

INSPECTION REPORT

**WESTBURY LEIGH CHURCH OF ENGLAND
PRIMARY SCHOOL**

Westbury Leigh

LEA area: Wiltshire

Unique reference number: 126370

Headteacher: Mrs M Murray

Reporting inspector: Bob Cross
15917

Dates of inspection: 25th to 28th November 2002

Inspection number: 248771

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Foundation
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	School Lane Westbury Leigh Westbury
Postcode:	BA13 3SA
Telephone number:	01373 822230
Fax number:	01373 822230
Appropriate authority:	The governing body, Westbury Leigh CEP School
Name of chair of governors:	Mrs J Dew
Date of previous inspection:	11 th December 2000

© Crown copyright 2002

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

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

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15917	Bob Cross	Registered Inspector	Information and communication technology, history, physical education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9977	Fran Luke	Lay Inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
15271	Brian Farley	Team Inspector	Mathematics, design and technology, geography, Special educational needs, Educational inclusion including race equality.	
23434	Marie Gibbon	Team Inspector	English, English as an additional language, music, religious education	How good are the curricular and other opportunities offered to pupils?
27644	John Tate	Team Inspector	Science, art, Foundation Stage	

The inspection contractor was:

Phoenix Educational Consultants
"Thule"
60 Joy Lane
Whitstable
Kent
CT5 4LT 01227 273449

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

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway

London, WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westbury Leigh CE Primary School educates boys and girls aged between four and 11 years. There are 232 pupils on roll which is broadly the same size as most other schools of the same type. The number of pupils on roll is rising. There are 49 pupils in the Foundation Stage in two Reception classes 19 of whom attend on a part time basis. The school has 11 pupils on its register of special educational needs, which is well below the level of the national average. One pupil has a statement of special educational need which is also below the national average. Pupils with physical and moderate learning difficulties are the largest groups amongst those with special educational needs. The school has 16 more boys than girls on roll and some classes have a significant imbalance in the numbers of boys and girls. Very few pupils are from minority ethnic backgrounds which is much lower than in most schools. Two pupils speak English as an additional language but are fluent in the language and are able to take a full part in all activities without additional support. The number of pupils with English as an additional language is low compared with most schools. Thirteen pupils are entitled to free school meals, which is below the national average. During the last school year, 33 pupils entered the school other than at the usual time of first admission and 15 left it at times which were not those of the normal leaving or transfer for most pupils. This is a high rate of mobility. In the last two years, 2.4 teachers have left the school and 5.4 have been appointed. This is a high rate of turnover. Pupils enter the school at above average levels of attainment.

HOW GOOD THE SCHOOL IS

Westbury Leigh primary school provides its pupils with a sound education which has a number of good features. The standards reached by the pupils are good in Years R to 2 and satisfactory in Years 3 to 6. This is because the overall quality of teaching is good in Years R to 2 and satisfactory in Years 3 to 6. The headteacher gives the school very good leadership but leadership and management are satisfactory overall. Provision for the pupils' spiritual, moral, social and cultural development is good. All pupils are fully included in all aspects of the school's life appropriately. The school gives satisfactory value for money.

What the school does well

- The very good leadership provided by the headteacher is helping the school to improve rapidly.
- The pupils' attitudes, behaviour, personal development and relationships are all very good and reflect the school's very good provision for moral and social development.
- Standards in Years R to 2 are good because of the consistently good quality of the teaching and learning.
- The school's very good provision for pupils with special educational needs helps these pupils to make good progress.
- Standards in information and communication technology, history, art, music and religious education are higher than those found in most schools in Years 3 to 6.

What could be improved

- The progress made by the pupils in Years 3 to 6, particularly the more able, in writing, mathematics and science.
- The accuracy and use of assessment information to plan the pupils' work in Years 3 to 6 in order to enhance their progress.
- The effectiveness of staff with key management responsibilities and the strategic role of the governors which are not fully developed.
- The provision made to develop the pupils' understanding of Britain as a multicultural society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 2000. Since then, it has made a good improvement particularly in view of the facts that its last inspection took place just under two years ago and that it has faced significant barriers to improvement in that period. These barriers to improvement include very high levels of mobility amongst the pupils, a rapidly expanding roll, inadequate accommodation and frequent appointments of new teachers. All of the key issues for action from the 2000 inspection have been addressed in at least a satisfactory manner except that relating to accommodation. The issues relating to information and communication

technology, religious education and child protection have been dealt with well. All other aspects of the school are at least as good as they were in 2000 and, in some cases, for example, curricular organisation, they are significantly better. The school has a good capacity to continue to improve.

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	B	A	C	C
Mathematics	C	C	C	C
Science	D	C	C	D

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

The information shows that in 2002, standards were average compared with all schools. They were average compared with schools with a similar percentage of pupils known to be entitled to free school meals in English and mathematics and below average in science. Since 2000, standards have risen in science, remained the same in mathematics and fallen in English. The school did not meet its targets for the number of pupils reaching Level 4 and above in 2002 in English and mathematics. Nevertheless, it has set very challenging targets for these levels of attainment in 2003. The school's standards are adversely affected by very high levels of mobility amongst the pupils. For example, if only pupils who entered the school before Year 6 are considered, standards in the 2002 tests were well above average (A) in mathematics, above average (B) in English and average (C) in science compared with all schools.

The findings of the inspection are that in Year 6, standards are above average in information and communication technology, history, art, music and religious education and average in all other subjects including English, literacy, mathematics and numeracy. The findings of the inspection are that, in Year 2, standards are above average in English, literacy, mathematics, numeracy, science, information and communication technology, history, art and religious education. They are average in all other subjects. Children in Year R, are on course to reach above average standards in all areas of their development except physical development where they are on track to reach average standards by the end of Year R.

Pupils' achievement is satisfactory overall in Year 3 to 6 where is it most affected by the high level of mobility amongst the pupils. In Years R to 2, achievement is good as it is for pupils with special educational needs. The two pupils with English as an additional language make similar progress to that made by their peers. Pupils who are gifted and talented are not identified and, therefore, make insufficient progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to their work and are keen and involved in all activities.
Behaviour, in and out of classrooms	Very good. Throughout the school, pupils' behaviour is very good. They are thoughtful and courteous and this, and the very good relationships in the school, result in the school being a very orderly community. There were three instances of exclusion from the school last year.

Personal development and relationships	Very good. There are very good opportunities for pupils' personal development, for example, the school council. They are given opportunities to take on additional responsibilities and respond well to them.
Attendance	Satisfactory. Attendance and unauthorised absence are broadly at the level of the national average. Most pupils arrive at school on time.

All of the above aspects influence the pupils' progress positively.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory.

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

The overall quality of teaching and learning is satisfactory as it is in Years 3 to 6. In Years R to 2 and for pupils with special educational needs, teaching and learning are good. In Years R to 2, the greatest strength in the teaching is the teaching of basic skills and the weakest element is the provision of homework, although even this is satisfactory. English, literacy, mathematics and numeracy are well taught in Years 1 and 2. Throughout the school, there are strengths in the management of the pupils and the quality of teaching for pupils with special educational needs is good. Pupils with special educational needs benefit from the close partnership between teachers and teaching assistants. In Years 3 to 6, the most important weaknesses are the failure to use assessment information well enough to ensure that pupils are always challenged and insufficiently high expectations of what they can achieve. In Years 3 to 6, the teaching of English, literacy, mathematics and numeracy is satisfactory. The pupils' needs are well met in Year R to 2 and for pupils with special educational needs. They are met satisfactorily in Years 3 to 6 and overall although achievement for pupils who are gifted and talented is unsatisfactory.

In Years R to 2, strengths in the pupils' learning include the facts that they try hard and produce good amounts of work quickly. Throughout the school, some pupils are reluctant to take on new work without additional support from the teacher. In Years 3 to 6, the pupils' own understanding of their learning is a weakness.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, although provision in Years 1 and 2 is good. All statutory requirements are met. This is an improvement on the findings of the school's previous inspection. The National Literacy and Numeracy Strategies are implemented appropriately and there is a satisfactory range of extracurricular activities. There are good links with other schools. The curriculum for children in Year R has some weaknesses in physical development. Equality of opportunity is satisfactory although more able pupils are not always fully challenged in Years 3 to 6.
Provision for pupils with special educational needs	Very good. Individual education plans are very detailed and are reviewed very frequently to check progress and set new targets. The provision is well managed and teachers and assistants provide good support for pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for the pupils' moral and social development is very good and good provision is made for their spiritual development. Provision for their cultural development is satisfactory as their understanding of Britain as a multicultural society is underdeveloped.

How well the school cares for its pupils	Good. The teachers know the pupils well and take good care of them. The school's procedures for collecting and recording assessment information are satisfactory although there are no whole school systems in some subjects. The use of assessment information to plan the pupils' work is good in Years R to 2 but unsatisfactory in Years 3 to 6 and overall.
--	--

The parents have positive views of the school. Its partnership with them is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership given to the school by the headteacher is very good and she receives good support from the deputy headteacher. However, leadership and management are satisfactory overall. The barriers to improvement which the school has faced have reduced the effectiveness of its management initiatives. For example, many of the co-ordinators are new to their roles and have not had enough time to develop them fully.
How well the governors fulfil their responsibilities	Satisfactory. The governors have made great strides forward since the school's 2000 inspection when their role was a key issue for action. They have a range of effective methods of gaining a secure understanding of the school's strengths and weaknesses. However, they have not succeeded in focusing the school sufficiently effectively on gaining high standards in Years 3 to 6.
The school's evaluation of its performance	Satisfactory. The school's self evaluation and analysis of assessment data are good which is reflected in its school improvement plan. However, it is less effective at bringing about improvements in Years 3 to 6, partly because of the difficulties it has faced.
The strategic use of resources	Satisfactory. The use of the resources available to the school results in the pupils making satisfactory progress by the time that they leave it. Its finances are carefully monitored and a good understanding of ensuring that it obtains good value for money is evident.

The school's staffing and learning resources are satisfactory overall but its accommodation is unsatisfactory to meet the requirements of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of the teaching. • The ease with the school can be approached. • The fact that their children like school. • The high standards of behaviour. • The high expectations that the school has of their children and the good progress they make. • The way in which the school helps their children to become mature and responsible. • The quality of the leadership and management. 	<ul style="list-style-type: none"> • The range of extracurricular activities. • The closeness with which the school works with them. • The information provided about how their children are getting on.

