART AND DESIGN**

88. As no lessons were seen there was insufficient evidence to make a judgement about the quality of teaching, standards in the subject or pupils' response by the end of Year 2. By the end of Year 6, pupils' attainment is in line with expectations. There was no clear judgement for either age group at the time of the last inspection.
89. Across the school, pupils are developing skills of observation, communicating ideas and feelings in visual form and developing themes for their work. Pupils in Years 1 and 2 are beginning to develop skills and techniques in recording their work using paint, crayon and pencil. Pupils can confidently use scissors and brushes and are developing a sound understanding of colour and shape. In the Years 3 to 6 class, pupils experience a range of artwork using a variety of materials, with some sound examples of pupils' using pastels effectively to create 'Dreamtime' pictures when thinking about Aboriginal culture. Throughout the school, art techniques are used to enhance learning in other areas. In Years 5 and 6, pupils effectively use willow withies to create fantastic creatures. This was an extension activity following the visit of a willow sculptor who

helped the school create structures for the school grounds. When evaluating their work, pupils suggested they would change the antennae because, 'they were too big'. Although pupils begin to gain an understanding of the artistic cultures from around the world, their understanding and knowledge of different painting styles are insufficiently developed.

90. No teaching was observed in Years 1 and 2. In the one lesson seen in Years 3 to 6, the quality of teaching was satisfactory. Teachers had sound subject knowledge, pupils were managed well and the lesson satisfactorily paced. However, opportunities were missed to introduce a variety of genres and styles from the past to deepen pupils' knowledge of different art forms. Although sketchbooks are used to develop pupils' work over time, overall the assessment of pupils' attainment and progress is under-developed. The use of ICT in the subject is satisfactory. When creating repeated patterns in the style of William Morris, the Year 5 and 6 pupils used the Intel microscope and 'dazzle' software using reflection, rotation and translation of parts of leaves. Previous work shows that pupils have created unicursal frost mazes in the school grounds.
91. The co-ordinator leads the subject satisfactorily. She is working hard to develop links with a local secondary school art department. The displays in the classrooms are satisfactory in Years 3 to 6 and good in Years 1 and 2; they appropriately celebrate pupils' work. Good displays are colourful and lively, using a range of pictures and pupils' work. These contribute positively to the learning environment and encourage pupils to reflect on techniques used. The school is adequately resourced, although there are resourcing gaps in the range of pupils' reference books and art packs that reflect non-western art. There are sufficient materials of quality and quantity to meet the basic curriculum requirements. Satisfactory improvements have been made in the level of resourcing since the last inspection.

## **DESIGN AND TECHNOLOGY**

92. By the end of Year 2, pupils' attainment is below the national expectation. This is similar to the finding of the last inspection. Therefore, the school has made insufficient progress in raising standards. As no lessons were observed in the Year 3 to 6 class, there is not enough evidence to make a judgement about the quality of teaching, standards or pupils' responses by the end of Year 6.
93. By the end of Year 2, pupils can draw appropriate designs for specific purposes, such as making an Easter card with a moving part. Scrutiny of past work indicates that they can draw satisfactory designs of their ideas for the school playground improvements. There is no evidence that shows pupils are able to use tools such as a saw and drill. In the lesson seen, pupils' attainment was below expectations for the end of Year 2. Pupils were asked to make a home for a mini-beast. They successfully joined a variety of materials such as card and plastic pots using glue and sticky tape. However, they made no plans for their designs and the level of expectation for their finished article was below average.
94. Pupils by the end of Year 2, including those with special educational needs, make unsatisfactory progress in designing, making and evaluating their products using a broad range of materials and bonding techniques. Pupils' response is satisfactory. Previous work shows satisfactory teaching in the recent past. For example, pupils designed and made moving vehicles to a sound standard using axles and wheels. They devised satisfactory plans identifying the resources needed to make their vehicle. This complemented the science topic about forces.

95. The curriculum is appropriately broad and balanced. Although there are examples of assessment opportunities in teachers' planning this is not yet a consistent feature. Resources are satisfactory. The co-ordinator is new to the post. The overall co-ordination of the subject is satisfactory and appropriate, but the co-ordinator is not yet effectively monitoring the quality of the curriculum or the attainment of pupils. It is intended that the subject becomes a focus for the next year's school improvement plan. ICT is under-used in the subject. There is a satisfactory policy in place supported by the Qualifications and Curriculum Authority's guidelines.

