

INSPECTION REPORT

**SHAW CHURCH OF ENGLAND
PRIMARY SCHOOL**

Shaw

Melksham

LEA area: Wiltshire

Unique reference number: 126355

Head teacher: Mr D Borrie

Reporting inspector: Mrs S Vale
22476

Dates of inspection: 6th - 9th May 2003

Inspection number: 248769

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Corsham Road Shaw Melksham Wiltshire
Postcode:	SN12 8EQ
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Appropriate authority:	Governing Body
Name of chair of governors:	Reverend G Force-Jones
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22476	Mrs S Vale	Registered inspector	Foundation Stage Art Music Religious education	What sort of school is it? Special educational needs English as an additional language How high are standards? How well is the school led and managed? What should the school do to improve further?
19418	Ms A Birch	Lay inspector		Equality of opportunities Pupil' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23917	Mr T Clarke	Team inspector	English Design and technology Geography Physical education	How good are the curricular and other opportunities offered to pupils?
20614	Mr D Kimber	Team inspector	Mathematics Science Information and communication technology History	Assessment How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shaw Primary School is a Church of England Voluntary Controlled school. It is situated in the village of Shaw, right next to the village church, surrounded by very attractive grounds. The original building dates from Victorian times and until just before the inspection most classrooms were in temporary huts. The very recent alterations and building works have ensured that there are now only two classes housed in temporary accommodation. The rest of the classes are incorporated inside the extended main building. The school takes children from four to 11 years of age; they come not only from the village of Shaw but also from three neighbouring villages. It is an average-sized primary school with 211 children on roll. Pupils come from a wide variety of economic backgrounds, and enter school in the reception class with a full range of abilities and experiences. The percentage (8%) of pupils known to be eligible for free school meals is below the national average, with those pupils (24%) identified as having special educational needs, including statements, broadly in line with the national average. There are no identified pupils who have English as an additional language.

HOW GOOD THE SCHOOL IS

Shaw Church of England primary school has improved a great deal over the last year and is a good school. The recently-appointed head teacher's very good leadership, management and clear vision are complemented by his united, committed, hard-working staff. Consistently good teaching supports the very good standards achieved by pupils at the age of eleven in the 2002 tests. Standards achieved by pupils at the age of seven were lower in 2002, but are of a better standard now, due to weaknesses in the teaching of the Foundation Stage and infants now being resolved. The school provides good value for money.

What the school does well

- Pupils make good progress and reach above average standards in art, information and communication technology, geography, and design and technology by the end of Year 6.
- Teaching is very good in reception, and consistently good throughout the rest of the school. Teachers expect the most from their pupils and make work interesting and challenging. This promotes high standards.
- The head teacher provides very good leadership, strongly supported by his staff. He has a clear vision of how the school should develop, which is shared by the supportive governing body.
- The school provides an exciting and stimulating curriculum.
- Shaw primary school promotes very good attitudes and cares for its pupils very well. Pupils apply themselves to their work with enthusiasm and interest, and show consistently good behaviour.
- The spiritual and social development of pupils is very good.

What could be improved

- To continue to raise standards for pupils by the end of Year 2 by giving more challenging work for younger pupils who are of higher ability.
- The development of pupils' knowledge and understanding of the multi-cultural nature of the wider community.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Many improvements have been made in the last year since the appointment of the current head teacher. All key issues have been met. Assessment procedures are greatly improved and the introduction of the tracking system and the effective use of assessment data is ensuring that pupils are starting to make good progress. The school specifically plans activities to support pupils' growing independence. Policies and schemes of work have now been written. The deputy head teacher's and coordinators' roles have been strengthened considerably since the last inspection. They are now able to monitor planning and teaching in their subjects. They have detailed

coordinators' files both for the core subjects and the foundation subjects. The school is now in a strong position to continue to improve standards particularly for younger pupils. One of the improvements the school is justifiably proud of is the new building, which has enabled four more classes to be included in the main building of the school and creates a more positive learning environment.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	D	A	B
Mathematics	C	C	A	B
Science	A	D	A	B

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

In the National Curriculum tests in 2002 for pupils' aged eleven, overall standards in English, mathematics and science were well above national averages. When compared to those in similar schools, results remained above those expected for pupils of this age. In the test results in 2002 for pupils aged seven, standards in reading, writing and mathematics were below national averages. When these are compared to those in similar schools all of the results were well below what is expected for pupils of this age, and mathematics results were in the bottom five per cent of all schools nationally.

By the time children come to the end of the Foundation Stage¹, their achievements are in line with the Early Learning Goals² for each area of learning, with some children exceeding them. Current standards for pupils aged seven are in line with national averages for speaking, listening, reading, writing, science and mathematics. This shows progress, as last year's results were well below national expectations. Few pupils reach higher standards than national expectations. The current Year 6 pupils are reaching standards expected for their age in English, mathematics and science. This is lower than the standards achieved last year. However, it must be noted that this particular group of pupils, despite reaching lower standards than last year's group of pupils, are achieving well. A quarter of the current pupils in Year 6 have special educational needs. On top of this there are also a small but significant number who are of a lower ability. The school is well aware of this and has instigated streaming and booster classes to help support these pupils. Seven-year-olds reach standards expected for their age in all other subjects. By the time pupils reach Year 6 they have made good progress, and standards in art, design and technology, geography, and information and communication technology are above those expected for pupils of this age.

¹ The Foundation Stage applies to children from the age of three to the end of the reception year.

² Early Learning Goals: these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen and want to come to school. The interest which they take in their work helps them to make good progress.
Behaviour, in and out of classrooms	Good. Pupils are polite and have good manners. They listen attentively to their teachers.
Personal development and relationships	Good. Pupils work and play together very well. They show respect for their peers and adults.
Attendance	Good.

All these factors contribute to the good achievement and progress which pupils make.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good. It is now very good in the Foundation Stage and also in some lessons for the oldest pupils in the school. Overall, nearly three quarters of teaching was good or better. The emphasis the school has given to the amount of time spent on the teaching of English and mathematics, including literacy and numeracy, and the introduction of streaming, enable pupils to make good progress, particularly in Key Stage 2. Teachers have good knowledge of these subjects. They use good question-and-answer sessions to make pupils think and to ensure that learning takes place. Teachers' planning is very thorough and ensures that all pupils are involved in lessons. Many lessons are challenging and provide a stimulating learning environment. There are a very small number of lessons in the infants where pupils of higher ability are not challenged enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, creative and stimulating, and offers a wide range of learning opportunities. The range and number of activities on offer to pupils outside the school day are good.
Provision for pupils with special educational needs	Procedures for identifying and supporting pupils with special educational needs are fully in place and these pupils have good access to the school's curriculum. They are very well supported and make good progress towards their targets.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and social development is very good. It is a strength of the school. Moral development is good. The development of pupils' own culture is good. However, the development of an understanding of the multi-cultural nature of the world is unsatisfactory.
How well the school cares for its pupils	Very good. All adults who work in the school know their pupils well. There are very good procedures in place to monitor pupils' progress.

Despite a very small minority of parents' concerns, which the inspection team do not support, there is a good partnership between school and parents. All legal requirements are met. The curriculum is stimulating and creates an exciting learning environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher gives the school very clear and purposeful leadership. This results in very effective teamwork by the staff and a joint commitment to continuing high standards.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well. It takes an active role in monitoring the school's finances, standards and the curriculum. This gives governors a good knowledge of the school and allows them to support it well.
The school's evaluation of its performance	The school analyses the results of annual tests carefully to ensure that high standards are maintained. There is very good monitoring of teaching by the head teacher and subject coordinators. The school knows exactly what to do to continue its good improvement.
The strategic use of resources	Good. The schools resources are used very well to promote pupils' learning. Improvements to the premises since the last inspection, such as the new building, are supporting pupils' learning.

The accommodation and learning resources are good overall. The excellent facilities provided by the school grounds support pupils' learning, particularly in physical education. Leadership and management are very strong. The school applies the principles of best value well, through analysing its 'value added' work and carefully reviewing its systems and procedures regularly.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • Behaviour is good. • Teaching is good. • The majority of parents feel comfortable about approaching the school. • The school expects their children to work hard. • The majority of parents feel that the school is well led and managed. • The school help their children to become mature. 	<ul style="list-style-type: none"> • Some parents feel that their children do not receive the right amount of work. • Not all parents feel that they are well informed about what their children are learning. • Some parents feel that the school does not have as close links with parents as they would like. • A small but vociferous minority of parents do not feel that the school is well led and managed. • Parents would like a more interesting range of activities after school.

The inspection findings support the positive views of the parents. After very careful consideration inspectors do not agree with the areas which concern parents. In particular, they find that the school is very well led and managed by the head teacher. Parents receive lots of information and the school communicates with them in a wide variety of ways, including parents' meetings, curriculum and information meetings and weekly newsletters. Shaw primary has a satisfactory range of after-school activities, and children receive an appropriate amount of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start school at the age of four, assessments show that overall the majority begin with standards expected for their age. By the time children are ready to start the National Curriculum in Year 1, their achievements are similar to those expected nationally. The majority are likely to achieve the Early Learning Goals, with many children even exceeding them, particularly in communication and language, numeracy, and knowledge and understanding of the world.
2. The previous inspection found that pupils aged seven achieved standards in line with national expectations in reading, writing and mathematics. Since then standards in last year's tests showed that results in reading and writing were below national averages expected for children of this age and well below in mathematics. When compared to those in similar schools, results show that standards in 2002 were well below average in reading, writing and mathematics. These results are disappointing. The school has implemented a number of strategies to try to raise these standards. Streaming in English and mathematics in the spring term was introduced to give support for specific pupils in the infants. Early literacy intervention has also been introduced and the school is tracking a number of pupils to ensure that progress is being made. These are all good ideas which are starting to help to raise pupils' standards.
3. In Years 1 to 6, the proportion of pupils identified as having special educational needs is around the national average. In some classes though, as many as a third of pupils have special educational needs, in particular in Year 6. Many of these pupils have no difficulties in playing a full part in all activities. This shows that despite a fall in standards in Year 6, pupils are still achieving. The provision for children with special educational needs is good. There are no pupils who have English as an additional language.
4. At the end of Year 6 in 2002, the school's results were well above national averages in English, mathematics and science. When compared to those in similar schools, results remained above national averages. In 2002 the test results show that a higher percentage of pupils attain the nationally expected Level 4 in English, mathematics and science than nationally. A significant proportion of pupils attain the higher Level 5.
5. Since the last inspection the school has started to maintain more-detailed records of pupils' attainment and progress and these show that results in the national tests are generally linked to the proportion of pupils in Year 6 and Year 2 with learning difficulties. In one Year 6 class up to one third of the pupils have special educational needs.
6. Inspection judgements of standards achieved in Years 3 - 6 are that they are in line with national expectations in English, mathematics and science. Pupils are achieving well by the end of Year 6 despite lower standards being achieved than in the previous year's results. The children in this particular cohort are not such high attainers as previously and there are likely to be fewer pupils attaining at the higher levels. This is not due to weaker teaching. The school has identified this particular cohort as needing extra support and has done a great deal in extra support and booster classes and streaming to support their learning. At the end of Year 2, standards achieved in English, mathematics and science are also in line with those expected nationally. This is an improvement on last year's standards which were well below. In all other subjects standards are in line with national expectations, except for pupils aged 11, whose

standards in art and design, design and technology, geography, and information and communication technology, are above what is expected for their age.