The findings of the inspection support the positive views of the parents except regarding progress in Years 3 to 6. In addition, they find that the provision of extracurricular activities and the information provided about how children are getting on are satisfactory. The school makes purposeful efforts to work closely with its parents but the rapidly expanding roll means that these efforts are not always fully successful.

PART B COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, children enter the school at above average standards of attainment although there is a wide range of attainment. The findings of the inspection are that children in the Foundation Stage are on course to reach above average standards by the end of Year R in all aspects of their development except physical development. In physical development, the children are on track to reach similar standards to those found in most schools.
2. In the end of Key Stage 1 national tests in 2002, compared with all schools and with similar schools, standards were well above average in reading, writing and mathematics except in reading compared with similar schools where standards were above average. Until 2001, there was a downward trend in reading and writing and a rising trend in mathematics. In 2002, standards rose in all subjects. In the assessments made by teachers in science, standards were in the highest five per cent in the country at Level 2 and above and well above average at Level 3. There have been no significant differences in the attainment of boys and girls in the past few years.
3. The findings of the inspection are that, in Year 2, standards are above average in English, literacy, mathematics, numeracy, science, information and communication technology, history, art and religious education. They are average in all other subjects. The apparent difference in the findings of the inspection and the school's end of key stage national tests and assessments is because different pupils are involved. Compared with the findings of the school's 2000 inspection, standards have risen in English, mathematics, science, design and technology, information and communication technology, history, geography, art and religious education. Standards are similar in physical education but lower in music, although they are average in music.
4. In the 2002 end of Key Stage 2 national tests, standards in English, mathematics and science were average compared with all schools. They were average, compared with schools with a similar percentage of pupils known to be entitled to free school meals, in English and mathematics and below average in science. Since 2000, standards have risen in science, remained the same in mathematics and fallen in English. The school did not meet its targets for the number of pupils reaching Level 4 and above in 2002 in English and mathematics but it was very close in mathematics. Nevertheless, it has set very challenging targets for these levels of attainment in 2003. In English, girls have outperformed boys significantly on average over the last three years. However, the only really significant year was 2000. In other years there have been fluctuations including boys out performing girls. No significant differences in the performance of boys and girls are found in mathematics or science.
5. The school's standards are adversely affected by very high levels of mobility amongst the pupils. For example, if only pupils who entered the school before Year 6 are considered, standards in the 2002 tests were well above average (A) in mathematics, above average (B) in English and average (C) in science compared with all schools. The overall standard reached when all three subjects are grouped together is above average (B). Conversely, if only pupils who entered the school in Year 6 are taken into account, standards are well below average (E) in English, mathematics, science and overall when compared with all schools. When compared with similar schools, standards are in the lowest five per cent in the country (E*) in English and mathematics. They are well below average (E) in science and overall. This clearly illustrates the effect that the mobility of the pupils has on the standards reached by the pupils in the school.
6. In Year 6, the findings of the inspection are that standards are above average in information and communication technology, history, art, music and religious education. They are average in English, literacy, mathematics, numeracy, science, design and technology, geography and physical education. These findings are similar to those of the school's 2002 national test results. Compared with the findings of the school's 2000 inspection, standards have improved in design and technology, information

and communication technology, history, geography, art and religious education. They have remained the same in mathematics, science, music and physical education but have fallen in English.

7. Pupils achieve satisfactorily in this school although there are variations between the year groups. In Years 3 to 6, achievement is good in information and communication technology, history, art, music and religious education. It is satisfactory in all other subjects. The satisfactory achievement in these year groups is directly related to the satisfactory nature of teaching and learning. Teachers do not always use assessment information well enough to plan the pupils' work and their expectations of what the pupils can achieve are not high enough. These factors restrict the pupils' progress.

8. In Years R to 2, the pupils' achievement is good. This is the result of the consistently good quality of teaching and learning in these year groups. In Years 1 and 2, achievement is good in all subjects except design and technology, geography, music and physical education where it is satisfactory. In Year R, achievement is good in all areas of development except physical development where it is satisfactory. Physical development is hampered by the lack of a suitable outdoor area for children in Year R and by shortages of large clambering apparatus.

9. Pupils with special educational needs make good progress and reach good standards for their previous attainment. This is due to the close and effective working relationship between teachers and teaching assistants and to the additional support the pupils, especially the one with a statement of special educational need, receive from teaching assistants. This is particularly so in mathematics and English. Progress is not, however, measured against the level of pupils' attainments when they first enter the Reception class. The previous inspection reported that the progress of pupils was, 'satisfactory' when compared with their prior attainments.

10. This inspection found no significant differences in standards achieved by pupils of different gender or in the attainments of pupils from minority ethnic groups, of whom there are very few when compared with those from other groups. Although the school is aware of the needs of able pupils, those who might be gifted or talented have not been formally identified and there is no specific provision for them.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school and their behaviour remain very good, as they were at the time of the last inspection. Pupils are very enthusiastic and very eager to come to school. They have very good working habits, which support teaching and learning very well. Pupils have very responsible attitudes to their work; they are keen and involved in all school activities. In lessons, they are interested in their work and they maintain concentration. They co-operate well and work productively together in pairs or in groups, often without direct supervision. They also work well individually and remain focused. Pupils with special educational needs have positive attitudes to learning and their peers treat them with consideration and respect.

12. Behaviour throughout the school is very good. This is because of the very good provision for pupils' social and moral development. Pupils all know the difference between right and wrong and this is constantly reinforced by staff. Pupils are always polite to each other and to all adults in the school. In lessons, pupils are well managed and this, together with their positive attitudes, results in high standards of behaviour. Behaviour on the playground and at lunch times is also very good. At the end of each session, a bell is rung and the children stop immediately until the bell is rung a second time when they line up in their classes. In the dining hall, older pupils look after the younger ones and they are well supported by the midday staff which makes lunch time a pleasant sociable occasion.

13. Teachers and support staff provide very good role models for pupils and this promotes the very good relationships, which exist in the school. No oppressive behaviour, sexism or racism was seen during the inspection. The good spiritual development in the school occurs through the constant, positive promotion of the school values and the good ethos of the school. Pupils all show a respect for

their environment and for the resources they use in lessons. No graffiti or vandalism was seen during the inspection.

14. Pupils are encouraged to think of others and they have a very good understanding of the impact of their actions on others. However the limited provision for cultural development means that they have a limited understanding of the issues related to growing up in a multicultural society. The school is aware that this is an area for development. Regardless of any differences that there might be between them, pupils have very good attitudes toward one another.

15. Pupils' social development is very good. Pupils have the opportunity to attend a residential trip in Years 5 and 6. There are lots of very good opportunities for taking on additional responsibility and they respond well to them. In Year 6, pupils act as monitors. This can involve helping in the Reception area, handing out hymn books in assembly and keeping the library, music room and information and communication technology suite tidy. At open evenings the Year 6 children escort parents from the school hall, where they may view their children's work, to the classroom for their appointments with teachers. Older children are encouraged to look after the younger ones and this is seen throughout the school at lunch and play times. The school has recently introduced a school council: two children from each class nominate themselves and are voted for by their peers. During the meetings, older children support the younger ones and help them to participate fully in the meetings.

16. Reception children display very positive attitudes towards learning as soon as they enter school. They listen attentively and gradually concentrate for longer periods of time. Their behaviour is very good indeed. They play together happily and co-operate well in the classroom. Relationships between children, teachers and assistants are excellent.

17. Pupils' attendance at the school is satisfactory. The latest return shows attendance and unauthorised absence to be at the level of the national average. Very few pupils arrive late to school and registration periods are an efficient start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching and learning is satisfactory. This is the same overall judgement as that made by the school's last inspection. However, there have been significant improvements in teaching compared with the detailed findings of the 2000 inspection. In 2000, 50 per cent of the teaching was at least good and five per cent was unsatisfactory. In this inspection, 65 per cent of the teaching was at least good and there were no unsatisfactory lessons. In addition, the quality of teaching in Years 1 and 2 has improved from satisfactory to good.

19. In Years R to 2, the greatest strength in the teaching is the teaching of basic skills and the weakest element is the provision of homework, although even this is satisfactory. Throughout the school, there are strengths in the management of the pupils. This strength was also observed in the school's last inspection and then, in the same way as it now does, it promoted the very good attitudes and relationships found in the school. Information and communication technology is generally well used to support the pupils' work in other subjects. In those instances, for example, in physical education and history, where teachers make good use of their skills and interests by teaching classes other than their own this is also a strength as is the work of the specialist music teacher. In Years 3 to 6, the most important weaknesses are the failure to use assessment information well enough to ensure that pupils are always challenged and insufficiently high expectations of what they can achieve. These weaknesses were also noted by the school's inspection in 2000.

20. In Years R to 2, strengths in the pupils' learning include the facts that they try hard and produce good amounts of work quickly. Throughout the school, some pupils are reluctant to take on new work without additional support from the teacher. In Years 3 to 6, the pupils' own understanding of their learning is a weakness.

21. The pupils' needs are well met in Year R to 2 and for pupils with special educational needs. They are met satisfactorily in Years 3 to 6 and overall although the needs of pupils who are gifted and talented are not met well enough. Lessons have clear objectives that pupils understand, therefore, they generally make at least satisfactory progress, and in Years 1 and 2, progress is good. Pupils are very well managed and, therefore, good use is generally made of available time. Effective use is made of well-trained teaching assistants to support pupils with special educational needs. However, higher attaining pupils are not always sufficiently challenged to ensure that the best is made of their capabilities. This is partly because assessment procedures do not give teachers enough precise information about what pupils know, understand and can do.

22. In Years 3 to 6, progress is slowed down in writing as pupils are not sufficiently encouraged to use a varied range of sentence structures, are not enabled to use a wide enough range of formal organisation and language and do not have enough opportunities for extended writing. In mathematics, many pupils do not present their work clearly and carefully enough to be able to complete it in a logical and orderly manner. In science, when the pupils undertake investigative work other aspects of the subject that they are working on are not always developed in sufficient depth. When information and communication technology supports the teaching of English, mathematics and science, it sometimes becomes the focus of the lesson rather than supporting the teaching of another subject.

23. The quality of teaching and learning in Reception is good as it was at the time of the school's last inspection. Teaching and learning are good in all areas of development except physical development where they are satisfactory. During the inspection, nine lessons were observed in Year R. Two of the lessons seen were very good, five were good and two were satisfactory. Good teaching of basic skills ensures that the children move forward in a logical, progressive way. Teaching methods, the management of children and the use of time and support staff are also good as they were in 2000. There is a strong team spirit. Access to information and communication technology ensures that children are well prepared for that subject when they enter Year 1. Children have a varied knowledge of the wider world when they enter school and this is developed further in their topic work.