## **HISTORY AND GEOGRAPHY**

96. There was insufficient evidence to make a secure judgement about the quality of teaching, standards or pupils' responses in either history or geography, by the end of Year 6. In history, this is a similar situation to that of the last inspection. Pupils' attainment by the end of Year 2 in geography is in line with the national expectation. There was insufficient evidence to make a secure judgement about the quality of teaching, standards or pupils' responses in history by the end of Year 2. Pupils with special educational needs make satisfactory progress in Years 1 and 2.
97. By the end of Year 2, pupils use simple mapping skills to draw a map of the school, identifying major features such as the playing field and playground. They design plans for the playground development showing what they would like to see installed. In the lesson seen, pupils showed good recall of the previous lesson about the seasons: they could name the seasons in order. By the end of Year 2, pupils know that 'an island is a piece of land that has water all round it'. Sound links are made with the pupils' literacy work when writing letters to Katie Morag on the Island of Struay. During a visit by a Japanese student, pupils had the opportunity to taste Japanese green tea, practise Japanese script, and to try on a kimono. Previously pupils had studied the Gambia and the class role-play area became a Gambian hut. These experiences enhance provision and make a sound contribution to pupils' cultural development.
98. There was very little evidence to show what pupils had covered in the history curriculum by the end of Year 2; however, the curriculum map shows that pupils undertook a visit to Sevington when studying the Victorians, and had first-hand experience of life in a Victorian classroom.
99. By the end of Year 6, pupils have studied similarities and differences between life in an Indian village and those of Shalbourne and Hungerford. An Asian visitor brought saris to school for the pupils to try on and pupils also experienced the difficulties of eating noodles in a fish sauce, using chop-sticks. When studying the lives of Aboriginal people, good links were made with art and design in representations of 'Dreamtime' pictures. Pupils show an ability to label a map of Greece accurately and compare differences between the ancient and modern Olympics. When thinking about the main advantages of being rich in Tudor times pupils expressed their concerns about the toilets and the windows: 'If you were rich there would be toilets and better hygiene. There would also be glass windows to keep you warmer'. When recording their work pupils' weak handwriting and presentation skills limit the progress they make. This term the older pupils are studying the Second World War. They have written letters as an evacuee and during the 'History People' visit wore gas masks and dressed up as air raid wardens.
100. There are policies and schemes of work in place for both subjects. The co-ordinator has a satisfactory knowledge of both subjects but has not yet monitored the quality of

teaching. The quality and range of learning resources are satisfactory. ICT is under-used in both subjects.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

101. By the ends of Years 2 and 6, pupils do not yet achieve the standards expected nationally. This is because, until this year, the school was under-resourced for the subject, and up-to-date policies and procedures for teaching were not in place. The progress made by all groups of pupils, including boys and girls and those with special educational needs, has been unsatisfactory, but is now sound throughout the school. Pupils are likely to reach standards which are in line with national expectations during the coming year.
102. These expected improvements in standards and progress are due to a number of recent developments, such as the improved provision of hardware and software (part funded by parents). The school has adjusted the curriculum, in line with national recommendations, and teachers have received training which has increased both their subject knowledge and confidence. Other important factors are the good leadership of the subject co-ordinator and the enthusiasm and good behaviour of the pupils.
103. By the end of Year 2, pupils can word process a letter, program a robot and use a painting program to make pictures and patterns. They are not yet proficient at organising and classifying information or using tables, images and sound.
104. By the end of Year 6, pupils can cut and paste and move their work to a different program and they are beginning to make graphs. They are not yet able to send and receive e-mail or make pages on the screen with text, pictures and sounds. Their ability to make graphs and tables is not yet developed well.
105. Pupils have effective opportunities to use their literacy and numeracy skills when working with computers. Teachers routinely include in their lesson plans how the technology will be used to enhance learning in other subjects. This is an improvement since the last inspection. Throughout the school, pupils use their literacy skills whilst word processing their writing and older pupils use information gathered from the Internet.
106. Teaching in ICT is satisfactory throughout the school. Teachers impart new skills confidently to their pupils because their own subject knowledge has been developed through recent training. They use equipment, such as the robot and the internet, well.
107. The subject is led well by an experienced and enthusiastic co-ordinator who has a very good knowledge of her subject. She is beginning to make a big impact on the subject and she enjoys good support from the headteacher, governors and parents. The level of resourcing is good. The number of computers available to pupils is above the recommended minimum levels. Adequate systems are in place to ensure that pupils do not access unsuitable Internet sites. Policies and procedures for the subject are of high quality. Arrangements for the assessment and recording of pupils' progress are due to be implemented next year. The co-ordinator monitors teachers' plans for the subject but is not able to monitor and support the quality of teaching and learning. The weekly computer club enhances pupils' learning in the subject.