7. The school is committed to ensuring that all pupils are included in the full range of curriculum opportunities. The progress of all pupils is monitored closely. Those with special educational needs are identified early and good provision is made to support their learning. Gifted and talented pupils are clearly identified, and have the opportunity to attend courses specifically geared to higher attainers to encourage their learning.

Pupils' attitudes, values and personal development

8. The attitudes of the pupils are good. Almost without exception, they are very keen to come to school. Pupils are interested and actively involved in their lessons from when they start school in the reception class. This was evident in a number of lessons, particularly in speaking and listening with the younger pupils and in both geography and history with pupils in Years 3 and 4. Pupils are well motivated and enthusiastic, and sustain concentration for long periods of time. Also, they are very proud of their achievements both in lessons and in the wide range of extra-curricular activities available during the day and after school. For example, a number of pupils showed the medals they had won the previous weekend for football, and others readily described the models they were making in Lego robotics.
9. The behaviour of pupils is consistently good throughout the school, during lessons and in the playground. They are polite to each other, their teachers and other adults. They speak to each other in a mature way. Pupils are very keen to achieve rewards such as house points and apples for the class. The highest accolade is to win enough golden apples to have your name entered into the Golden Apple Book, which is on display in the school corridor. The newly introduced 'Buddy' system, where Year 6 pupils support other pupils at lunchtime, has proved very successful in reducing incidents of poor behaviour. There were no pupil exclusions in the last reporting year.
10. Pupils' personal development is good. An example of this is the previously mentioned 'Buddy' system which enables the older pupils to take initiative in playtime activities and encourages their sense of responsibility when looking after the younger pupils. Their relationships with one another, their teachers and other adults are very good. Pupils of all ages from reception upwards work well together. All pupils are well integrated. There are good opportunities for pupils to have time to reflect on and understand the impact of what they do on others and how they feel towards each other. This was seen in Circle Time³ with the reception children, during a lesson about the Muslim faith for pupils in Years 1 and 2, and when talking to older pupils who are on the school council.
11. Attendance levels are good, being above the national average. Registration is taken promptly, efficiently and consistently. The staff are very good at following up unreported absences by 10am each day, by telephoning home. The school monitors the attendance levels on a regular basis. There are a very small number of pupils who either fail to attend school or are consistently late. The school, with the very good support of the educational welfare officer, works diligently to support these families.

³ During 'Circle Time' pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and, therefore, pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching and learning throughout the school is good overall. Of the total of 64 lessons observed, the quality of teaching in just under three quarters was judged to be good or better. It is very good in the Early Years, and in some lessons in Year 5 and Year 6. No unsatisfactory lessons were observed. The quality of teaching and learning shows good improvement since the last inspection, when it was 'almost always satisfactory'. Support teaching for pupils with special educational needs is also of good quality.
13. Teachers' planning is prominent among the strengths of teaching, and it is carried out jointly within year groups. The involvement and contribution of teaching assistants also support learning well. They regularly meet with class teacher colleagues to discuss work at the beginning of each week. Classroom management is another strong feature of teaching, and is often entwined with teaching methods which aim for high levels of pupil involvement, interaction and collaboration. All of this ensures that pupils learn to the best of their ability. Where teaching and learning are less effective it is sometimes the result of a slower pace of work, or slight insecurity in teachers' subject knowledge in 'specialist' areas, such as music and religious education. In a very small number of lessons with younger pupils in Year 1 and Year 2, there is a lack of challenge for more-able pupils.
14. The school has worked hard to achieve improvements in the quality of teaching and learning. Staff professional development had been a major focus since April 2002 with the main focus being on Literacy and Early Years teaching. Pupils' involvement and learning styles continue to be a focus for development. Teachers have started observing each other's classes to share good practice, and the recently appointed head teacher has observed lessons in all classrooms and provided feedback to teachers. Other recent teaching appointments for Early Years and other classes have also contributed to rising standards in teaching and learning.
15. The very good teaching in the Foundation Stage is led by a member of staff who joined at the beginning of term, working with two teaching assistants. The child-centred, interesting activities are thoughtfully organised not only to maintain high levels of concentration among children, but also to promote their skills in a variety of areas of learning. In one very good session with a language and literacy focus, children took part in activities which included role playing in a builders' yard and in an estate agent's. This really supports pupils' development of speaking, listening and thinking. Other activities included using play dough to cover letters in words, listening to speaking tapes, and a group working specifically with the teacher designing houses for sale for the estate agent's windows. These language-rich activities proceeded in a calm, stimulating atmosphere which encouraged learning. Children were engaged in purposeful talk during snack time which helped their understanding of number, their social development, and their communication skills. The high expectations of children were also seen in a numeracy lesson. Children worked very successfully to develop their understanding of number, using a Bengali 100 number square, which had Bengali and 'our' (Arabic) equivalent number symbols beneath.
16. The pupil-centred approaches are maintained as a basis for the good teaching in the infant and junior classes. In a Year 1 and 2 class, pupils held up phonemes, and then stood in the appropriate place to spell out words with other cards. The teacher dealt sensitively and positively with one pupil who made an error, mistaking 'thought' for 'fort', and again good learning for all pupils resulted. The emphasis given to fostering good social relationships is closely linked with the good quality of teaching methods and of

classroom management. The learning of pupils in Year 5 and Year 6 was enriched in a literacy lesson when the teacher organised mixed-ability groups for presentations. A very positive feature was the way all abilities worked together really well when both writing and reading out about the characters which they had created. The imaginative use of resources also enlivens learning. Learning objectives are frequently introduced for infant pupils through the medium of furry animals – large glove puppets. Pupils listen carefully to what WALT is telling them. A large black dangling spider – Incey Wincey – helped pupils focus their minds during a mathematics lesson.

17. The National Literacy and Numeracy Strategies have been successfully implemented throughout the school. Teachers frequently demonstrate their good use of questions to encourage pupils to think and thus extend their learning. Speaking and listening skills are consciously supported in other lessons when teachers generate discussions and provide opportunities for pupils to present ideas and listen to each other. For example, this was seen in science lessons when Years 3 and 4 discussed ideas about electrical circuits, and when pupils in Years 5 and 6 shared ideas about how mixtures of different materials might be separated. The school is also taking part in a project exploring 'Boys and Literacy' with the local education authority. It is interested in seeing what effect this will have upon pupils' attainment.
18. Pupils with special educational needs are supported well through their individual education plans and the help they receive from adults. Teaching methods commonly adopted ensure that all pupils are usually drawn fully into the learning activities. In a religious education lesson for Years 5 and 6, comparing and contrasting practices on holy days in three major world religions, the teacher chose a pupil with special educational needs to talk about her experiences of going to church on Sundays. Genuine respect and support were shown to the pupil, who gained much from the opportunity to talk to the rest of the class in such a positive way.
19. Teaching and learning are also enriched by visits, including residential visits, which are greatly appreciated by the pupils, and by having visitors in school. There are good teacher links with the local high school. For example, projects which pupils in Years 5 and 6 carry out with the George Ward Community College enrich their learning in information and communication technology and other subjects.
20. Teachers make good use of ongoing assessment, and regularly refer to learning objectives within lessons. Often teachers invite pupils at the close of lessons to think about how well they have progressed during the lesson. This allows pupils time for reflection. Sometimes lesson plans are amended as teachers respond to recent assessments of pupils' knowledge and understanding. Pupils' work is marked regularly. It is used well as an assessment tool, but the practice of providing useful comments for pupils on ways of improving their work is inconsistent. Good use is made of homework to support pupils' learning.

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

21. The school's curriculum for both infants and juniors is very good. It is unusually broad and balanced, and fully meets the requirements of the National Curriculum. The quality and range of the learning opportunities are extensive, with many excellent elements arising from the school's exciting whole-school cross-curricular topic focus. The curriculum provides a stimulating and exciting learning environment. The confidence to embark on a whole-junior-school project on Shackleton led to many examples of practical and creative learning experiences for pupils across all subjects. The school's

provision of a range of sporting and creative activities outside the normal school lessons makes for a rich, varied and exciting curriculum that is open to all pupils regardless of ethnicity, gender or ability. Shaw is an inclusive school.