24. In Years 1 and 2, the quality of teaching and learning is good. This is an improvement on the findings of the school's last inspection. During the inspection, 20 lessons were seen in these year groups. One was very good, fourteen good and five were satisfactory. The quality of teaching and learning was good in English, literacy, mathematics, numeracy, science, information and communication technology, history, art, music and religious education and satisfactory in all other subjects. Compared with the findings of the school's last inspection, teaching has improved in mathematics, science, and religious education and remained the same in all other subjects where valid judgements are possible.

25. A good Year 2 literacy lesson focusing on developing the pupils' phonic skills exemplified the good quality of teaching and learning in Years 1 and 2 and the good quality of the implementation of the National Literacy Strategy in these year groups. The lesson began with a game of hangman which focused on the pupils' knowledge of consonants and vowels. The teacher managed the game well and introduced a competitive element which sharpened the pupils' interest, attention and enjoyment. There was a real enthusiasm to offer ideas and suggestions. The teacher's questions were very well linked to the area of language development appropriate to the pupils' understanding and whiteboards were well used to check their understanding. The teacher used support and encouragement well and provided a wide range of strategies to help the pupils to remember their work. During the introductory part of the lesson, the teaching assistant was used well to encourage pupils to respond and take part. She also gave good support to pupils with special educational needs during the group work.

26. In Years 3 to 6, the quality of teaching and learning is satisfactory. This is the same judgement as that made by the school's last inspection. During this inspection, 33 lessons were observed. Two were very good, 16 were good and 15 were satisfactory. The quality of teaching and learning is good in information and communication technology, history, art, music and religious education. It is

satisfactory in all other subjects. Compared with the findings of the school's inspection in 2000, teaching has improved in religious education, is not as good as it was in English and is the same in all other subjects where valid comparisons can be made.

27. A satisfactory Year 4 lesson in which the pupils practised using columns for subtraction illustrated the satisfactory nature of teaching and learning in Years 3 to 6 and the satisfactory way in which the National Numeracy Strategy has been implemented in these year groups. The lesson began with the pupils doubling numbers mentally. They enjoyed this, worked hard and were encouraged to explain how they had worked out their answers. However, some pupils did not listen, partly because some of the answers given by other pupils were not audible. The main objective of the lesson was explained clearly and good use was made of pupils to explain how answers had been worked out which enhanced their understanding of the process. The work was generally at a satisfactory level although lower attaining pupils found it difficult and needed additional support. The group work took some time to organise because the pupils were slow to settle to the task. The quality of their presentation of their work was variable and, in some cases, was muddled and poor and prevented progress. The teaching assistant was well used to support a pupil with special educational needs in the group work but was largely uninvolved in the lesson until that point.

28. The quality of teaching and learning for pupils with special educational needs is good. The calm atmosphere in lessons makes a significant contribution to their good progress. Where they are deployed, teaching assistants are effective in helping pupils to learn. This is because they have access to pupils' individual education plans, know the targets set for them and have effective liaison with teachers. Pupils are aware of their own targets for learning and this knowledge helps them to make good progress. Although teachers have copies of individual education plans, insufficient use is made of them to plan work for pupils in a wider range of subjects. Some use is made of information and communication technology to teach pupils with special educational needs, but this is relatively underdeveloped. Because reviews of pupils' progress are so frequent, teachers have very good awareness of where improvement is needed.

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

29. In the school's previous inspection, a key issue was to improve curricular planning. The curriculum was unsatisfactory overall because it did not provide sufficient breadth of experiences in a range of subjects and it was not balanced because it did not meet statutory requirements for information and communication technology and religious education. The school has made a good improvement in addressing this key issue. The curriculum is now planned to provide an appropriate breadth of experiences in all subjects and meets all statutory requirements. There remain some weaknesses in the planning of activities and experiences which challenge more able pupils, particularly in Years 3 to 6. The school uses the national strategy frameworks and curriculum guidance to support long term curricular planning, is in the process of adapting the guidance to meet the needs of the school and is trialling the new creative curriculum. This process is not fully coherent in subjects such as science, design and technology, and geography. Some aspects of the curriculum in physical education are limited by the lack of appropriate space. Overall, the quality and range of learning experiences are satisfactory.

30. The curriculum has an appropriate emphasis on the teaching of literacy and numeracy. Both the National Literacy and Numeracy Strategies are firmly established and overall are having a sound impact on standards and on tackling the areas that need more intensive focus. They are well implemented in Years 1 and 2 and having a positive impact on the good progress made by these pupils. In planning for literacy in Years 3 to 6, the school's provision for guided reading has been effective in sustaining good standards across the school. However, planning for speaking and listening is only just being implemented and the school has, quite correctly, identified the need to continue with its emphasis on developing pupils' writing skills in Years 3 to 6. Teachers plan and teach lessons according to the

National Numeracy Strategy, although there are some variations in the detail of the planning particularly in Years 3 to 6.

31. Provision for pupils with special educational needs is very good. Some pupils are withdrawn from lessons for individual or small group support, particularly in literacy and numeracy. This is arranged so that they do not miss entitlement to the full curriculum. Individual education plans have a clear layout, teaching strategies and what pupils should achieve within specified times. A particular strength of these plans is that they are updated fortnightly by teachers or teaching assistants. This means that pupils' progress is carefully recorded and is used to plan what needs to be done next. Recent national guidance for more detailed target setting for pupils has been partially implemented. A small group of pupils have regular Eurhythmy sessions that are well planned and evaluated for effect. These short sessions are led by a teaching assistant and consist of movement exercises to music. These exercises help pupils develop their coordination in order to improve skills such as handwriting.

32. Curricular provision in Year R is good and has been maintained and developed since the school's last inspection. Particular strengths include the cohesive planning supported by effective methods of assessing children's work. This aspect has improved even since the last report when it was judged to be good. Role play is well organised to foster language and social development. The very good support for children's personal, social and emotional development underpins the high standards that are found throughout the school. Children and adults work together very harmoniously, forming very good relationships. The development of speaking and listening skills is good, and results in better than average communication skills by the end of the Reception year. Good opportunities are provided to stimulate the children's creativity. Provision for physical development remains hampered by the lack of suitable climbing frames and a secure outdoor area in which to play and learn.

33. Equality of access to the curriculum and opportunities for pupils are both satisfactory. All National Curriculum subjects and religious education are taught and there is a satisfactory range of extracurricular activities. Strategies to teach literacy and numeracy are both good and this has had a positive effect upon the progress of all pupils. If they are withdrawn from lessons for more intensive teaching, pupils are not disadvantaged because what they do is matched, at their level, to the work of their peers. Pupils who might be gifted or talented are not formally identified and therefore no special provision is made for them. The pupils' awareness of cultural diversity in Britain is underdeveloped.

34. Overall, the school provides a satisfactory range of opportunities outside the school day to enhance and support pupils' learning. Pupils throughout the school are offered opportunities to play football and in addition, older pupils are able to take part in netball, athletics, cricket and table tennis clubs. The school is justifiably proud of the success of pupils in the First Aid club in a national St John's Ambulance competition. Although the school offers the opportunity for pupils in Year 6 to learn the guitar and for pupils to take part in country dancing, there are no other additional musical activities. The school recognises this and has planned to extend the range of musical activities and the opportunities for younger pupils when the school transfers to the new building next year. Theatre groups, such as M and M, visit the school for productions which have included 'The Lion, the Witch and the Wardrobe'. Local wildlife organisations, such as the Owl Sanctuary, visit to talk to pupils and pupils have taken part in a Shakespeare workshop. The personal and social skills of older pupils have benefited from residential experiences to such places as Braeside in Devizes and an outdoor pursuit centre in Torquay.

35. The school's provision for personal, social and health education is satisfactory. It has recently been reviewed and the revised policy has been introduced throughout the school from September. The school is awaiting a Healthy School's Award.

36. The provision for pupils' spiritual, moral and social development has remained good overall since the last inspection. This has a positive impact on pupils' personal development, particularly their very good behaviour and attitudes to school.

37. Pupils' spiritual development is good. It is particularly enhanced through religious education. A religious education lesson seen during the inspection was very well prepared and pupils were able to ask some very searching questions indicating they had thought very carefully about relationships between God and man. Assemblies also provide good opportunities for spiritual development. In an assembly for children in Year R, older children had nominated two children for good behaviour at lunch times and the headteacher named them in assembly. The children were delighted and one threw his arms around a member of staff, whilst the other thanked the headteacher very politely.

38. Moral development is very good. All staff are very good role models for pupils and this encourages the children to care for one another. This is seen throughout the school in the older pupils taking care of the younger ones. The school's values are constantly promoted through the school. During the inspection tolerance and perseverance were promoted in assembly with pupils writing and acting short plays to illustrate how these values are beneficial. Respect is also promoted and, as a result, relationships are very good.

39. The school makes very good provision for pupils' social development. The school is a caring community and all respect and support one another. This is developed through the monitor system, and also through the recently introduced school council where elected representatives discuss a range of issues that affect them. The pupils carry out fund raising activities on behalf of charities.

40. There is satisfactory provision for pupils' cultural development, which is the same as at the last inspection. There are few opportunities for pupils to study cultural matters across the curriculum, for example, in art, pupils study artists from other cultures, and they examine other faiths such as Islam and Judaism in religious education. Within their own culture, pupils have looked at historical figures such as Boudicca and Guy Fawkes. However, these opportunities are limited and the school is aware that this is an area which is insufficiently developed.

41. The school has good links with other schools in the area and with those most connected with pupils in the school. There are close links with the local playgroup, which the school was instrumental in establishing and good and effective links with the local secondary school to which most pupils transfer. The school has benefited from the secondary school's designation as a specialist school for the arts and attends partnership meetings. Staff visit the school on a regular basis to work with pupils in drama groups, as was seen during the week of the inspection. Pupils also visit the school for musical events and for introductory visits before they transfer. Year 7 tutors visit to meet their incoming pupils and to discuss any special concerns with staff. These opportunities help pupils to transfer more smoothly.