## **MUSIC**

108. By the ends of Year 2 and Year 6, pupils attain standards that meet the national expectation. These are similar to standards found in the last inspection. Pupils with special educational needs attain satisfactory standards in relation to their prior attainment.
109. Younger pupils can clap in time to music and sing tunefully. They are able to describe the qualities of a piece, such as 'loud' and 'soft', by listening to music. When listening to 'Garden in the Rain' by Debussy, pupils successfully identified the instrument being played as a piano, although some of the youngest children thought it was a violin. They have a basic knowledge of the names of instruments. Year 2 pupils begin to use appropriate musical vocabulary in context, such as 'crescendo' and 'diminuendo'. Pupils sing tunefully and show positive attitudes towards the subject. They enjoy singing rhymes such as, 'Rain, rain go away', and keenly compose their own rain songs using untuned instruments. Pupils effectively manage to create the sounds of heavy rain and dripping raindrops. They show amazement when listening to the recording of their performance and suggest ways of improving, by 'better singing and instrumental playing'.
110. Older pupils are developing an understanding of pitch and are beginning to demonstrate it in their singing. In assemblies, pupils sing tunefully and are able to sing a range of hymns. In hymn practice they competently sing in two parts. Year 6 pupils are beginning to learn a range of World War II songs for their end-of-term production. Opportunities for pupils to listen to and appraise music are satisfactory as the teacher often plays a topical range of music when the class are undertaking other activities. The music played as pupils enter the hall for assembly helps develop listening and appraising. This approach helps pupils to develop a 'musical ear', enriches their experiences of a wide variety of composers and encourages listening skills. Eleven pupils play the recorder and a few have music lessons at home. However, there is no choir and music is not yet having a sufficient influence on the school's ethos.
111. Pupils in Years 1 to 6, including those with special needs, make sound progress. Their progress in understanding the music of other cultures is less satisfactory. Pupils' attitudes to music are good overall. They listen well and show obvious enjoyment in their singing. When using percussion instruments they show care, and work well together.
112. The quality of teaching is good in Years 1 and 2, and satisfactory in Years 3 to 6. There are good interactions between teachers and pupils, tasks are appropriate, and pupils are managed well and have suitable challenges. Pupils are asked to reflect on their performance and make constructive comments about it. This strategy has the effect of improving the overall performance. The use of ICT is limited and would benefit from further development. Satisfactory use is made of the centrally stored instruments. Assessment of pupils' work to inform planning is underdeveloped. Pupils have no opportunities to broaden their experience of music through visits to concerts, or to hear musicians from other cultures. This inhibits their progress.
113. Resources are sufficient and of suitable quality, easily accessible to staff and pupils. The school has an adequate range of tuned and untuned instruments. Multicultural resources are insufficient and this restricts pupils' understanding of different cultural styles. The music policy and scheme of work supports learning satisfactorily.