22. Most subject policies have recently undergone revision and all National Curriculum statutory requirements are met. All curriculum areas have recently been reviewed with the aim of developing a more open-ended, flexible framework that would allow more readily for cross-curricular links. Great emphasis is placed on developing the National Curriculum's Six Key Skills and Five Thinking Skills across all subjects. The provision for religious education meets the requirements of the locally agreed Wiltshire syllabus. The school regards the provision of pupils' personal, social and health education highly. Personal development is promoted on a day-to-day basis through the good care and attention that the staff pay to all pupils.
23. The school's planning of the way it delivers the basic skills in English and mathematics to mixed-aged classes is good and based on the Wiltshire planning model. The strategies for teaching numeracy and literacy skills are effective across the school. A two-year rolling programme in most foundation subjects and a four-year rolling programme in history and geography topics are linked to work in English, mathematics and science to ensure that all pupils cover appropriate material in lessons. Although history and geography study areas act as the vehicle for topics, discrete teaching of all subjects sometimes takes place. Literacy, numeracy and science are mainly taught as discrete subjects. Good long-term plans are in place and detailed medium-term plans are monitored by the curriculum coordinators. These plans indicate what pupils should know and be capable of doing at the end of particular periods. Such information is important to teachers when they plan short-term goals, to ensure consistency between classes containing pupils from two different age groups. Daily plans follow a common format. They list the learning objectives and pay due regard to ensuring that all pupils have appropriate learning tasks. All plans are headed with the acronym WALT – We Are Learning To – and many with WALA – We Are Learning About!
24. The curriculum very successfully promotes the school's caring ethos and the intellectual, physical and personal development of the pupils. It prepares pupils very well for the next stage of their education, and the excellent links with partner institutions ensure the effective transfer of pupils at the end of Year 6 when they move on to secondary schools.
25. A good range of extra-curricular activities including dance, a design and technology club, music, art and competitive games, enhances the curriculum and widens learning opportunities. Many pupils take part in these clubs, with teachers and parents involved in their organisation. The curriculum is further enhanced and enriched by visiting performers and speakers. Good use is made of the locality to support topic work, and pupils' experiences are further widened by visits to theatres, to the National Maritime Museum and other places of interest. Social and personal skills develop well as a result of some form of residential visit by junior pupils. Year 6 pupils were most enthusiastic and so keen to talk of their residential visits – they clearly had a great impact. The school has plans to give younger pupils the opportunity to take part in a short residential visit.
26. There are strengths in the very good provision made for pupils' spiritual and social development and the good provision for their moral development. As a result, pupils have a clear understanding of the difference between right and wrong, and most demonstrate this in their daily activities and relationships within the school. Whilst religious education and circle time provide planned opportunities for pupils to learn and

understand about others' religious beliefs, the provision for pupils' cultural development is not as strong. There are significant weaknesses in the opportunities for them to enhance their understanding of the attitudes, values and traditions of diverse cultures.

27. Spiritual development is very well promoted. The school's very positive spiritual ethos pervades every aspect of its life, and mutual respect between adults and pupils flourishes. Acts of collective worship meet statutory requirements. Assemblies and lessons give insight into different values and emotions, and provide very effective opportunities for reflection, for example, during prayers and at the end of lessons. A very good assembly about 'Feelings' emphasised making appropriate choices about how we respond to one another. Pupils were encouraged to think about their own behaviour and the effect it might have on others. Another whole-school assembly stressed the importance of saying 'Thank you' for kindness and love. Teachers have high expectations and value pupils' contributions, as seen in numerous lessons when pupils were allowed time to express opinions and feelings. Religious education and circle time provide planned opportunities for pupils to understand feelings and how they affect other people. Studying Judaism, Islam and Hinduism helps them to understand and respect others' beliefs. In a class assembly about feelings pupils in Years 1 and 2 clearly made the distinction between emotional pain and physical pain, even though they had difficulty explaining the difference. "When sometimes you are sad and sometimes it hurts."
28. The very good provision for pupils' social development is enhanced by extra-curricular activities, residential visits, school trips and charity fund-raising opportunities. The school council, the Buddy system of playground helpers, acting as librarians and as one of the wide range of monitors, enable pupils to develop initiative, independence, responsibility and decision-making skills. Teachers clearly demonstrate respect for pupils, including those with special educational needs, and take every opportunity to promote self-esteem. Pupils are encouraged to respect each other, to form constructive relationships and to work together collaboratively. Good provision for personal, social and health education, community links and involvement in 'Healthy Eating' and 'Environment Day' initiatives enhance pupils' understanding of citizenship. Adults are very good role models, respecting pupils, fostering self-esteem and promoting very good relationships. The involvement of parents, pupils and staff in the 'Environment Day' activities was most effective in reinforcing the home – school partnership.
29. The provision for pupils' moral development is fostered by the school's very clear approach to managing and promoting good behaviour. A high priority is placed on equipping pupils with a clear set of moral values, and an effective approach, fostering good behaviour, ensures that all staff have consistently high expectations of pupils' participation and behaviour in lessons. Consequently all pupils understand the difference between right and wrong. Their involvement in drawing up and displaying rules, and in the awarding of certificates in celebration assemblies contribute very well to this aspect. The school promotes the values of tolerance, respect, independence and self-discipline very effectively. All adults in the school present very good models of behaviour, and pupils learn by example that it is important to value and appreciate people and the environment. In all aspects of school life one is conscious of a caring ethos based upon mutual respect and concern for one another.
30. The school promotes pupils' appreciation of their own cultural traditions through its planned provision in curricular areas such as history, art and geography. Art displays include examples of pupils' work in the style of different artists, in literature they study significant authors and poets, and music lessons allow pupils to appreciate a number of composers. History and geography topics extend pupils' knowledge of significant

events and places. They visit a variety of places of interest and enjoy the visits of theatre groups. Their multicultural understanding is promoted through learning about festivals such as Eid, Diwali, Easter and Christmas in religious education. However, a significant element of the school's cultural education remains underdeveloped, as it was at the time of the last inspection. Living as they do in a relatively mono-cultural community pupils do not have enough opportunities to prepare them for what they need to know, in order to understand and respect the great variations in and virtues of the wider cultural community to which they will contribute when they leave school. Currently this need is not being met because the school is not planning to draw on the art, music and literature of the different cultures within Britain and the wider community. Pupils remain largely unaware of the range of values and beliefs, and the rich racial and religious diversity that exists within their country but beyond their immediate experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The procedures for promoting pupils' health, safety and well-being are very good. For example, there are very stringent procedures for monitoring and improving attendance. The good attendance levels are testament to the regular reminders to the parents through newsletters and in meetings. The school has worked hard with families of pupils who were consistently coming in late and disrupting lessons. The result is that very few pupils arrive late now, and when they do the procedures minimise the disruption to other pupils' learning.
32. There are highly detailed arrangements for dealing with accidents and emergencies. All staff are trained in the administration of first aid. Risk assessments are in place to ensure pupils' safety while in school and when on school trips and visits. There are regular health-and-safety checks, with remedial action taken promptly. The three areas of concern at the time of the last inspection have been addressed. The school promotes healthy eating through its policy and practice, and with the involvement of a local TV chef. The outcome is that parents provide fruit and raw vegetables for their children's snacks and meals. Due to the very recent building of new classrooms the girls and boys in Year 6 change separately for physical education, unlike the unsatisfactory way they changed together at the time of the last inspection. Sex education is taught by the school nurse. There is also a new programme that addresses the dangers of taking drugs, alcohol and smoking. The school's provision for child protection is satisfactory as it follows the local area child-protection committee procedures.
33. The procedures for monitoring and promoting discipline and good behaviour are very good. This is because there are effective class and school rules that were created with the involvement of the pupils. Good behaviour is rewarded consistently throughout school, culminating in the attainment of the Golden Awards mentioned earlier. The system employed to eliminate bad behaviour begins with warnings, leading to orange and red cards being shown. The pupils consider that the ultimate deterrent is to be sent to the head teacher. The behaviour policy is very comprehensive, with total support for the midday supervisory assistants, resulting in very good measures for eliminating oppressive behaviour.
34. The procedures for monitoring and supporting pupils' personal development are good. Each pupil has a Shaw learning record and report folder in which target sheets, attitudes reports and social-skills information from their emotional literacy programme and other documents are kept. Since the last inspection the school has introduced the idea of social-skills groups where pupils help each other most effectively. The school employs

good methods for monitoring progress and developing pupils with special educational needs.

35. There are very good systems in place for assessing pupils' attainment and progress. The school also makes very good use of the information gained from assessment to support learning. There is very good assessment of children in the Foundation Stage, with frequent observations and records made of their progress. In the core subjects there is regular assessment of their attainment, and the careful tracking of their progress is well established. More recent analysis allows rates of progress for individual pupils in English and mathematics to be identified. These are having a positive impact on standards. In foundation subjects very good assessment procedures have recently been introduced. The assessments check the progress pupils make termly. This is good practice because extra help can be given to pupils who may need it.
36. The school provides good support and advice for pupils. Learning objectives are made clear in lessons, and pupils with special educational needs know their individual learning targets. The school uses the non-statutory national tests in Years 3, 4 and 5 to assess English and mathematics. Junior-age pupils are provided with their individual targets for these subjects, and most pupils are fully aware of what they are aiming to achieve. Information from the results of assessment are used to inform the topics that are taught, to identify pupils who might benefit from particular types of support, and to provide a basis for forming the sets in Years 5 and 6. All of this although only introduced within the last year is beginning to have a positive effect in giving support to those pupils who need it and thus helping to raise standards.
37. They also show that teaching is good, that the school works closely with the parents, that the staff are approachable, that the school is helping their children to become mature and that there is an interesting range of extra-curricular activities. The small minority of parents who aired their concerns in the questionnaire felt that homework was not consistently given or marked; they were not well informed about their children's progress, they did not find some staff approachable; the school did not work closely with them and there were not many activities available after school. The inspection team did not find evidence to support these comments.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The majority of parents are supportive of the staff and pleased with what the school provides and achieves. They are very positive about the attitudes and behaviour of their children. The parents interviewed during the inspection were positive about the school. Apart from those of a few vociferously critical parents the responses to the parents' questionnaire show that their children like going to school and are making good progress. One concern was that there are not many extra-curricular activities for children in Key Stage 1, although there are plans to include some in the near future.
39. The inspectors consider the school's links with parents to be effective. All parents have signed the home-school contracts. Through very successful curriculum meetings, parent assemblies and the information letters each teacher sends parents termly the school is very active in informing them of the topics their children are learning. The school has sent all parents a comprehensive booklet on '100 ways to help their child at home' to assist them in enriching their children's learning. Linked to this, homework is consistently given to pupils of all age groups, in appropriate amounts according to their age and needs. Parents are encouraged to assist in class, particularly in the infant

section. School functions are very well attended by the parents. Parents also run the football and French sessions after school.