42. There are appropriate links with the local community, many of which are through the local clergy and the church. Members of the clergy visit the school on a weekly basis to take assembly and also to take part in religious education lessons as was seen during the inspection. The school makes use of the local community hall for events such as the school's Christmas production and the leavers' service. Older members of the community visit the school to talk about their earlier lives and parents provide support in some lessons. The local area is appropriately used to enhance pupils' experiences in areas such as geography, history and religious education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school continues to provide a good level of care for its pupils. The environment is kept safe and staff care for their pupils well. Staff know their pupils and their individual needs well. Members of staff and the governing body deal effectively with any hazards found on site and health and safety issues are taken seriously. Health and safety inspections are carried out regularly by the headteacher and a member of the governing body and risk assessment has been undertaken. This is an improvement since the last inspection where health and safety was an issue. The health and safety policy has recently been reviewed and is based on the Local Education Authority's guidelines.

44. There are good arrangements for the provision of first aid, and a number of staff have been trained. There is no designated medical room, but children who hurt themselves at break and lunch

times are looked after by staff near the school hall and any who feel unwell during lessons are well cared for either by the headteacher or by the office staff.

45. The school's procedures for the protection of children are now good: this is also an improvement since the last inspection when this was identified as an issue. The policy has recently been reviewed and is based on guidance provided by the local committee. All staff are kept informed of the procedures and who they should go to if they have any concerns. The procedures are included in the school handbook, which is given to all staff. The headteacher is the named officer responsible for child protection and has received appropriate training. There is good liaison with external agencies.

46. The procedures for monitoring and improving attendance are very good. Statutory requirements for the registration, coding and recording of attendance are all met and there are very good procedures for analysing, monitoring and following up of any absences. For older pupils who do not arrive at school, and for whom no reason has been received, the school will ring parents to find out why their children are not at school. Few pupils are late to school; those who are have their punctuality monitored. The education welfare service comes into school regularly and carries out a regular register review. It gives good support to the school and will visit parents when requested

47. There are very effective measures in place to monitor and promote good behaviour. The behaviour policy is reviewed with all staff at the beginning of each academic year and this results in all staff being consistent in the way in which they promote good behaviour and deal with any problems. Parents feel that behaviour is very good, and the inspection team supports this view. Staff monitor behaviour closely and parents may be invited in to discuss any poor behaviour, if appropriate.

48. There are good procedures in place to monitor and support pupils' personal development. Teachers know their pupils very well and this enables them to care for them well. In addition, teachers carry out weekly curriculum evaluations where concerns may be noted and acted upon. The school's provision for personal, social and health education, which has recently been reviewed, is planned to support this well once bedded in.

49. The school is very good at monitoring and eliminating oppressive behaviour. Parents are happy that all staff deal with any problems instantly, and say that their children are happy to come to school.

50. Children in the Foundation Stage benefit from being in a happy and caring environment in which they feel valued and secure. These factors protect children against early failure and low self-esteem. Assessment procedures are good. Assistants support the children very well and monitor their progress in all aspects of their work and play.

51. The statement of special educational needs is reviewed appropriately. Good use is made of assessment data from testing to help track the progress of pupils with special educational needs, but information about pupils' attainments when they enter the Foundation Stage is not used to measure progress over time. Teachers and teaching assistants are aware of the procedures to identify pupils who may have special educational needs and as noted elsewhere in this report, recording of their progress is particularly good. The school makes effective use of agencies that provide support to pupils with special educational needs.

52. The procedures for assessing pupils' attainment and progress, unsatisfactory at the time of the last inspection, are now satisfactory. The use of this information in forward planning has not improved sufficiently and remains unsatisfactory. The school has worked hard to establish effective strategies to provide accurate data to enable teachers to plan effectively, but the recording of this data lacks coherence and consistency across the school and teachers do not always relate assessments to the National Curriculum levels of attainment.

53. There is a great deal of data, but it is not easy to see just how each pupil is progressing through National Curriculum levels. The inspection's evidence also reveals that teachers are not sufficiently skilled to judge whether a pupil has reached a particular level in English, mathematics or science, or

not. Examples of pupils' work are retained in portfolios or samples of work, providing evidence of achievement but teachers do not consistently reference these examples to the levels of the National Curriculum.

54. In the first term, when pupils enter the Reception class, they are assessed using the Local Education Authority's procedures designed for children of this age range. This information is used in planning their work and as a basis for monitoring their progress. The assessment process is developed through Years 1 and 2 and the results from the end of key stage tests and teacher assessments confirm that significant headway has been made in monitoring individual progress in the core subjects of English, mathematics and science. In Years 3 to 6, the school uses optional literacy and numeracy tests in Years 3 to 5 and strengths and areas for development are identified. The results of the national tests at the end of Year 2 are also analysed and used for similar purposes, enabling teachers to plan more directly towards the topics that need attention. However, for the reasons given above, there has been limited success in improving standards in English, mathematics and science. In most of the other subjects, there are few formal procedures for assessing pupils' performance, and teachers rely upon their own evaluation. Overall, the information gathered from a variety of sources does not provide all pupils with work that is challenging but attainable, nor does it enable pupils to set their own targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents continue to have positive views of the school. They confirm that the school is receptive and staff are approachable. In their responses to the pre-inspection questionnaire, the vast majority of parents said that they would feel comfortable about approaching the school with a problem or concern.

56. The impact of parents' involvement on the life of the school is satisfactory. A small number come into school on a regular basis and help out in the classroom, listening to readers or helping with art activities. In addition, a number of parents also help with the weekly trips to the local swimming pool and with the running of the after school football club. The parents association, FOWLS, organise social as well as fund raising events to help the school with the purchase of additional resources and materials. The majority of parents are happy with the amount of work their children are expected to do at home, and they contribute well to their children's learning by ensuring that homework is completed.

57. The quality of information sent out to parents by the school remains satisfactory. Regular monthly newsletters are sent to parents. These are informative and provide parents with information about what is happening in school as well as dates for future events. Additional letters are sent out from individual classes informing parents about curricular and class events. Parents have been invited to attend curriculum workshops on numeracy and literacy. In their responses to the pre-inspection questionnaire, a small but significant minority said that they were unhappy about how closely the school works with parents. The school works hard to encourage closer links with parents and to this end a questionnaire was sent out recently to ascertain parents' views about what is happening in school, a relatively small number of questionnaires were returned, and only a small number of parents attended the subsequent meeting to discuss the result. The rapidly increasing roll makes this a difficult area for the school to be successful in without continued effort. The statutory documentation for parents is informative, but does not meet requirements, as it does not contain all the information required.

58. A small number of parents indicated that they were not kept well informed about how their children progress. The written annual reports for parents are satisfactory. They give parents information, which is easily read, about what their children have done, but there is not much detail. Although National Curriculum levels are given, these do not provide parents with information about where their children should be. Neither do they give parents, or pupils, the opportunity to give a written response to the reports. The reports do provide information about pupils' social and personal development, together with some areas for further development. There are good opportunities for parents to meet informally with staff to discuss pupils' progress, as well as formal meetings.

59. In Yr R, links with parents and carers are good and this has a positive effect on children's learning. Teachers give good guidance to parents to ensure that they know how to help children learn. Children are very keen to take books home where parental support is strong and helpful.

60. Parents are informed if the school has a concern that a child may have special educational needs. Where appropriate, they are invited to reviews of individual education plans and their views are sought about the progress made by their children and the next steps to be taken. Appropriate contact with the Parent Partnership Service has not been established.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The school's leadership and management are satisfactory overall although the headteacher's leadership is very good and she is well supported by the deputy headteacher. These factors, along with the initiatives set in place and the good team spirit generated in the school, give it a good capacity to continue to improve. Since the school was last inspected in December 2000, it has faced significant barriers to improvement which have reduced the effectiveness of its implementation of management initiatives. These barriers include very high levels of mobility amongst the pupils, a rapidly expanding roll, inadequate accommodation and frequent appointments of new teachers. Nevertheless, when allowances are made for these issues and in view of the fact that its last inspection took place just under two years ago, the school has made a good improvement since the inspection in 2000. All of the key issues for action from the 2000 inspection have been addressed in at least a satisfactory manner except that relating to accommodation. The issues relating to information and communication technology, religious education and child protection have been dealt with well. All other aspects of the school are at least as good as they were in 2000 and, in some cases, for example, curricular organisation, they are significantly better.

62. Most of the weaknesses in management arise from the fact that the initiatives set in place have not been in operation long enough to be fully effective. For example, many of the co-ordinators are new to their roles and have not had enough time to develop them fully. The relatively recently established senior management team has not yet created an effective strategic role and the deputy headteacher has a very heavy workload. As a result of these factors, the monitoring of teaching and learning particularly in English, mathematics and science in Years 3 to 6 is not effective enough in improving teaching and raising standards. Additionally, the co-ordinators for these, and some other, subjects do not make enough impact on their management, for example, in making use of the analysis of assessment data.

63. The governors perform their responsibilities satisfactorily. They have made great strides forward since the school's 2000 inspection when their role was a key issue for action. Through, for example, their committees, their visits to the school and the information they receive from subject co-ordinators, they have a range of effective methods which have enabled them to gain a secure understanding of the school's strengths and weaknesses. They have an individual responsibility for maintaining an overview of a class and, in some cases, an aspect of the school such as literacy. They governors attend appropriate training and are very committed to the school. However, they have not succeeded in focusing the school's strategic direction sufficiently effectively on improving standards in English, mathematics and science in Years 3 to 6. This indicates that their role as critical friends to the school is underdeveloped. All statutory requirements, including that to have and monitor a racial equality policy, are met apart from some minor omissions in the statutory information for parents.

64. The school's self evaluation and analysis of assessment data are good which is reflected in its useful school improvement plan. For example, the school improvement plan identifies issues such as raising standards in literacy and numeracy and developing relationships with the community and the role of the governors as priorities. However, it is less effective at bringing about improvements in Years 3 to 6, partly because of the difficulties it has faced which the school recognises in its reviews of progress.

65. The school's finances are carefully monitored and are well linked to educational priorities. The school is well aware of the short term financial issues associated with its rapidly rising roll and has a good plan in place to deal with this matter. A good understanding of ensuring that it obtains good value for money is evident. The school consults with parents and pupils, compares its standards and costs with those of other schools and gets three quotations for major expenditure. The school makes very good use of new technologies such as information and communication technology in the curriculum and its administration. The use of the resources available to the school, including funds available for the professional development of teachers, is satisfactory as the pupils' progress is satisfactory overall.

66. The quality of leadership in Reception is good. The co-ordinator is well motivated and has a clear vision about the development of these young children. The two classes work very well together and a healthy team spirit is apparent. The learning environment is bright, attractive and stimulating but children's physical development is limited by the lack of suitable climbing apparatus.