## **PHYSICAL EDUCATION**

114. The school's provision for physical education is unsatisfactory. This is because limitations with the school building prevent teachers from meeting the requirements for teaching gymnastics. As only one lesson was seen in physical education, it is not possible to judge the pupils' standards. However, inspection evidence has been gathered from the lesson seen, observations in the playground, teachers' planning and discussions with pupils and teachers. This suggests that standards are likely to be in line with national expectations, as they were at the last inspection.
115. Although the lack of gymnastics teaching is a significant weakness in the subject, it is to the school's credit that they provide additional opportunities for learning in physical education. For example, pupils in Years 1 and 2 receive swimming tuition as part of their physical education lessons, when this is not a curriculum requirement. Similarly, pupils in Years 5 and 6 are provided with both athletics and outdoor adventurous activities, when staff are required to teach only one. In addition, the school provides after-school activities which enrich the pupils' learning. These include country dancing, cycling proficiency and football training. Also, at lunchtime, staff organise games and bat and ball activities.
116. Teachers' planning for the subject is sound. Adequate teaching time is devoted to the subject and planning is based on national guidelines, but with the omission of gymnastics. This ensures a variety of activities, well matched to the pupils as they move up through the school. The range of activities includes dance, games, swimming, outdoor adventurous pursuits and athletics.
117. The school has a very effective swimming programme which takes place in all Years 1 to 6. All of the current Year 6 pupils meet the national expectation of being able to swim at least 25 metres. The annual 'Small Schools' Sports Day' enhances the provision for physical education further.
118. The subject co-ordinator has served in this role for one year and she provides satisfactory leadership and management. She has not yet received any specialist training. There are sound policies and schemes of work in place for the subject and these are about to be reviewed in time for the next school year. This is an improvement since the last inspection. There is insufficient use of assessment of pupils' attainment and of monitoring of pupils' standards and achievements. There are sufficient resources to enable staff to deliver the curriculum, with the exception of gymnastics in Years 3 to 6.

## **RELIGIOUS EDUCATION**

119. By the end of Year 2, standards in religious education are above expectations. By the end of Year 6, standards are in line with the expectations of the local education authority's Agreed Syllabus. There is a satisfactory policy and scheme of work for the subject. The school is currently using the Wiltshire Agreed Syllabus to guide its work. The arrangements for teaching and learning meet with statutory requirements. At the last inspection no clear judgement was made; however, indications are that there have been satisfactory improvements since that time.
120. Pupils have a developing sense of empathy towards the needs of others and show appropriate respect towards others' faiths. Pupils' understanding of different faiths is developing appropriately as is their understanding of different religious practices. Younger pupils in Years 1 and 2 have a sound understanding of New Testament stories and ideas. There is an appropriate emphasis on Bible stories and Christian beliefs throughout the school. By the end of Year 2, pupils have developed a good idea of what

it means to belong to a family and have carefully thought about places that are special to them, such as the school and the church. In Years 3 to 6, pupils listen to a modern story about the life of a boy who escaped from a German concentration camp, and link this to their personal strengths and weaknesses. They have studied proverbs from the Bible and what the sayings mean to them.

121. Pupils appreciate the nature of festivals and have some awareness of symbols associated with them, for example, Easter and Christmas in the Christian church. They have a clear understanding of the worth of individuals and the need to extend respect to all. The subject contributes well to the spiritual, moral, social and cultural development of pupils, and issues discussed include sharing, fairness, kindness and unkindness. Good communication skills enable pupils to formulate and express their ideas clearly. Pupils with special educational needs are able to understand and share these concepts and learning.
122. Progress in religious education is good by the end of Year 2 and satisfactory by the end of Year 6. By the end of Year 2, pupils appreciate that there are different religions such as Islam, and at the end of Year 6 that there is considerable diversity but also some common principles in the major faiths. Spiritual awareness develops steadily.
123. In the lessons seen, pupils' behaviour was good. Pupils understand the need to respect other beliefs and show this in their discussions. They concentrate and work well together. Teachers have satisfactory or better subject knowledge and clear objectives that are conveyed to the pupils. They understand their pupils well and create an atmosphere of trust and respect. There is variety in activities and teaching methods. When written work is planned, there are different tasks for pupils of different abilities in the Year 1 and 2 class. This is less of a feature in the Years 3 to 6 class.
124. The curriculum is broad, balanced and made relevant to everyday life. However, insufficient use is made of artefacts to make religious practices more meaningful. Resources would benefit from being extended. Displays such as those showing important aspects of the life of Jesus as the leader through prayer, enrich the provision. The co-ordination of the subject is satisfactory, although there is currently no monitoring of teaching.