40. Parents are provided with good-quality information about the school through a colourful prospectus, which is more comprehensive than at the time of the last inspection. In addition there are weekly newsletters which are well received by the parents. Also, there is a newly-erected notice board for parents that gives information about forthcoming meetings and events. All documentation for parents, such as the governing body's annual report, comply with statutory regulations. Parents are informed of their children's progress through very detailed annual reports, target sheets and meetings. Teachers make themselves available as often as possible to deal with parents' concerns.
41. The very good curriculum meetings are much appreciated by the parents, and there are plans to develop them further. Since the last inspection the school has adopted a more active role in identifying and enlisting support from outside agencies for children with special educational needs. Some examples are the educational psychologist service, autistic outreach, the school nurse and the special educational needs advisor.
42. The governing body takes its role very seriously and is working closely with the school to ensure that educational standards continue to improve. There is a very active parent-teacher association that arranges monthly functions that are well attended by parents. The outcome has been the large amount of money which has been raised for school funds, resulting in good computers being purchased for the school. The school is actively engaged in developing the links with the other local schools, including the nearest secondary school. Pupils feel confident when transferring to it as they have attended three induction days and have been taught by a number of its teachers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The head teacher's leadership and management of the school, including the delegation to and contribution of staff with management responsibilities, are very good. The head teacher and governing body have a clear vision of what is needed for the school to develop and to continue to improve. The head teacher's very good management and his calm, thoughtful approach have created a committed, enthusiastic and stable team that is mutually supportive and shares a very good capacity to succeed.
44. The role of the subject coordinators has strengthened considerably since the recent appointment of the head teacher. There are improved arrangements for coordinators to establish standards in their subjects and to identify strengths and weaknesses in teachers' planning. Teaching and learning are monitored in all subjects by the subject coordinators, who all have half a day a term in which they specifically monitor their colleagues teaching in their subject area. This is good practice and allows subject coordinators first-hand experiences of the strengths and weaknesses in their subjects. The coordinators then act on their findings, ensuring that the teaching pupils receive in each subject is relevant and supporting their learning. The head teacher also regularly monitors teaching in the school. The findings from this monitoring are included in the school improvement plan. This has all happened recently but is already having an impact upon improving teaching and teachers' knowledge of their subjects.
45. There is a nominated governor for special educational needs. She works hard with the coordinator to ensure the best possible provision for pupils with special educational needs. Two families voiced concerns about the provision for their children within the school. The inspection team looked into this very carefully and believes that the school

does as much as it can to support the individual needs of pupils. In an ideal world the school would like to do more, but financial constraints and the lack of availability of external specialist help limit the provision. The coordinator is efficient and manages provision well, ensuring that targeted and consistent support is available throughout the school to support pupils with learning and medical needs.

46. The school monitors its performance well. In addition to the coordinators, the head teacher monitors teaching and learning in each class each term. Teaching assistants also have the opportunity to monitor and watch each other. Governors are regularly informed of the findings. They also regularly visit school and spend time in classes. Pupils' progress is regularly assessed. Assessment in the core subjects of English, mathematics and science is good and used appropriately when the curriculum is planned. Pupils' achievement in the foundation subjects is also regularly assessed and the information used to plan the curriculum. This is good practice and supports the raising of standards in all subjects.
47. Statutory requirements in relation to special educational needs are fully met. Individual education plans are in place and the requirements of statements are fulfilled well. Specialist support is made available and staff, including teaching assistants, undertake regular training and professional development. The provision made for special educational needs, including assessment and monitoring, has a significant impact on the progress pupils make. The coordinator has time to fulfil her duties and regularly meets others who are involved in providing regular reports and information. Specific grants are used effectively to ensure that pupils are supported, trained staff are available and there is access to external specialists and resources
48. The school development plan is an effective working document. All members of staff and the governors are involved in identifying areas which need development, and a three-year overview is established. The school has focused its development on the raising of standards, and on following up work from the last inspection, including in particular the successful completion of the new school buildings. The plan clearly prioritises actions and success criteria, and evaluation is built into it. Individual governors take responsibility for ensuring that action is taken and completed. This is very good practice.
49. The governing body has developed its role well to play an effective part in school development. Governors have a clear understanding of the school's strengths and weaknesses, and actively contribute to the school improvement plan, which they monitor well. The chair of governors provides effective leadership of the governing body and his supportive professional relationship with the head teacher has established a good link between the work of the school and the governing body.
50. Good procedures are in place to ensure that the principles of best value are applied. Results are carefully analysed and the school aims to increase pupils' performance as far as it is able. The head teacher is very aware of the importance of looking at good practice in other schools and actively seeks out strategies which will improve the school. For the small number of pupils whose progress is not as good, the school carefully ensures that appropriate provision. Governors receive regular reports. All specific grants are used for their designated purposes. Good use is made of new technology to support management.
51. The school has a committed and enthusiastic staff. This obviously has a significant affect and very positive impact on pupils' learning, as the teachers know the pupils well, and the pupils feel secure with them. The induction of teachers new to the school is very good and they are quickly made to feel welcome.

52. Accommodation is used well despite the lack of space in the school hall. The recently completed additions to the school have allowed four classes previously housed in mobiles to be integrated into the main building. This has certainly enhanced the learning environment for these pupils. Both the internal and external grounds are very well maintained. Classrooms are well planned, making maximum use of space and enlivened with good displays and examples of pupils' work. The school has good playground facilities and a lovely area of grass which supports pupils' physical education. Learning resources are satisfactory in most subjects. However, there is a distinct lack of multi-cultural artefacts and resources which hinders pupils' learning in some areas of the curriculum such as music and art.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to continue to raise standards, the head teacher, governors and staff should:

- continue to raise standards for pupils by the end of Year 2 by giving more challenging work for younger pupils who are of higher ability (paragraphs 64, 72, 78, 82, 84) and
- develop pupils' knowledge and understanding of the multi-cultural nature of the wider community. (Paragraphs 26, 30, 79, 86, 99, 131)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	39	17	0	0	0
Percentage	0	13	61	27	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	211
Number of full-time pupils known to be eligible for free school meals	-	14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR –Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	38

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	6
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.8

Unauthorised absence

	%
School data	0.5

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	18	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	15	13
	Girls	17	17	14
	Total	30	32	27
Percentage of pupils at NC level 2 or above	School	81 (91)	86 (84)	73 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	17	18	17
	Total	31	34	33
Percentage of pupils at NC level 2 or above	School	84 (91)	92 (94)	89 (91)
	National	85 (85)	89 (89)	89 (89)

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	15	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	15	15	15
	Total	25	27	27
Percentage of pupils at NC level 4 or above	School	86 (68)	93 (68)	93 (74)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	n/a	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (73)	n/a (71)	n/a (73)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	211	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26:1
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	58

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
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	£
Total income	475819
Total expenditure	454137
Expenditure per pupil	2102
Balance brought forward from previous year	14537
Balance carried forward to next year	36219

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	211
Number of questionnaires returned	72

Percentage of responses in each category⁴

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	49	6	0	1
My child is making good progress in school.	39	42	6	8	6
Behaviour in the school is good.	40	43	14	0	3
My child gets the right amount of work to do at home.	24	32	39	4	1
The teaching is good.	46	42	4	7	1
I am kept well informed about how my child is getting on.	21	43	26	8	1
I would feel comfortable about approaching the school with questions or a problem.	50	25	14	11	0
The school expects my child to work hard and achieve his or her best.	46	43	4	4	3
The school works closely with parents.	21	44	17	15	3
The school is well led and managed.	29	44	4	14	8
The school is helping my child become mature and responsible.	33	57	3	4	3
The school provides an interesting range of activities outside lessons.	24	28	26	18	4

⁴ Because of rounding, percentages may not add up to 100.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. Since the time of the last inspection the Foundation Stage of children's learning has been introduced and the school's current provision for the youngest children was inspected according to this.
55. Most of the children have attended either play-groups or private nurseries before starting school, usually on a part-time basis. A small proportion of children have good skills in speaking, listening, numeracy, and knowledge and understanding of the world, but most start school with the attainment expected for their age. Children receive a good start to their education in the reception class and make satisfactory progress in most areas of learning. However, with their new teacher in a very short space of time rapid progress is already being made. Most children have settled well into school and are becoming happy, confident learners. They concentrate well and are interested in the activities which are on offer. The majority of children in reception want to learn.
56. Teaching in the Foundation Stage is very good overall. No unsatisfactory teaching was observed. The school has been successful in introducing the Foundation Stage curriculum. A separate outdoor area is not yet established, but there are plans to move the reception class next year so that they will be able to have their own separate area. Part of the main playground, however, is cordoned off and is used well for a range of activities to complement work in the classroom. The newly appointed (the inspection week was only her second week in school) Foundation Stage teacher plans well for the six areas of learning, providing children with a varied range of stimulating learning experiences. She is well supported by skilled learning-support assistants who are fully involved in all activities. Adults make regular assessments of children's progress in all the activities. These observations are used well to plan further work. There has been good progress since the last inspection.

Personal, social and emotional development

57. When children start school many of them have reasonably-developed skills in this area of learning. The school reports that in recent years there has been a slight increase in the number of children having social and emotional difficulties when they start school. This is confirmed by assessment information. The majority of children are happy, settled in school and well used to class routines. At snack times children are encouraged to talk quietly to each other. Adults demonstrate this well for them, sitting with different groups and encouraging good relationships. A group of able children played very well together in the role-play area, which was opened with due pomp and ceremony as the 'Estate Agents'. The children themselves were involved in the 'opening ceremony' and they invited the head teacher in to perform the 'cutting of the ribbon' to open the shop. Children were excited by this activity and it really developed their imagination. The majority of children are developing positive attitudes to their work. They try hard and concentrate well at their chosen activities. These children are likely to achieve the Early Learning Goals for personal, social and emotional development by the end of the reception year.

Communication, language and literacy

58. Many children start school with reasonable speech and language. A small group of children have above average skills in this area of learning, but for most children language development is at expected levels. Children enjoy listening to stories and sharing books. The very good use of a story tent really encourages pupils to read and to enjoy looking at books. The addition of a basket full of soft toys next to the story tent with the words 'Please read me a story' really encourages children to value books. In a shared reading session children enjoyed joining in with repeated phrases in the text. A small number of children are beginning to recognise common words and read independently. Most children know that English is written from left to right. They know that they should leave spaces between words, and the more able children are beginning to write simple sentences using full stops. Capital letters at the beginning of sentences are a mystery for many children which has still to be unravelled! They are linking sounds to letters and use their knowledge to write simple words. More-able children are starting to sound out their spellings and make good attempts at new words; for example, 'grid' for 'garage' and 'bejrms' for 'bedrooms.' This is good attainment for children of this age. The work of lower-attaining children shows that they recognise fewer letter sounds or words and are not yet attempting to write independently. The staff guide children well in talking about their activities. They provide plenty of opportunities for children to read and write. Pencils, crayons and different kinds of paper are readily available and children enjoy using them, for example, when making posters of houses to sell in their Estate Agent's. By the time they start in Year 1 the majority of children are likely to meet or exceed the Early Learning Goals in recognising letters and reading simple words. Not all children will meet the Early Learning Goals in writing, although many are making rapid progress in this area of learning.