67. The provision for special educational needs is very good and is well managed by the co-ordinator for special educational needs. Funding available for pupils with special educational needs is well spent. A new policy, based upon the revised code of practice, has been produced and new procedures to help teachers manage the teaching of pupils with special educational needs have been implemented. Teaching assistants are well trained and feel valued by both teachers and pupils. They have good liaison with teachers, the co-ordinator and the deputy headteacher, who is responsible for their overall management. The co-ordinator meets with assistants regularly so that their role can be constantly reviewed and refined. However, she does not formally monitor the effectiveness of assistants when they work with pupils. The prospectus has no clear summary of the governors' policy for special educational needs and their Annual Report to parents has no statement about well the policy has been implemented. Apart from these omissions, of which the school is aware, all statutory requirements for special educational needs are met.

68. The school has a good set of aims which are well reflected in its life apart from achieving the highest standards in English, mathematics and science in Years 3 to 6. It has a clear commitment to all aspects of inclusion. It has an equal opportunities policy and this is an improvement since the previous inspection. Special educational needs and equal opportunities policies are monitored to ensure that they are effective. Therefore, the school is aware of how inclusive is its practice and pupils receive satisfactory equality of opportunity. Co-ordinators have insufficient opportunities to monitor pupils' learning or the teaching. This means that they cannot know if inclusive practice for their subjects is a reality. Plans to improve the access for pupils and others with disabilities are being discussed in consultation with the governors and the Local Education Authority. The school complies with all relevant legislation for inclusion. Relationships are very good and are well promoted by the school's provision for the pupils' spiritual, moral, social and cultural development.

69. The school continues to benefit from an appropriate range of experienced and suitably qualified staff. The school no longer purchases the services of a specialist teacher for information and communication technology as it has appropriate provision within the school. The school does continue to purchase the services of a specialist teacher for music, and the provision is very good. However, the provision is not full time and there is no additional music teaching in the school. This means the loss of some curricular time for the older pupils and there is no extracurricular provision for music. Induction arrangements for newly qualified staff are good, but although procedures for the induction of other staff are in place, these are not followed through or checked up upon sufficiently. The school has the potential to be an effective provider of initial training for teachers, particularly in Years R to 2. Performance management has been well implemented and training needs are related to its outcome and to issues identified in the school improvement plan.

70. Resources in the school are satisfactory overall, with some good resources in English, religious education and information and communication technology. In physical education there is a shortage of large apparatus for gymnastics, and there is a shortage of clambering equipment for pupils in the

Foundation Stage. Good use is made of the Wiltshire loan service to support and enhance the school's resources.

71. The school's accommodation remains of poor quality, which is the same as at the time of the last inspection. However, there are plans for the school to be rehoused in new buildings from September 2003 and the building work is due to start very shortly. The new school buildings will alleviate its current problems.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to increase the rate of progress made by the pupils in Years 3 to 6, particularly the more able, in writing, mathematics and science, the headteacher, governors and staff should:

1. In writing:*

- develop pupils' more confident use of a varied range of sentence structures;
- enable pupils to use a wider range of formal organisation and language;
- provide more opportunities for extended writing.

In mathematics:*

- thoroughly assess the pupils' level of attainment and use this effectively to plan their work;
- make sure that all pupils present their work clearly and carefully so that they are able to complete it in a logical and orderly manner.

In science:*

- be certain that when the pupils undertake investigative work, other aspects of the subject that they are working on are developed in sufficient depth.

In information and communication technology

- ensure that information and communication technology supports the teaching of English, mathematics and science when these subjects are the focus of the lesson.

(Paragraphs 4,6,7,10,19,20,21,22,26,27,30,98,101,103,104,107,115,119,124,154)

2. Improve the accuracy and use of assessment information to plan the pupils' work in Years 3 to 6 by:

- relating the assessments made more specifically to the National Curriculum levels of attainment;
- using this information to provide all pupils with work that is challenging but attainable in lessons and to set their personal targets for improvement;
- paying even more attention to the progress and attainment of pupils who join the school at times other than those of the usual time of admission.

(Paragraphs 19,20,27,52,53,54,107,109,110,111,119,123,129,140,144,149,154,163)

3. Develop the effectiveness of staff with key management responsibilities and the strategic role of the governors through:

- ensuring that the co-ordinators accept the major responsibility for the management of their subjects;*
- giving them the chance to monitor the quality of teaching and learning especially in Years 3 to 6;
- making sure that they are fully aware of the implications of the analysis of assessment data;
- reviewing the deputy headteacher's workload;

- enhancing the impact of the senior management team and the governors on the strategic development of the school especially in terms of raising standards and acting as critical friends to the headteacher. (Paragraphs 62,63,64,119,123,135,140,144,149,154,159,165)
4. **Improve the provision made to develop the pupils' understanding of Britain as a multicultural society.** (Paragraphs 33,40,159,167)

* **already identified in school improvement plan**

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Developing the effectiveness of the school's links with parents. (Paragraph 57)
- Improving induction procedures for experienced teachers who are new to the school. (Paragraph 69)
- Ensuring that the statutory information for parents contains everything required. (Paragraphs 57,63)
- Providing appropriately for the physical development of the children in Year R. (Paragraphs 1,70,74,91)
- Identifying and making provision for gifted and talented pupils. (Paragraphs 10,21,33)
- Addressing those areas of weakness in implementing the schools' very good procedures for psl with special educational needs. (Paragraphs 28,51,67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	35	22	0	0	0
Percentage	0	8	57	35	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 points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	232
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11

English as an additional language	No of pupils
--	--------------

Number of pupils with English as an additional language	2
---	---

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	9	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	24	25	26
Percentage of pupils at NC level 2 or above	School	92 (83)	96 (87)	100 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	96 (83)	100 (87)	100 (93)
	National	85 (85)	89 (89)	89 (89)

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

* Data omitted as fewer than 10 girls tested.

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	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	11
	Girls	11	10	11
	Total	17	20	22
Percentage of pupils at NC level 4 or above	School	68 (83)	80 (70)	88 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	10
	Girls	11	10	11
	Total	17	19	21
Percentage of pupils at NC level 4 or above	School	68 (83)	76 (79)	84 (93)
	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	238	2	1
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	2	0	0
Any other ethnic group	1	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	21.1
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	144

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	5.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Financial year	2001/2
----------------	--------

	£
Total income	438351
Total expenditure	452662
Expenditure per pupil	2219
Balance brought forward from previous year	6143
Balance carried forward to next year	-8168

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
--	---

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	183
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	38	1	0	0
My child is making good progress in school.	50	46	2	0	2
Behaviour in the school is good.	55	43	2	0	0
My child gets the right amount of work to do at home.	36	54	5	1	4
The teaching is good.	55	44	1	0	0
I am kept well informed about how my child is getting on.	36	46	14	4	0
I would feel comfortable about approaching the school with questions or a problem.	70	29	0	1	0
The school expects my child to work hard and achieve his or her best.	63	32	1	0	4
The school works closely with parents.	43	36	16	4	2
The school is well led and managed.	58	34	4	4	0
The school is helping my child become mature and responsible.	52	43	4	0	1
The school provides an interesting range of activities outside lessons.	21	43	14	7	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. There is good provision for children in the Foundation Stage, as at the time of the last inspection. Children benefit from being in a happy, calm, caring and very purposeful working environment. When children start in the Reception class, they show a broad range of abilities, with overall above average attainment in all areas of development. Children make good progress, due to good, and sometimes very good, teaching and learning. As a result, they achieve well for their ability. Since the last inspection, the staff and children have established themselves in the mobile classrooms and the good progress mentioned at the time of the last inspection has been maintained and often improved upon. Consequently, children develop skills progressively throughout the Foundation Stage.

74. Particular strengths include the very good support for children's personal, social and emotional development, which underpins the high standards that are achieved for the school as a whole. Children and adults work together very harmoniously, forming very good relationships. Links between the assistants and teachers are good: everyone is clear about what they have to do and all staff are involved in assessing the children's development. The department makes good use of assessment information to plan children's learning. The development of speaking and listening skills is good, resulting in better than average language and communication skills. Good opportunities are provided to stimulate the children's creativity, but provision for physical development remains hampered by the lack of suitable climbing frames and a secure outdoor area in which to play and learn.

75. High standards of achievement have been maintained since the last inspection. High quality teaching ensures that children achieve, and often exceed, the Early Learning Goals in all areas of their learning. More able pupils work solidly within Level 1 of the National Curriculum in all areas of their learning by the end of the Reception year. Teaching and learning are good in all areas of development except for physical development where they are satisfactory.

Personal, social and emotional development

76. Children's personal, social and emotional development is given a high priority in Reception and is taught well. The children make good progress and, as a result, the majority achieve the Early Learning Goals before the end of the year. Achievement is especially good relating to development in concentration and co-operation. At all times, children work together in a happy and relaxed way, seldom if ever falling out about the use of equipment or who should take turns. Very good relationships exist between adults and children. Management styles are effective and there is a strong feeling of mutual respect which enhances trust and care within the department. Attitudes towards learning are positive and children work with enthusiasm and pleasure. Opportunities for children to think about and plan activities for themselves are good and result in the development of independence. Overall, good planning, organisation and management of children allow adults to focus their attention on small groups of children. As a result, children are engaged in tasks for longer periods of time. Teachers keep good records of children's development.

77. The well planned curriculum, supported by encouragement and high expectation, results in happy children who enjoy coming to school. Trust and care are apparent at all times and the children learn to separate themselves from their parents and carers due to the good links with home. Most children can already dress and undress themselves independently for physical development. Additionally, good routines and encouragement help children to manage their own personal hygiene to a good standard. Time is used effectively; children quickly learn the routines and apply themselves to the tasks. They soon learn how to take turns and treat each other. A good example occurred as the children were about to go home. A girl at the end of the line tapped the boy in front on the shoulder and said, "Please do not stand on my toe!"

78. Good opportunities exist for children to make choices about their activities. There is a good balance between directed activities and free choice. A high priority is now given to role-play which was under-developed at the time of the last inspection. During the inspection, three children, both boys and girls, worked alongside each other in the role-play area, busily 'washing' clothes and preparing a welcome for Mother Hubbard. They co-operated very well, each one adopting a different character and acting out an imaginary story. Staff are sufficiently skilled in knowing how and when to intervene in children's play. Aims are identified beforehand and woven into the activity as it develops. At the end, the children willingly, and without coercion, tidied everything away before returning to the carpet.