Mathematical development

59. Children make good progress in this aspect of learning because the teaching is good. When children start school they show an interest in numbers and counting. They quickly learn a range of counting songs and rhymes, and recognise written numbers. They count the number of children present each day and then count the numbers having school or packed lunches. Every opportunity is taken to encourage pupils' counting skills; for example, even at snack time the teacher asks, 'How many children on this table are having milk? How many are having apples?'. Children can match numbers to the correct number of objects; for example, when counting how many sweets there were in different boxes, and also when counting how many coins they found in a variety of purses. A small group of able children are able to count reliably well beyond ten and confidently identify 19 as one less than 20. Children enjoy counting games and rhymes. They enjoy other counting activities; for example, a more able group of children playing with cars on the floor were able to count with a little adult help up to 76. Children are also secure in their use of mathematical language, and can talk about the number which is nearest to another number. Several children can write numbers to nine correctly in sequence and match the correct number of objects to the numeral. A large number of children are already achieving aspects of the Early Learning Goals for mathematics and are likely to achieve them completely by the end of the reception year.

Knowledge and understanding of the world

60. When they start school a small number of children have a good general knowledge for their age. The majority, though, have a knowledge and understanding of the world expected for their age. Children make good progress in the reception classes because of the stimulating range of activities provided. They are likely to attain, and in some

instances exceed, the Early Learning Goals for this area by the time they start in Year 1.

61. Children are very well supported by the skilled teaching assistants. A number of children are able to choose the tools they need for different tasks and are becoming skilled at assembling and joining different materials. Children are curious about the world around them, and the well-planned activities, such as water, play dough and experimenting with playing with compost, help them learn new things. These activities are often linked to work in other subject areas; for example, children make letters out of play dough to match to simple words such as 'go', 'is' and 'it' really encourages their language development.

Physical development

62. Good attention is given to children's physical development. They use the small and cramped school hall for dance and gymnastics, but are fortunate to be able to use the very good grounds to help them develop their physical skills. Children are able to manage their clothes independently when changing for physical education, apart from some buttons. This is expected in children of this age. Whilst playing with outdoor climbing apparatus, children use it with increasing care and control. Most are able to climb and balance with good co-ordination. In the outdoor area children have opportunities to develop their throwing skills by playing with balls. In class, children have average control of pencils, crayons and paintbrushes. They use construction toys such as 'Lego' to build models. Most children are developing their physical skills well and are likely to meet the Early Learning Goals for physical development by the time they begin Year 1.

Creative development

63. Children make satisfactory progress in this aspect of learning. They enjoy singing in assemblies, but few other musical activities were seen during the inspection. Children enjoy painting and using the computer. They have opportunities to draw and to explore a range of materials. The reception classroom has an imaginative play area, the Estate Agents, and outside there is the Builders' Yard, and these were widely used during the inspection. Children recognise colours and enjoy mixing them to provide a wider range for their paintings. In play, children are able to use a wide range of materials. They enjoy jigsaws and inset puzzles. The majority of children are likely to meet the Early Learning Goals in this area.

ENGLISH

64. At the time of the last inspection the results of statutory tests indicated that both seven- and eleven-year-olds were attaining standards in English above the national average. Recent test results indicate that standards have been maintained at the age of eleven, but have fallen at the age of seven. By the end of the infants most pupils attain the expected Level 2 in reading, with a significant proportion exceeding this. In writing, however, whilst a similar proportion attain the expected Level 2, no pupils exceeded this.
65. The findings of this inspection, which do not reflect the 2002 statutory test results, are that overall standards in English are in line with the national average by the time pupils are aged seven and eleven. This reflects the school's own projections, which indicate that results this year for eleven-year-olds are not likely to be above the national average. The quality of the writing of a good number of older pupils is very high, with some being recognised by success in the Melksham Bookworm 2003 competition. However, a significant proportion of pupils in the current Year 6 have special educational needs, and

whilst some higher-attaining pupils have transferred out, others with low attainment have transferred in from other schools in recent years. The profile of the present Year 6 group indicates that girls are again likely to outperform boys overall. The school is aware of this and monitors the performance of pupils who are not making sufficient progress in order to ensure that support is given where it is most needed.

66. Those pupils who have special educational needs make good progress towards meeting the targets set in their individual education plans. They are often withdrawn in small groups during literacy lessons for extra support. During these sessions and in lessons they benefit well from the knowledge and experience of the well-informed, skilled team of teaching assistants.
67. Most pupils enter school with an appropriate vocabulary, and a significant number are confident, articulate speakers and attentive listeners. However, there are those whose attainment in speaking is below average and often these pupils do not listen well. They have a very limited vocabulary and lack assurance. When talking to a group, for example, in a Year 5/6 lesson when one pupil referred to a window blind as "One of those things you pull down." The effective implementation of the National Literacy Strategy provides good opportunities for pupils to listen carefully and the emphasis that some teachers put on encouraging active listening, particularly when concentrating on phonics and sentence work, has a positive impact. Teachers and support staff put considerable emphasis on expanding the specialist vocabulary of English and other subjects. For example, in Year 3/4 pupils are encouraged to use subject-specific vocabulary such as 'alliteration', 'onomatopoeia', 'rhyming couplets', 'syllables' and 'figurative language' when comparing two short poems. By the end of the juniors the standards of many pupils are above average. They have a good sense of the audience when reading aloud, seen when a pupil read her high-quality mystery story with clarity and excellent diction to a whole-school assembly. Teachers value and encourage opinions and discussion by asking suitably-challenging questions and essentially allowing pupils sufficient time to respond. Consequently most pupils make good progress, meeting and often exceeding expectations by the age of eleven. However, the opportunities for all pupils to develop ideas and arguments and to consider alternative viewpoints are limited. Although the development of speaking and listening skills is included in the overall plans for English, medium-term planning does not always show clearly how pupils might improve these skills. Neither are there sufficient specific, programmed occasions in the long-term planning for the development of speaking skills through, for example, drama and debate. The lack of such opportunities throughout the school restricts the extension of pupils' vocabulary and limits the promotion of oracy. The school has recognised this need and the development of oracy is prioritised in its current development plan.
68. The teaching of reading is given a high priority. The school aims to raise and maintain standards by encouraging pupils to read regularly at school and at home. Considerable emphasis is placed on the parent partnership in reading, where parents are informed and encouraged to support pupils at home. The standard of reading in Year 2 is generally in line with national expectations, although it varies greatly. The more able pupils read with confidence, expression and obvious enthusiasm. They readily discuss characters and events, and talk animatedly about favourite books and videos. One Year 2 pupil read with great fluency and accuracy, and talked enthusiastically about his favourite books and characters. Pace and tone were varied for different moods, and his voice was used most effectively to differentiate characters.
69. The school has securely introduced the teaching of phonics through the introduction of PIPS [progression in phonics]. Pupils have developed strategies to help them read

unfamiliar words by either using picture clues to make sense of what they are reading or by building up the sounds that the words make. They choose from a wide range of reading books, colour coded according to the level of difficulty, and records indicate that most are well supported by parents, teachers and learning-support assistants. Throughout the infant stage as part of the National Literacy Strategy pupils are introduced to a range of texts through which their reading skills are systematically developed and reinforced. The shared and guided reading sessions are used well in this regard. Most seven-year-olds understand terms such as 'title', 'author' and 'illustrator'. The more able understand the place and purpose of contents and index.

70. Most pupils in Year 6 enjoy reading and cover a good range of fiction, non-fiction and poetry. They read accurately and use their skills to undertake research in other subjects, particularly in topics related to history and geography. Higher attainers read a wide range of fiction and non-fiction, and talk avidly about favourite authors and characters. They can state preferences and give thoughtful appraisals of books they have read. This is well demonstrated in classroom displays and book reviews which show a mature and thoughtful appreciation of the texts.
71. Older pupils understand the organisation of a library and in fact a number act as librarians for younger pupils. Older pupils know the function of the contents and index sections of books and are able to describe the basic skills of information retrieval. The library has recently been re-located and the books audited and updated. Through its newsletters the school places great emphasis and values highly the contribution that parents can make in hearing pupils read both in school and at home. Home/school diaries are effective in encouraging parental and carer involvement in the development of pupils' reading.
72. By the end of the infant stage writing is satisfactory. A minority of pupils write well, constructing appropriately-interesting complex sentences using a variety of connectives. Tenses are accurately used and apostrophes are beginning to appear. Analysis reveals that a suitable range of writing is undertaken, including information, dialogue and instruction texts. A number of pupils write simple stories and short accounts, and understand the importance of order and clarity in instructional writing. These pupils have a sound grasp of correct punctuation. However, many pupils have yet to fully grasp the importance of full stops and capital letters; their sentences are short and their writing lacks any sense of sequence.
73. Spelling is taught through structured phonic work, which emphasises links between reading and writing. When pupils mis-spell words they often do so in a way that is phonetically sound, but a significant number do not yet understand how words are built up from individual letter sounds and blends, and consequently their spelling is erratic. A significant number of pupils make many spelling errors in their writing, and their handwriting skills are poor. Often this stems from incorrect writing positions and inappropriate pencil grips.
74. The standard of writing for pupils in Year 6 is in line with national expectations overall, although a significant minority need additional support and encouragement. Many pupils use punctuation accurately and well when creating stories or presenting pieces of extended writing. Pupils plan, draft, re-draft and edit their work before presenting accurate copies, often word-processed to a good standard. A number of higher-attaining pupils choose words imaginatively and with precision when writing their version of The Snow Queen. For example: **As the hours passed, Gerda noticed the sun changing colour from peach orange to the juicy shade of pink grapefruit and finally to blood red.**

75. In another exercise a pupil presents an emotive setting:

The air was chill from the winter's night outside as the pale green covers ebbed and flowed with his breath. His face though weary seemed contented and relaxed. Through the dirty glass of his window a small wood of spiky barren trees scattered with the green boughs of the few remaining evergreens that had withstood many a cold season before.

76. Pupils use their literacy skills effectively in other subjects. They organise their ideas well, learn how to take notes, and follow this up with research using reference books and CD ROMS. For example, they write poems on their good understanding of Shackleton's epic voyage:

**People gasp as the icy Endurance dives into the deep
Frozen ocean, cold, so cold.
Penguins and seals gather round
Watch it go.
The creaking of the boat disappoints the crew
Possessions gone forever and ever.
Silence.
Minds thinking of home
Boats so small and waves
High, so high.**

77. And in a science related description a pupil writes:

Its colours swirl into its centre, morphing into a pattern of endless spirals that tumble on within. The molecules inside absorb the force of it falling and then release it, causing the ball to bounce up and down... Although it is smaller than a thumb; it has the potential to break even the hardest glass and also the relationship between a mother and her son!

78. Teaching is good overall, with some examples of very good teaching in Years 5 and 6. No unsatisfactory teaching was seen. The implementation of the literacy strategy and the planning and organisation of lessons are good. In all classes pupils have very good working relationships with their teachers, who know them well. This means that, for instance, humour can be shared successfully and pupils' engagement and confidence in their learning grow. Teachers across the school have a good understanding of how to teach reading and writing, and all are confident and competent in teaching phonics and delivering the National Literacy Strategy. Generally teachers make good use of questioning to reinforce understanding and extend learning. They are enthusiastic about teaching literacy skills and this has a positive effect on pupil confidence and interest. Other characteristics of the good teaching seen are well-planned lessons, good management of pupils and supportive, helpful marking that provides pupils with ways in which they can improve their work. The use of learning-support assistants is very good. They work closely with teachers to develop pupils' skills and to assess and assist the learning of pupils with special educational needs. In the best lessons suitable challenges are presented to all pupils, and teachers expect high standards of work and effort. In a very small number of lessons in the infants there was not enough challenge for pupils of higher ability.
79. The leadership of English is good in the infants and very good in the juniors. Both coordinators provide very effective management through their monitoring of teaching,

planning and the revision of relevant policies. The development plan for English is well considered and detailed, as are the very informative files kept by both coordinators. There are very good assessment procedures in place and the school makes careful analyses of periodic standard and national tests, which inform changes in the emphasis and presentation of English. The junior coordinator is currently involved in a Wiltshire research project aimed at raising boys 'attainment in literacy'. A phonics programme has been introduced which is beginning to provide a structure for pupils' spelling, and the guided reading initiative is clearly having a positive impact upon pupils' understanding and enjoyment of the books they read. The re-organising and modernisation of the library are very important to the development of pupils' research skills, and the supply and quality of books are much improved. There are still some identified gaps in provision, particularly in the fiction and non-fiction literature concerned with different cultures.

MATHEMATICS

80. Standards of attainment seen during the inspection are broadly average in Year 2 and Year 6. Boys and girls show similar rates of progress. Pupils in these year groups make satisfactory progress when their performance is compared to their earlier levels of achievement. There is no significant difference between the performance of boys and girls. There is good provision and support for pupils with special educational needs and they make sound progress.
81. At the time of the last report standards at the ages of seven and eleven were recorded as above average. However, factors such as the staff changes in the last two or three years, and annual differences in the make up of year groups account for the apparent drop in standards since then. In the national tests in 2002, standards attained were well below the national average by seven years of age, and were well above by the age of eleven. Changes in the quality of teaching and learning, less satisfactory teaching in the early and infant years, and differences in the composition of year groups, have contributed to these variations in standards.
82. Pupils in Year 2 have a sound understanding of place value and of ordering numbers to 100. Most pupils have a good understanding of number bonds to 20, and they can work out simple number problems using addition and subtraction. Higher-attaining pupils understand doubling and halving of two-digit numbers up to 50. Many pupils develop a sound understanding of time, can make accurate measurements in centimetres using a ruler, and collect information to make bar graphs, such as favourite pets, sometimes using a computer. Evidence suggests there are a significant number of pupils working below the expected levels of attainment in Year 2. Pupils in Year 1 and Year 2 show great interest and often enthusiasm for their work, and respond well to the learning games and visual imagery presented by the teachers. Some more-able pupils in Year 2 do not always make the progress they might in some lessons, as they are not always sufficiently challenged.
83. Pupils continue to develop their number and calculation skills soundly in junior classes, and become increasingly proficient in their use of the four operations. Year 4 pupils can read and write whole numbers to one thousand, understand the place value of each digit, and are beginning to use decimal notation. Over a week they use three different methods of adding two-digit numbers, with higher-attaining pupils crossing the three-digit boundary. Individually they then think about which strategy they personally found most helpful and why this was so. Being encouraged to think about how they best learn promotes the progress they make. Year 5 pupils appreciate their individual mathematics targets, and in conversation show clear understanding of how to identify

key facts when solving a real-life problem. Most Year 6 pupils can identify and use appropriate operations to solve word problems, and have a good understanding of topics such as time and metric measurements.

84. The overall quality of teaching and learning is consistently good. This maintains the quality of the teaching seen at the time of the last inspection. Good subject knowledge, very good management of pupils and high expectations, especially in junior classes, underpin the mathematical learning. Pupils' concentration is helped by the typically lively manner of teaching. Teachers are successful in involving all pupils well in activities and, by providing opportunities for them to work together in pairs and groups, help them to learn in a supportive atmosphere as well as contribute well to their social development. The lively manner of teaching in many lessons, and the good use of varied resources, also help all pupils to be readily involved in the learning. This also contributes to the provision for pupils with special educational needs and the sound progress they make. Teaching assistants work well with class teachers, providing on-going support during lessons and feeding back assessment observations at the end of the lesson. Teachers observe the 'three part' structure of the numeracy lesson well. Pupils' learning is also enhanced by the consistent practice of clearly spelling out learning objectives at the start of lessons, and the frequent review of them during the plenary. There is less regular practice of inviting pupils to think about how well they have progressed during the lesson, and sharing their self-assessment with the teacher, which also boosts their learning. Lessons usually have a tight structure which gives too few opportunities for pupils to undertake independent investigations and open-ended problem solving and thus to learn from mistakes.
85. The school has very good procedures for assessing and monitoring pupils' progress in mathematics, and makes good use of the analysis of test data in various ways. The identification of pupils who would benefit from additional support, setting arrangements for pupils in Years 5 and 6, and individual targets for pupils throughout the school are some of the outcomes which support pupils' learning. The school has also identified the need to increase problem solving and enquiry in mathematics, and to enhance pupils' involvement in learning by increasing games activities, paired work and discussion.
86. There is very good leadership and management in the subject, and all staff, included teaching assistants, are fully committed and conscientious, and work very well together to support learning. There is good provision for the spiritual, moral and social development of pupils in lessons which stems from the teaching styles adopted and relationships developed. However, there is lack of opportunity to develop pupils' awareness of mathematical systems from other cultures, other than in reception. In addition to increasing opportunities for independent and problem-solving approaches, to improve the subject further the school should consider a) ensuring there is appropriate challenge for higher attaining pupils in Year 2, b) enabling pupils to make more use of informal jottings in their work, and c) adopting more widely the practice of pupils sharing their personal strategies with their class.

SCIENCE

87. Teacher assessment in 2002 for seven-year-olds showed that standards were below average for pupils gaining Level 2. Standards for 11-year-olds in the national tests were above average. The trend in school results for 11-year-olds has been irregular over the past five years. Pupils at the end of both the infant and junior stages achieve standards similar to those found in schools nationally. Pupils, including those with special educational needs, make satisfactory progress. There is no significant difference in the performance of boys and girls. At the time of the last inspection, standards were judged

to be above average for both seven- and eleven-year-olds. Differences in cohorts and changes in staffing account for the erratic nature of the performance levels attained.

88. The school adopted a new scheme of work for science in September 2002. This follows the Wiltshire scheme, which operates on a two-year cycle, and should strengthen the progression in skills and concept building. The school has also identified the need to give a stronger emphasis to independent and investigative approaches, and is already working to establish these approaches.
89. By the age of seven, pupils distinguish between living and non-living things, and they observe and record living things in the school environment. They can carry out investigations of plants growing in different combinations of light and water. Pupils soundly develop their skills of prediction, observation and recording, such as when testing which materials might float or sink, and examining materials to see how their shape can change through bending, squashing, twisting and stretching. However, there is only limited experience of fair testing. Generally there are too few opportunities for pupils to be challenged at Level 3; for example, expressing their own ideas about finding solutions, and carrying out tests, recognising and explaining why they are fair ones.
90. By the age of eleven, pupils continue to develop their scientific vocabulary satisfactorily. They carry out investigations of the effects of light on plants, of reversible and non-reversible changes in materials, and of light and shadow. When they are studying the human body, testing includes measuring and recording the effects of exercise upon pulse rates. There is increasing use of information and communication technology, such as when modelling electrical circuits. In discussion pupils show a good appreciation of fair testing, and have sound knowledge of topics such as evaporation, condensation and freezing. However, there are insufficient opportunities for pupils to select their own materials for use, or develop an open-ended enquiry, suggesting their own method.
91. Pupils enjoy science and make sound progress. They talk about the subject enthusiastically, and remain well behaved and self disciplined in lessons. This all contributes to the good pace of many lessons. This enthusiasm and co-operation, sharing of responsibilities and good behaviour make a good contribution to the pupils' spiritual, moral and social development. Pupils with special educational needs are well supported and fully included.
92. The topic approach in the school curriculum gives a great impetus to cross-curricular links all round. There is good use of information and communication technology, with the computer microscope and software to support topics like electrical circuits. Mathematical links include graphs used to record topics like pulse-rate changes, and the recording of other numerical data. English is supported in various types of writing, and in the discussion which teachers often generate between pupils on science lessons.
93. Overall teaching and learning in science are good. Teachers make good use of resources and have good subject knowledge. Questioning is often used skilfully to get pupils to think, and to stimulate them to exchange ideas. It is usually successful in drawing in all the pupils. Pupils in Years 1 and 2, identifying light sources, were fascinated by some of the objects produced from a large box, not least a large battery-operated 'searchlight'. Some discussion points exchanged when talking about mirrors as a source of light included, 'If sunlight goes directly at it, when it hits that it bounces off' and, 'That's dangerous. It can blind people', followed quickly by, 'The moon – when it's dark' as another light source. Teachers also maintain a good pace to activities and are well organised, and this helps pupils to learn well.

94. Leadership of the subject is good. There are very good procedures for assessing and monitoring pupils' learning, and the subject is monitored very well through the analysis of national tests, pupils' work and teachers' planning. Having recently revised the scheme of work, the school recognises the need to increase opportunities for pupils to engage in practical investigations, and also for independent, and sometimes open-ended, enquiry.