79. All children, including those with special educational needs, are confident, friendly and form very good relationships with adults and one other. This was exemplified by the boy who, towards the end of the inspection, asked the visiting inspector whether he slept in the school every night!

Communication, language and literacy

80. On entry to school, children's communication, language and literacy skills are generally above average. They make good progress and achieve well. This includes those with special educational needs and more able children. A higher than average number of children achieve the Early Learning Goals by the end of the Foundation Stage and thus, attainment is above average. The teachers have introduced the National Literacy Strategy effectively. Most children have the opportunity to work within the first level of the National Curriculum well before the end of the Reception year. Overall, children begin their schooling in Reception showing above average speaking and listening skills. By the time they leave the Foundation Stage, standards remain above average.

81. This is because a higher than average number of children are able to interact with others and speak clearly with confidence. There does not appear to be any significant difference between boys and girls as standards are broadly similar. Children listen very well and respond to stories and discussions with interest, often asking relevant questions. The quality of teaching and learning in speaking and listening skills is very good. Teachers and assistants often ask good and challenging questions. Moreover, there is a strong emphasis on widening vocabulary. Adults provide many examples of how to extend a child's simple sentences.

82. When starting school, children have generally had a good introduction to books. Teaching and learning in reading are good. Children are quickly introduced to books and become familiar with a wide range of stories and rhymes. The quality and range of books are good. Planning shows good development of phonic skills. Teachers make very good use of big books for shared whole class reading. Children demonstrate confidence in using picture clues to tell stories. During the inspection, children in Reception were enjoying one of the Elmer the Elephant stories. Their recall of events was very good and they had remembered key words and vocabulary very well indeed. As part of a general topic on animals, high attaining children were researching information, with the teacher's help, using reference books to identify key facts such as the colour and design of an animal's fur. A good routine for home reading has been established and children are keen and enthusiastic when choosing books for that purpose.

83. Children's understanding of how to write is broadly average when starting school. They make good progress and reach above average standards. Girls and boys use their knowledge of phonics to write simple words and clearly have the idea there should be spaces between words. Analysis of work from the previous year confirmed that more able children were writing several linked sentences. Teaching and learning of writing are good, showing good planning and high expectations for different ability groups. Writing is practised regularly and this is the key to good progress. There is a good balance between worksheets and independent writing, thus allowing children to write for a good range of imaginative and factual purposes in both formal lessons and play situations. Progress in developing knowledge about sounds and letter names is good and is regularly assessed. Good progress is made in pencil control. Writing areas are well organised.

Mathematical development

84. Children enter Reception with at least an average understanding of numbers, counting, shapes and measurement. Progress and achievement are good in both classes. Children confidently grasp how to do addition and work on subtraction skills. Mathematical language is developing well. The samples of work and lessons seen show good expectations with a sound level of challenge for pupils of varying capabilities.

85. The quality of teaching and learning is good overall, with good use of the Numeracy Strategy. Teachers have a secure knowledge and understanding of mathematics and the balance of practical activities and work that is recorded, raised as a concern, has been addressed successfully. Examples of this were seen in a creative activities lesson when children were making climbing frames out of a variety of shapes, and during a mathematical development lesson when children were matching animal skin patterns to pictures of the animals themselves. During a walk around the school, the children were asked to look for patterns in the natural environment. Without prompting, they discovered all the main shapes, naming them correctly and discussing how they fitted together. In the role-play area, 'socks' were attached to a line with pegs. As part of the planned activity, children counted these and put them into pairs. These are good opportunities to promote learning through building upon children's natural curiosity through play.

86. Mathematical development features strongly in the topic plan. During every session, there is an opportunity for children to learn and extend their mathematical knowledge and skills. This in addition to the more formal lessons which take place. The quality of planning in this respect is good. The Numeracy Strategy has been adapted very well to meet the needs of young children who respond well to the structure of the lesson. Observations confirm that children are confident handling numbers up to ten and beyond. They are comfortable with vocabulary such as 'just below' or 'one higher'. They can name shapes and count the number of faces which each one has. To reinforce all these concepts, the theoretical work is always supported by a practical activity.

Knowledge and understanding of the world

87. Provision and teaching for children to develop aspects of knowledge and understanding of the world around them are good. Children's learning is well promoted and the majority of children are on course to achieve the Early Learning Goals by the end of Year R due to the overall breadth of their work.

88. The quality of teaching and learning is good overall. Work is well planned so that children can develop a growing understanding about their lives, with some work about the cultures and lifestyles of others. The emphasis on first-hand exploration is much in evidence. Children find out about reflection, sorting items which reflect light from those which do not. All the children understood this very well indeed during the session and completed the task quickly. In the same lesson, children coloured in a drawing of half a face, held a mirror to it and replicated their colouring on the other side. Again, their attempts were accurate. Finally, working in pairs, one child coloured in half an object, for example a birthday cake, and the other child had to replicate this on the other half as accurately as possible. This was difficult but the children managed very well.

89. Good use is made of the immediate environment. The children were taken around the school to look for shapes and patterns, some natural but mostly man-made. As soon as they understood what to look for, the children were finding them all over and, in some instances, their drawings were very detailed and accurate, for example, the shapes and patterns on a hubcap.

90. Children use construction apparatus with growing confidence and analysis of completed work from last year confirms that they learn about growth and change. The school has recently acquired some high quality books to support 'finding out'. These were in evidence when above average children were researching for their animal project. They found the animal of their choice, discussed it with the assistant, and coloured in their record sheet. Information and communication technology is available in

both classrooms to support children's learning but it was not in use during the inspection.

Physical development

91. When starting school, children show average physical skills. Overall, standards remain satisfactory rather than higher because of the inadequate nature of the premises. Teachers try hard to make up for the deficiencies in provision but, in the absence of an appropriate outdoor area containing large climbing apparatus, there are weaknesses in curricular provision. This shortcoming was mentioned in previous reports.

92. This aside, the quality of teaching and learning is good. Hand and eye skills are developed through a wide range of activities which allow children to use different tools and experiment with malleable materials, such as play dough. A good example of this occurred as an activity following a story, when children created their favourite characters out of playdough. Children handle scissors, glue, pencils and brushes competently and, from the time they start school, their writing, cutting and sticking skills develop very well.

93. In the hall, the children work and behave remarkably well. Listening closely to instructions, they use space sensibly in the traffic light game and travel along benches in a variety of different ways during the main activity, displaying skill and agility. The teacher used demonstration effectively, built confidence in those who were a little timid and recognised proficiency in others.

Creative development

94. Teaching is good overall and, as a result, all children, including those with special educational needs, make good progress and are on course to attain the Early Learning Goals by the end of Reception. Teachers not only understand about this area of work, as is evident in their planning, but the classrooms are full of bright, interesting displays generated day by day. This enables children to grow in confidence and try many new things.

95. Children learn about colour, pattern and texture in two- and three-dimensional pictures and models. As a means to introduce primary colours, the children were introduced to marbling and marble roll painting during the inspection. The results were dramatic, causing a great deal of excitement and pleasure. The teachers use a good range of resources and introduce many different techniques. Small climbing frames made out of a solid shapes not only reinforced mathematical concepts but also involved the children in three-dimensional work. One pupil exclaimed proudly that at the top of his model was a sphere! Prints are also made using shapes. Children mix their own paints and have opportunities to produce their own imaginative work.

96. Both classrooms have a role-play area which is a favourite destination. Setting one of these up as a utility room, complete with washing machine, sink, dryers and so on helps children to relate to their own experiences and enables them to act out imaginary situations. Children play with dolls and are adept at dressing and undressing them. They work well together to act out activities, such as sorting the washing and hanging it out.

97. Although the children were not observed taking part in music lessons, opportunities are provided for them to handle instruments correctly and to explore and control the sounds they make. There are also frequent opportunities to sing songs and recall popular rhymes. The children behave very well during creative development lessons which is due to the good promotion of personal and social development and evolving listening skills.

ENGLISH

98. Overall standards in English are above average in Year 2 and average in Year 6. Standards in speaking and listening are average and standards in reading are above average across the school. In the school's previous inspection standards in all areas of English were above average in Year 6 and in speaking and listening in Year 2. Standards in reading and writing in Year 2 were below average.

There has been a good improvement in standards in Year 2 and this reflects the good teaching and learning observed for these pupils during the inspection. Improvement in Year 6 is masked by the significant number of pupils who enter the school between Years 3 to 6 and, when this is taken into account, pupils achieve well in Years 1 and 2 and satisfactorily throughout the rest of the school.

99. There is good inclusion for pupils with special educational needs whose good progress is well supported in class and through the Early, Additional and Further Literacy programmes. However there are some weaknesses in curriculum planning and teachers' expectations for some older more able pupils. No significant differences in the achievement of boys and girls were observed during the week of the inspection. The school's intensive focus on pupils' spelling and provision for guided reading is having a positive effect on standards particularly for the older pupils in the school.

100. The school has set very challenging targets for the current group of pupils in Year 6 which has changed significantly in its composition in the last two years as a result of a high level of pupil mobility. The school was not able to achieve the targets set for the previous group of pupils in Year 6 in 2002, because, as with the current Year 6, a high proportion of new pupils entered the school after the targets had been set.

101. Standards in speaking and listening are average in Year 2 and Year 6. Across the school, pupils are generally responsive listeners and this helps them to understand new ideas and undertake tasks and activities productively. Teachers constantly reinforce good listening skills and, as a result, pupils are aware of the importance of taking turns and listening to each other. In all years pupils answer questions confidently and usually relevantly but there are a number of pupils who speak very quietly and are not always audible to the rest of the class. Pupils enjoy using their voices expressively together as was seen in a Year 3 lesson where, as a result of their teacher's good guidance, pupils effectively read the question and answer poem 'What is Pink?' As they move through the school, pupils steadily develop their confidence and skills. In Year 6, some pupils are using language in a considered and balanced way to make thoughtful comments. This was evident when they discussed their work together in pairs and in an assembly for older pupils in the school when they performed small role plays to illustrate qualities such as perseverance and tolerance. However, in whole class discussions, pupils are not given sufficient opportunities to develop their responses in greater depth and detail and, as a result, less confident pupils of all abilities reply relevantly but briefly. Whilst opportunities for older pupils to speak at greater length and in more formal contexts are planned appropriately within the curriculum, they were not evident in lessons seen during the inspection nor were they evident in the range of vocabulary and expression used by pupils.