ART AND DESIGN

95. Standards in art and design for pupils by the age of seven meet national expectations. By the age of eleven pupils make good progress and achieve standards which are above national expectations. This is an improvement since the last inspection.
96. Displays reflect a full range of work in which a variety of techniques, including drawing, painting, collage, printing and sketching, are used. In Year 1 and Year 2 pupils create designs in the style of Kandinsky and Matisse. They also make textured collages from both man-made materials and natural material, such as wood, twigs and leaves. Sketch books are used throughout the school, and younger pupils also experience cutting, pasting, pattern making, observational drawing and painting.
97. A scrutiny of work shows that pupils have the opportunity to use malleable materials. Older pupils make clay pots. These are really well displayed to show them off to their best advantage. Alongside the finished articles there is an 'unfired' pot, with written explanations of how 'firing' alters the state of an item. This allows pupils to learn through the displays of their own friends' work. Pupils in Years 3 and 4 design pictures in the style of Kandinsky's picture of 'several circles'. There is a good spiritual element to pupils' work in art. They really use their imagination to work out the best way to display their circles. One pupil commented to a friend, 'Oh, look! If you put them diagonally it makes them look much better.' This shows that the pupils are really learning to think about the style of Kandinsky. Pupils in Year 5 and Year 6 have produced some very good painting in 'cool' colours. The paintings are related to their cross-curricular topic work on explorers and learning about Shackleton's adventures. The detail and thought that have gone into planning and designing their paintings, right down to the minute details of choosing which colours to paint the pictures in order to represent the precise feel of the Antarctic, are very good. A good standard of work was produced again in the Years 5 and Year 6 when pupils made close observational drawings of natural objects. They really took their time and produced detailed sketches to a high standard. Paintings in the style of Monet by pupils in Years 3 and 4 have also been created to a good standard. The work of the pupils is obviously valued and it is a delight to see it displayed to such a high standard.
98. Teaching in art is good overall. A good lesson observed in a Year 3 class was successful because of the teacher's knowledge and understanding, the clarity of exposition, and the very clear way in which learning intentions were explained to the pupils. As a result, the pupils achieved a good standard of work. Other good lessons seen were well prepared and teachers showed good subject knowledge which they shared clearly with their pupils. Attitudes to art are very positive. They have been supported by the art club which was held over the last two terms and which was very popular with pupils.
99. The coordinator is developing her expertise and has a clear vision of how the subject might develop. She has had the opportunity to work alongside colleagues and monitor teaching, coverage and progression in the subject, and this aspect of her role has been greatly valued. Whilst there is no updated policy on art, the school is currently waiting

for the local education authority's guidelines to be published before adapting them to their own school. A good detailed, portfolio of work is collated and colleagues can refer to this for ideas. There are missed opportunities to look at art from other cultures such as aboriginal art work or Islamic styles.

DESIGN AND TECHNOLOGY

100. On the basis of a small sample of lessons observed during the inspection, from discussions with teachers and pupils and an analysis of displays, photographic evidence and teacher's planning, standards in design and technology are satisfactory at age seven and good at age eleven. Pupils, including those with special educational needs make good progress overall. This is similar to standards found at the last inspection.
101. By the time they are seven pupils are able to draw simple designs and make a variety of models using mainly card and paper. In a Year 1/2 lesson linked to literacy pupils discuss, plan and design a house for a story character. Good opportunities are provided for pupils to talk about their plans and a number confidently sketch their designs onto the white board. Most of the plans were quite grandiose with palaces and castles appearing prominently. Pupils had a good grasp of the construction processes involved and explained how they would cut glue and decorate the finished article. Most have a good understanding of the design process and complete a work sheet outlining the stages and materials to be used. Photographic evidence, very effectively displayed on a CD ROM, shows these pupils proudly displaying a range of junk models and wearing a splendid range of multi coloured multi shaped hats that they had designed and made. They show sound skills in cutting and gluing and assembling and are able to describe clearly their models and the construction process.
102. Junior pupils show good designing and making skills when creating a variety of mobiles in a design and technology workshops led by teachers from George Ward Technology College. Photographic evidence shows pupils co-operating well and producing some good quality models. Year 3/4 pupils design and make a range of original and colourful headdresses. Year 5/6 pupils apply their literacy and numeracy skills well when creating a pizza and designing appropriate packaging. These same pupils showed good understanding mechanism when designing and making electrically powered buggies using card wood and elastic. In one lesson seen pupils show a good understanding of forces when using diagrams displayed on an overhead projector to discuss the movement of levers and off centred cams. In an after school club a number of more able pupils make good use of information and communication technology to build and test moving models using Lego Robotics equipment. Pupils with special educational needs take a full part in design and technology lessons and make good progress in relation to their prior attainment.
103. Pupils' attitudes to work in design and technology are good. They are keen and enthusiastic and concentrate well in lessons. They work well co-operatively and use tools sensibly and appropriately. During the inspection pupils were keen to talk about there work and proud to show the results of their efforts.
104. It was not possible to observe many lessons during the inspection. Consequently it is not possible to make a valid judgement upon the quality of teaching. It is clear from teacher's plans and discussions with pupils that, overall a suitable range of activities is provided and that the importance of encouraging pupils to evaluate and improve their work is understood.

105. The subject benefits from the energetic and knowledgeable leadership of the head teacher who is the coordinator. He has planned a number of initiatives for the future, which will link design and technology more closely with other subjects.

GEOGRAPHY

106. No infant lessons were observed during the inspection. Judgements are based upon the few lessons seen and the analysis of pupils' past work, teachers' planning, displays and discussions with pupils. From the evidence observed standards in geography are in line with those usually found in most schools at the end of the infants and just above at the end of the juniors. All pupils make at least satisfactory progress. Standards have risen slightly since the last inspection. The school has prioritised the acquisition of geographical skills and places much emphasis on practical work, using the natural resources of the local environment and focussing heavily on geography during annual residential visits.

107. The school adopts cross-curricular two and four-year rolling programmes with history and geography schemes of work forming the basis for topic planning in the juniors. Currently the topic being covered is - Water and its effects on landscapes and peoples.

108. Analysis of evidence in Years 1 and 2 indicates that teachers develop their pupils' knowledge and understanding by using good quality displays to stimulate interest and discussion. The travels of Barnaby Bear are attractively and prominently displayed and always appeared to be a focus of attention. Pupils are developing an understanding about different locations; they understand that climates differ and that different modes of transport take some time to reach the destinations.

109. Pupils in Year 3 and 4 show good understanding of the formation of mountains. They know that **plates** and **folds** result in different formations. Pupils know about **glaciers**, **ridges**, **plateaux** and **peaks**, describing them and identifying their position on diagrams. They use a CD-ROM to collect information about the main mountain ranges in Britain and draw in their location on maps of the British Isles. In one lesson pupils predict accurately the effect of water on a landscape using geography specific language such as **meanders**, **erosion**, **source and deposits**. Older pupils compile and present facts comparing the physical and human features of India and England. The Aztec topic focussed attention on the Gulf of Mexico and a major topic on the life and journeys of Shackleton resulted in good learning about the **mean summer and winter temperatures** at both poles. Pupils understand about **longitude** and **latitude** and how different **time zones** are decided. In a link with conservation pupils consider the effect of global warming and the positive and negative aspects of encouraging tourism.

110. In Year 5 and 6 pupils show good understanding of how contour lines identify high ground on maps. They made 3D models from contour maps and clearly recognised the features presented. A number of higher attainers made very good use of their numeracy skills when creating graphs using height and distance as axes.

111. The teaching of geography is good. Good preparation underpins the lessons and pupils are encouraged to develop independent investigational skills. Displays and photographic records show those resources such as maps, photographs and original documents are made available so those pupils understand how information may be gathered and recorded.

112. The subject coordinator is both diligent and enthusiastic and manages the subject well. She has been instrumental in drawing up recent policy documents and putting together a scheme of work, which is based on the National Curriculum geography requirements.