102. Reading skills are above average in Year 2 and Year 6. Most pupils enjoy reading and most are able to talk about the book they are currently reading and about books or stories they have enjoyed. Many read with confidence, fluency and pleasure and achieve standards above those expected for their ages. Most pupils in Year 2 tackle relatively difficult words with confidence because they have a secure range of strategies to help them in their reading. In Year 6, pupils of average and above average ability read a good number of books with enthusiasm and interest. They offer thoughtful opinions and discuss aspects of plot in good detail. Some more able pupils are able to consider wider themes in their reading, discussing similar books in the same genre and sometimes discussing characters and their relationships and the implications of their actions. The well planned sessions of guided reading provide good opportunities for pupils to experience a range of texts and to record their responses often in good detail. There is currently no planned provision for pupils to develop their library skills due to the limitations of the current accommodation. However, pupils understand how to access information and retrieve it appropriately using both information books and the resources of information and communication technology.

103. Skills in writing are above average in Year 2 and average in Year 6. In the past year, the school has focused closely on the development of pupils' spelling skills and this is beginning to have a positive impact on pupils' understanding of spelling patterns and the general level of accuracy

throughout the school. Pupils are encouraged from an early stage to plan and organise their ideas and older pupils understand how to draft and edit their work. In Year 2, pupils express simple ideas in a sequence of sentences and have a growing understanding of the structure of a story. The school has focused this term on developing the range of pupils' expressive vocabulary and this is evident in the writing of poems and simple descriptions, such as their description in their retelling of the story 'The Rainbow Fish' and the writing of a poem about fireworks. More able pupils write simple letters organising their ideas clearly and appropriately and often using a good range of vocabulary and expressions. Although there are variations in the use of accurate punctuation and spelling in average and below average pupils' work their writing generally communicates meaning and pupils are aware of how sentences are organised.

104. In Year 6, pupils write for a growing range of purposes. Whilst there is a good range of creative descriptive writing, there is a more limited range of writing which uses formal structures and expressions. The good development of pupils' expressive vocabulary is clearly evident in the writing of above average pupils. In their description of a candle, one pupil wrote effectively, 'an orange haired lady begins to dance with the breeze'. Some of these pupils are developing their abilities to use more complex sentences and punctuation appropriately. However, a significant number of pupils do not have a secure understanding of how to use a varied range of structures or how to sustain and develop their ideas in a coherent and detailed way. This is partly because pupils do not have sufficient opportunities to write for extended periods and because these skills have not been sufficiently developed in earlier years. However, although some above average pupils are developing a good range of punctuation within the sentence and using paragraphs appropriately, some pupils across the ability range are not using basic punctuation consistently accurately. Pupils use a joined style of writing from an early stage. Whilst most pupils in Year 6 use a joined fluent style and take care with the neatness of their work, there is some variability in the care with which some older pupils present their work.

105. In all classes, standards in literacy are the same as those found in English. The development of pupils' literacy skills across the curriculum is satisfactory. There is a good focus on teaching of special terms and vocabulary related to specific subjects, particularly in information and communication technology, physical education, history, science and mathematics. In history, there are useful links with pupils' experiences of legends and the literature of cultures in the past. They learn stories of people such as Romulus and Remus and Boudicca and study the poem 'Beowulf' in their work on Anglo Saxons. Pupils in Year 2 develop their use of comparative language when they study the similarities and differences between Southport and Westbury Leigh. There is good use of evaluative language in Year 6 when pupils write about their work in art. The school had earlier identified the need to develop pupils' use of mathematical language. Some good practice was observed in Year 2 where pupils were making good use of language to describe the relative positions of three dimensional shapes and, in Year 6, pupils were using mathematical language appropriately to describe how the 'sieve of Eratosthenes' helped them to sort numbers.

106. The quality of teaching and learning is good in Years 1 and 2 and satisfactory in Years 3 to 6. Good teaching was also seen in Years 3 to 6 and there was no unsatisfactory teaching. In the school's previous inspection, whilst teaching was good overall, there was some unsatisfactory teaching. Throughout the school, teachers manage pupils well and there are good relationships in all classes. This means that pupils are interested in their work, concentrate well and feel confident about taking part in discussions. As a direct link with the good relationships in classes, teachers provide a good range of opportunities for pupils to work effectively together in pairs and groups in order to share ideas and to discuss and edit their work. In a Year 6 lesson, pupils worked together as 'response' partners to discuss the work they had done on developing complex sentences and were able to reinforce and clarify their understanding. Where teaching is good, teachers make interesting links with other subjects and use resources which stimulate ideas and language. These qualities were seen in a good lesson, where Year 1 and Year 2 pupils were developing the range of their vocabulary to describe different senses. The teacher discussed a recent visit to an art gallery where pupils had listened to music while

looking at a painting to discuss their feelings and responses. The experience had been stimulating and pupils used a good range of vocabulary to describe their feelings using words such as, 'calming', 'relaxing', 'peaceful'. They followed this by listening to a piece of music and linking their responses to thoughts about the sea. The teacher's sensitive questioning helped all pupils to contribute to the 'store' of words collected and to work effectively in their groups together to develop the range of senses to include taste and touch.

107. Teachers plan carefully and with appropriate regard for the elements of the National Literacy Strategy. Whilst they recognise the differing ability levels within the class and generally provide well for lower attaining pupils, the tasks and activities devised for more able pupils do not always provide a good level of challenge. There is good practice evident in teachers' evaluation and annotation of their weekly planning but these observations are not always used sufficiently sharply to ensure that older pupils, particularly, develop their skills and understanding as well as they could.

108. Teachers and teaching assistants work effectively together to provide a good level of support for pupils with special educational needs and also to work with groups within the class. In some classes, good use is made of the expertise of teaching assistants to reinforce phonic skills and to implement support programmes such as the Additional and Early Learning Strategies.

109. In all classes, teachers mark pupils' work regularly and give good support and recognition of work that is well done. In the best practice, teachers provide often detailed comments to help pupils improve their work. However, in some classes, whilst teachers clearly identify weaknesses in pupils' work, the comment is often repeated several times without any noticeable improvement or evidence of additional strategies to address the problem. In most classes, teachers identify individual or group targets for pupils to achieve. However, the practice is still in the early stages of development and is currently too variable in both its organisation and its focus. It is not a sufficiently 'sharp' tool to be helpful to either pupils' understanding of their own learning or for teachers to assess pupils' progress.

110. The subject is satisfactorily led and relevant targets for development have been identified. The co-ordinator has undertaken some useful analyses of the impact of the school's recent focus on spelling and guided reading, through his monitoring of teaching and learning in the school. However, he is not sufficiently involved in the detailed analyses of test and assessment results and their implication for the work of the school, particularly in Years 3 to 6. Assessment procedures are satisfactory but the use of assessment information is unsatisfactory. Some useful systems are in place to follow pupils' progress in writing and reading throughout the school. However, these are new and not yet fully and consistently implemented. Insufficient use is made of National Curriculum levels to provide clear benchmarks of pupils' progress.

111. Whilst there is careful analyses of national tests at a general level, the use of this information and the use of information from the school's own testing are not sufficiently effective to provide clear benchmarks of pupils' learning and sharply focused target setting, particularly in Years 3 to 6.

112. The framework for the National Literacy Strategy is appropriately used to support curriculum planning. Planning for the development of pupils' speaking and listening skills is newly in place and has not had time to be fully effective in building a good range of opportunities throughout the school. Resources in the subject are appropriate and there have been some good recent purchases to support the school's guided reading programme. However, the restriction of space does not enable the school's library to be used in an effective way to help pupils develop their information retrieval skills. The subject makes productive links with information and communication technology to support pupils' editing and drafting skills and to support their appropriate use of programs for further information.

113. The profile of the subject is appropriately raised by events such as book fairs and visits by theatre groups. English makes a good contribution to pupils' spiritual, moral and social development. Pupils explore their feelings and emotions in response to poems, music and works of art. They learn to work productively together and to help each other in their class and group work.

MATHEMATICS

114. The findings of this inspection indicate that, in Year 2, most pupils reach standards that are above average in mathematics and numeracy. In the inspection of 2000, standards were reported to be 'average, but not high enough'. Therefore, there has been a good improvement in standards. In the test results for the year 2002 for seven year olds, the proportion that attained the national standard was very high compared with the national average and when compared with similar schools. The proportion of pupils whose attainment was above average was well above national average. The difference between test scores and the findings of this inspection are because different groups of pupils were involved. The progress of pupils, including those with special educational needs, is good if compared with their attainments when they entered the school. There were no observed differences in the achievements of boys and girls, but, in the latest tests, boys did better than girls.

115. The standards reached in mathematics and numeracy by pupils in Year 6 are average. As for Year 2, this judgement is based upon teaching observed, an analysis of pupils' work and discussion with them. In 2000, the inspection's judgement on standards was, 'average, but not high enough.' There has, therefore, been some progress since then, but standards, nevertheless, are still not high enough. In the year 2002 national tests for 11 year olds, standards reached were average when compared nationally and also average for the proportion of pupils at the higher level. When compared with similar schools, test results showed average attainment. Because of significant mobility of pupils, it is not possible to make a firm judgement on progress in Year 6 compared with attainment at the end of Year 2, but, overall, it appears broadly satisfactory. Pupils with special educational needs make good progress, particularly when they have close support from teaching assistants. There were no observed differences in the achievements of boys and girls during the inspection, but test results in the year 2002 indicate that boys did better than girls. However, there are fluctuations in these differences over time. The school has set a challenging target for 81 per cent of its pupils to reach the national average next year. The findings of this inspection indicate that this is realistic.

116. Overall, the quality of teaching and learning is good in Years 1 and 2. This judgement is based upon lesson observation, analysis of work and discussion with pupils. The previous inspection described teaching in Year 1 to 6 as, 'sound overall, but varies from good to poor.' In this inspection, no unsatisfactory teaching was seen. Therefore, there has been a good improvement in the quality of teaching and learning in Year 1 and 2.

117. In Year 2, a good lesson was well presented with careful questioning by the teacher to help pupils develop their understanding of counting in tens. They made a good response, sustained interest and most made a good mental effort to use the skills of counting taught. In the main part of the lesson, objectives were clearly identified and the activity plainly explained. The teacher made particularly good use of an overhead projector and the teaching assistant to 'model' what pupils were to do. This was to draw a series of two-dimensional shapes given only verbal instructions. There was a good emphasis upon the vocabulary of both shape and position and pupils responded to the challenge with enthusiasm and a good level of success. They discussed what they did with one another and this was valuable because it enabled them to consolidate and extend their understanding. Good provision was made for lower attaining pupils and the teaching assistant effectively supported them. A weakness in the lesson was that the teacher did not emphasise the need for accuracy and care in drawing. This meant that work produced by pupils, lacked appropriate precision.