HISTORY

113. Standards in history are satisfactory by the age of seven and eleven. Pupils make satisfactory progress as they pass through the school, and there is no significant difference in the achievement of girls and boys. At the time of the last inspection standards were above national expectations. The apparent drop in standards reflects cohorts' differences. Pupils with special educational needs are well supported and they make sound progress in their work.
114. Year 2 pupils are developing their sense of chronology and use of vocabulary relating to the passing of time in their work on Homes (old and new). Linking with 'homework', they examine photographs which some have brought into school of their homes. They are developing their enquiry skills as they use the evidence – photographs – to raise questions about the past. In class discussion they suggest reasons why some buildings appear older than others. Clues used include the type of building materials, styles of window frames, plus comments such as 'plants growing out' and 'bricks are crackly'.
115. Cross-curricular links are a strength of history, and this complements the school's curriculum approach to topic work. The good links made with literacy, information and communication technology, geography, and art and design are readily apparent in the work of junior classes. Their work on the Aztecs, and on the explorer Ernest Shackleton, was particularly evident during the inspection, not least with some very attractive displays of pupils' art work. This visual work suggested great enthusiasm for these topics which was confirmed when talking with Year 5 and 6 pupils.
116. In their work on the topics of Aztec civilisation and on Shackleton, Year 4 pupils develop their realisation that the past can be divided into different periods of time, and show knowledge and understanding of some of the main events and people studied. Year 6 pupils outline the ways in which they used the Internet to research these two topics. They continue to develop their knowledge and understanding of features characteristic of past societies and periods in their work in the Aztecs. They can recall facts about Shackleton's life, especially his Antarctic ventures, and write imaginative diaries as a survivor with Shackleton.
117. The quality of teaching and learning is good. Pupils respond very well to the imaginative use of resources, and varied teaching approaches, and this promotes good learning. Drama; visits to museums, for example, a visit to the Maritime Museum includes role play; use of artefacts, which are frequently brought into school by staff: these are among the methods used to arouse interest, and enhance pupils' learning. In some lessons the pupils are encouraged to think of themselves as 'age-detectives', and activities which involve finding and solving clues are stressed. This develops pupils' awareness of the role of historical enquiry.
118. There has been good subject leadership and management which continue with the recently appointed coordinator. There are very good procedures for assessing pupils' progress, and monitoring the subject. The use of visits, and the commitment of staff, is among other strengths which support learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Standards in information and communication technology meet expectations for pupils aged seven and are above expectations for eleven year olds. Pupils make good progress. Pupils with special educational needs also achieve well and many reach standards commensurate with other pupils. This shows an improvement since the last inspection when standards of attainment of eleven-year-olds were satisfactory
120. There have been a number of other improvements in the subject since the last report. At that time, hardware and software needed renewal and expansion; there was no subject coordinator; and the procedures for assessment, recording and reporting of pupils' progress required considerable development.
121. The school is now very well resourced with a recently developed computer suite, and, with computers in each classroom, there is a ratio of one computer to seven pupils in the school. Pupils' learning also gains from other resources including using the digital camera, and software programs which enable modelling, monitoring, and data handling skills to be developed. There is good subject management, with the recently appointed coordinator being well supported by the head teacher. Also there are now very good procedures for assessing pupils' attainment, and for monitoring their progress.
122. Pupils in infant classes are familiar with using a computer mouse for various functions, such as using an art program to draw pictures of themselves, and to dress a teddy on screen. By the time they are seven, most pupils confidently use a word processing program to support sentence construction and present literacy work. Linking with their topic on 'Homes', they compose colourful pictures of different homes. They can select and choose appropriate drawing tools, change fonts, size and colour, and can enter and save work. They can also design instructions for a programmable toy to achieve a range of movements.
123. Pupils aged eleven research the Internet for information to support topic work, such as Mexico and the Aztecs (history), and weather in mountain areas (geography). Word processing skills feature in presenting some of their extended writing in English. They have used e-mail in Year 4. Using a data handling program – Information Workshop – they decide the fields needed to create a data file to answer questions they have devised about body features, such as length of fore finger, and colour of eyes. This links well with both science and mathematics, as well as promoting their social development as they work very successfully in mixed pairs. Pupils with special educational needs are also well supported, are fully included, and work well with others with just occasional exceptions. Pupils have developed their own Power Point presentation of the work carried out in teams with George Ward College staff. In this project they were involved in Computer Aided Design to design mobiles. In discussion pupils show their good knowledge of information and communication technology in the world around, as they discuss GPS to aid car navigation, and the advantages – and disadvantages- of having Broadband.
124. Pupils enjoy information and communication technology. They work well in pairs as they work hard and respect each other. Some very able information and communication technology users in Years 5 and 6 can take responsibility for opening and shutting down computers each day. These aspects make a good contribution towards pupils' spiritual, moral and social development.
125. The quality of teaching and learning is good overall. It is mainly satisfactory in the infants and good in the juniors. The strengths in lessons include the teachers' relationships with pupils, and good management, which generates good behaviour, involvement and enthusiasm in pupils. Teachers organise lessons thoughtfully, and

they ensure that pupils have clear understanding of the purposes of the activities they engage in. The links with George Ward College also have a positive impact upon standards of attainment.

126. The school has identified that further improvements in pupils' learning can be promoted by having on-line facilities in the new classrooms, by developing e-mail links with other schools and by continuing to improve staff expertise, including that of teaching assistants.

MUSIC

127. Standards in music are as expected for pupils by the age of seven and eleven. Attainment in singing is satisfactory. Although these standards are lower than found in the previous inspection it must be remembered that pupils have different abilities in different year groups. Pupils really enjoy music and particularly the practical aspects of it.
128. Pupils in Years 1 and 2 learn to sing tunefully and memorise a range of songs. In Year 1 and Year 2 they learn about different tempos in music. Pupils beat out the rhythms and can recognise when the music is going faster or slower. Pupils in Years 3 and 4 further develop skills in rhythmic patterns. They learn about the beat and attempt to clap two beats together. This is quite hard and whilst fun was had by all, more practise is needed to develop these skills further. Pupils throughout the school sing in harmony, and show obvious enjoyment when singing in assemblies. Teachers are good role models and encourage pupils to project and enjoy their voices. All pupils, including those with special educational needs are fully involved in musical activities.
129. The quality of teaching during the inspection ranged from satisfactory to good. In good lessons teachers are more secure in their subject knowledge. They have clear and professional expectations of their pupils' and support the development of pupils' musical skills well. Most teachers manage pupils well, help them to concentrate, and strive to improve their performance. Overall pupils' behaviour in music lessons is good although there are occasions when their enthusiasm with instruments and clapping, gets a little rowdy.
130. The subject is led by an enthusiastic and knowledgeable coordinator, who has positive ideas of how she wants to see the subject develop within the school. In-service training for teachers is planned to help develop teachers' knowledge. The coordinator is aware of the shortcomings in the subject; for example, as yet information communication technology is not used sufficiently in music. However, she has worked hard with peripatetic teachers to enrich the curriculum by making tuition available for brass instruments and woodwind.
131. There is the opportunity for pupils in the school to learn to play instruments and to perform in assemblies. This is greatly appreciated by the other children in the school, and supports the spiritual and caring ethos of the school, as all the children are proud of the successes of their friends. There are also extra activities run specifically for music, such as choir, chime bars club and a brass band. These are run at separate times of the year in order that as many children as possible have the opportunity to participate. The coordinator has had opportunities to monitor teaching in the subject and this inevitably is having a positive effect upon pupils' attainment. There are missed opportunities for pupils to learn about music from other cultures and traditions. There are very few, if any, musical instruments available from other countries, and whilst there

are opportunities for pupils' to listen to music; for example, in art lessons, the music is mainly British or European in origin.

PHYSICAL EDUCATION

132. During the week of the inspection pupils were observed taking part in dance, gymnastics and games lessons. Inspection evidence is drawn from the observation of these lessons and from discussions with pupils and from observations of pupils at play.
133. Standards in physical education are in line with those expected at the end of the infants and juniors. Most pupils reach the standard in swimming expected of pupils by the age of eleven, [to swim 25 metres] and the school arranges extra support for those pupils who have some difficulty learning to swim. Pupils make expected progress in developing control and co-ordination, in creating movement sequences, moving in response to different stimuli, in running and jumping activities and in games activities. Pupils with special educational needs are well supported and achieve good results that enhance their self-esteem. They take a full and active part in all lessons.
134. Year 1 and 2 pupils show some imaginative movements when creating partner sequences on the theme of 'Cleaning'. In most cases movements are considered and controlled and pupils are aware of the image they are creating. They respond enthusiastically to a musical stimulus, but only a few adjust their movements to keep in time to the beat. Pupils use the limited space well and their sequences include twists, turns, and movements through different levels.
135. In a gymnastics lesson Year 5 and 6 pupils show sound control and co-ordination when creating symmetrical sequences of movements on apparatus. A few more able pupils are clearly aware of good body positions and pay particular attention to starting and finishing the sequences well. However the majority of pupils do not show such finesse and whilst the effort is commendable the quality of the movements and shapes is no more than average.
136. Junior pupils show average skills in games lessons – throwing, catching, and demonstrating racquet skills appropriately for their age. They co-operate well with each other when engaged in skill practice.
137. Teaching is good overall. In the best lessons teachers have good subject knowledge and place a great emphasis on pupils achieving high standards. They make their expectations very clear, for example by expecting good quality body positions and pupils paying due attention to starting and finishing movements correctly. Good use is made of demonstrations where attention is focused on quality movement. Pupils are encouraged to observe, evaluate and comment upon the movements and how they might be improved. Pupils are managed well outside on the playground and teachers commendably make the most of the very limited hall space.
138. The subject is managed well by the recently appointed, enthusiastic coordinator. The experience gained by pupils on residential visits enhances the physical education curriculum, and the good provision of a range of extra curricular activities gives the pupils many opportunities to develop both their physical and social skills.

RELIGIOUS EDUCATION

139. The standards of seven- and eleven-year-olds are in line with the expectations of the locally agreed syllabus for religious education. This maintains the standards noted at

the time of the last inspection. Boys and girls both make satisfactory progress, and pupils with special educational needs also make satisfactory progress.

140. The learning for pupils remains similar to the last inspection as lessons are planned in line with the locally agreed syllabus. The examination of artefacts, where they are available, are successfully used by teachers to grab pupils' interest in topics, and often enable pupils to contribute to discussions and to express their innermost feelings. This was seen in a Year 1/2 lesson where pupils' discussion about what is important in the Islamic religion was inspired by the close study of a Muslim prayer mat. There was real feeling of awe and spirituality when the prayer mat was produced so that pupils could see it first hand. Pupils with special educational needs also get drawn into these activities, and respond well to practical/oral elements in lessons. Thus all pupils are included effectively in the activities. There is a lack of certain basic resources, of artefacts from other faiths which are needed for pupils to fully appreciate and learn about other pupils' faiths, cultures and traditions.
141. Religious education makes a good contribution to pupils' spiritual, moral and social development. Pupils know that they can give their views, which will be respected and valued in lessons. For example, in a 'circle time' lesson in a Year 1 and Year 2 class pupils described the many changes that have happened in the school since Easter and how they felt about it. This was handled in a very sensitive way by the teacher, and allowed pupils to discuss their feelings in a safe environment.
142. Pupils study world faiths in line with the locally agreed syllabus and are always encouraged to consider their own responses to the rituals, ceremonies and beliefs they learn about. Year 1 and Year 2 pupils, studying Islam, know that Muslims will not draw pictures of people or animals on their prayer mats. In junior classes, pupils continue to build on their knowledge of beliefs and practices of Islam, Christianity and Judaism. They increase their understanding of the similarities and differences between major faith traditions. Year 6 pupils understand how books, considered holy, provide guidance for believers, and know how the Bible has been developed and is organised. They compare and contrast prize possessions from the study of the story 'I am David' by Ann Holm with their own prize possessions, and they are able to identify Holy days within the three religions which they study.
143. The quality of teaching and learning are good. This is similar to the last inspection. Most teachers have good subject knowledge and in the lessons taught the children of all ages to respect the artefacts and beliefs of others. This was well received by the pupils in these lessons who were able to show a deep understanding of how important peoples' religions are to them as individuals. Much of the work is oral, often using artefacts, and this provides good opportunities for pupils to practise speaking and listening skills. These approaches also support pupils experiencing learning difficulties.
144. The subject coordinator is conscientious, and there is yearly monitoring of pupils' work samples. The school follows the Wiltshire Religious Education agreed syllabus. The school has a good system for regular ongoing assessment and recording of pupils' progress. The coordinator has had the opportunity to monitor teaching in lessons, and to ensure that religious education is being taught in line with the locally agreed syllabus. This is good practice.