118. Pupils use and apply mathematics with generally good confidence when, for example, they use information and communication technology to order numbers in a specific sequence. They are mostly competent at number and analysis of their work indicates that they have begun to make progress in learning about shape, space and measures. In Year 1, the introduction to a good lesson was characterised by clear presentation of key ideas so that pupils knew exactly what they were to do. Very good use was made of questioning to help them develop their understanding of place value and of

counting strategies. Their concentration was good and they used the knowledge that they already had to extend their skills of counting. Therefore, they made good progress during this part of the lesson.

119. In Years 3 to 6, the quality of teaching and learning is satisfactory overall. Improvement in the quality of teaching is broadly satisfactory since the previous inspection, because then it ranged from, 'good to poor'. Pupils are more challenged than previously reported, but for those who are higher attaining this is still not enough. In a satisfactory Year 6 lesson, the teacher demonstrated and gave clear explanations of the difference between intersection and bisection and how to classify quadrilaterals. Although the challenge was satisfactory for most pupils, those who were higher attaining had work set for them that demanded too little real effort. Before the lesson started, there was no emphasis upon the need for accuracy and careful layout of work. Therefore, that which they produced was not organised in a clear, logical manner. However, toward the end of the lesson, the teacher reminded the pupils of the need for accuracy. The pace of the lesson was too relaxed at times, but pupils were engaged in the activities and showed a satisfactory development of appropriate knowledge.

120. Most pupils in Year 6 know how to use and apply their mathematical knowledge and understanding. For example, they developed their thinking skills when they used grids to solve problems that required the use of an appropriate vocabulary and logical thinking. The use and application of mathematics has improved since the previous inspection. Most pupils are competent in number, but have only just begun to work on shape and space. Their work on data handling is satisfactory, but not extensive. A good lesson in Year 5/6 was the result of the teacher's good subject knowledge, clear explanations and particularly effective use of questioning. Pupils were frequently asked to explain their thinking and this helped them to gain better understanding of what they learned. However, not all pupils listened with sufficiently close attention to what the teacher said. Because there was a good challenge, pupils responded well. Most made good gains in their understanding of measures of length and the associated place value rules of conversion from one metric unit of length to another. Teaching was well organised and good use was made of time targets at various stages during the lesson.

121. In a Year 4 lesson, the pupils learned how to use column methods for subtraction. This lesson was satisfactory with a clear presentation of method, but there was too little insistence that all pupils should listen and watch with the utmost attention. Neither was there any indication of the teacher's expectations about the quality of the work to be produced. Because of this, some pupils' work was muddled and inaccurate. The teacher identified a group of pupils that were having difficulty with the method and gave them direct and intensive teaching. This was valuable because they began to make better progress in the lesson. A teaching assistant provided good support to a pupil who used a computer in his work. Analysis of work in Year 3 indicates that there has been a satisfactory range covered. Marking is helpful and encouraging, but lower attaining pupils, in particular, are not sufficiently challenged to produce work of good quality. In Years 3 to 6 overall, analysis of work completed so far this year indicates that marking is variable in effectiveness because pupils are not always shown how to improve what they do. There is too often insufficient emphasis by teachers upon the need to record work in a clear, logical and organized manner. This results in wasted space, muddle and inaccuracy.

122. The school has implemented the National Numeracy Strategy satisfactorily. This has clearly been effective in raising standards, notably in Years 1 and 2. Teachers plan and teach lessons according to the strategy, although there are some variations in the detail of the planning. The mathematics curriculum is broad and has satisfactory balance. Throughout the school, there is evidence that pupils use and apply mathematics in other subjects. For example in design and technology in Year 1/2, pupils have recorded data on favourite breakfast cereals with the use of information and communication technology. In Year 5 geography, they have used data handling to present information on weather patterns in different parts of the world. The co-ordinator has

insufficient opportunities to monitor teachers' planning over time and, therefore, cannot know with any certainty how effective is the curriculum, particularly for pupils who are higher attaining.

123. The use of information and communication technology in mathematics has improved since the previous inspection. It is used increasingly, but is not systematically written into curricular planning. Pupils have some homework to help them develop their skills and understanding. Although assessment procedures are satisfactory at a basic level, they do not provide enough detailed information for teachers to plan the curriculum so that standards are raised and particularly for higher attaining pupils. The subject co-ordinator is newly appointed, very enthusiastic and has begun to identify some of the priorities for development. However, there are insufficient opportunities to monitor pupils' work and teaching. He does not have enough information about test and assessment results for each year group. Therefore, he cannot fully monitor pupils' progress and plan for improvement in the curriculum to raise standards. Resources are adequate

SCIENCE

124. Standards in science are average at the end of Year 6. This is similar to the standards reported for pupils in the school's previous OFSTED inspection and confirms the results in the most recent 2002 national tests. The findings of the inspection in Year 2 are that standards are good, which represents an improvement since the last inspection when they were satisfactory. This judgement confirms the good results achieved by Year 2 pupils in the most recent end of key stage assessments by teachers. Throughout the school, pupils with special educational needs make good progress and achieve standards that are at least satisfactory compared with their previous attainment. This inspection finds no significant difference in the performance of boys and girls.

125. In 2000, teaching was judged to be sound with some good features. The quality of teaching and learning is now satisfactory overall and in Years 3 to 6 and good in Years 1 and 2. Progress is good in Years 1 and 2 and satisfactory in Years 3 to 6. Most teachers are confident in their knowledge of the subject. Throughout the school, a strong emphasis is given to the teaching of experimental and investigative science. This was also evident at the time of the last inspection. Whereas there are compelling arguments in favour of this approach, the evidence, both from test results at the end of Years 3 to 6 and from the inspection, indicates that the programme of study in Years 3 to 6 is unbalanced and leads to the discrepancy in standards achieved between the two key stages.

126. All pupils enjoy science and are inspired by the enthusiasm of their teachers. This was illustrated well in a good lesson in Year 4 on measuring pulse rates. Having been taught where to find the pulse in a previous lesson, on this occasion, pupils were checking pulse rates after different activities. Working in small groups, pupils completed a series of different exercises, measuring results against the pulse rate of an individual at rest. For the most part, the results were similar and when they were not, the teacher was able to explain the possible reasons for the difference. The standard of questioning was high and the teacher's clear explanations and very good use of time spent in discussion motivated all pupils. Year 3 had completed similar work and were transferring their results onto a spreadsheet before displaying them in chart form. This was another good lesson which confirmed a strong cross curricular link between science and information and communication technology. The teacher guided pupils through the process very carefully and all pupils, including those with special educational needs, made good progress. There was challenge and pace to this lesson. Year 6 pupils were devising a fair test to find out the best combination of filters to clean muddy water. Although the teacher explained the process clearly and the level of interest was high and maintained by allowing the pupils to explore and undertake an investigation for themselves, progress was very mixed, largely because pupils found difficulty measuring the results in the available time using the resources to hand. For example, filter papers were too fine to allow the water to pass through. Also, opportunities for independent research, envisaged in the planning, were also limited in practice and pupils within certain groups found difficulty co-operating with each other.

127. In Years 1 and 2, pupils were finding out about sound. Very good teaching enabled pupils in Year 1 to explore different instruments, building up an appropriate vocabulary to describe how they sound and how that sound is achieved. This was an appropriate approach to investigative science. All pupils were given the opportunity to experiment for themselves and, consequently, their ideas were based on first-hand experience. To conclude the lesson, the pupils placed the instruments in sets, according to whether they were hit, blown, scraped or plucked. This reinforced the link with mathematics and music. Year 1/2 were completing a similar lesson, finding out about instruments which have either high or low sounds. The teacher was anxious to establish 'prediction' as an alternative word to 'guess.' A concept map was drawn up to establish that, for example, an instrument with thick strings would produce a low sound whereas one with thin strings produced a high sound. This was difficult for young pupils to understand but good teaching enabled them all to make progress, regardless of ability.

128. In all lessons, teachers emphasise the importance of using correct scientific vocabulary when pupils are asked to give an explanation of their work. This not only improves the pupils' knowledge and understanding but also enables the teacher to recognise any misconceptions the pupils may have and help to clear them up. An analysis of pupils' work supports this and indicates that most pupils present their work in an appropriate variety of ways, such as drawings, writing, charts and tables. The use of information and communication technology is increasingly evident as a means to enhance the pupils' learning. Lesson planning is good in the school, and the activities provided indicate that pupils' learning is well organised. There is good evidence of progression in the development of investigative skills as pupils move through the school. In lessons, pupils are well supported and secure in their understanding of what they are going to learn. The management of pupils is very good and, as a result, all pupils settle well to their work and make good progress.

129. Science is well supported by a useful policy and scheme of work that provide good coverage of all aspects of the subject and clear guidance for teachers. Assessment procedures are improving and the star sheets enable teachers and pupils to target their work at an appropriate level. Indications, nevertheless, indicate that assessments are not always used to inform planning. The subject is led by an enthusiastic, experienced and knowledgeable co-ordinator, who, together with the headteacher, monitors standards of teaching and learning in science throughout the school. Appropriate links with numeracy, literacy and information and communication technology were evident during the inspection. Learning resources for science are generally satisfactory.

ART AND DESIGN

130. Overall, standards in art and design are good in Years 2 and 6. This represents an improvement on the last inspection when they were judged to be satisfactory. Pupils with special educational needs achieve similar standards to other pupils. There are no differences between the attainment of boys and girls. More able pupils are given good support and often achieve higher than average standards. Judgements are based on three lesson observations, an analysis of pupils' work, displays around the school, discussions with pupils and teachers' planning.

131. Pupils' observational and drawing skills, their ability to use different media and techniques and their ability to discuss and evaluate their work develop progressively across each year. As a result, by Year 6, most pupils observe objects closely and in detail and their representation of shape and line is developing well. A lesson investigating different printing processes was a good illustration of this. Using designs originating from Anglo Saxon Britain, pupils developed their own designs using string and/or polystyrene, following the process through to a print on either paper or material. Pupils were able to sustain their concentration quite easily, took pride in the presentation of their work and shared a critical appreciation of the end results. The work linked very well with history and gave pupils an insight into their own historical culture.

132. Pupils in Year 4/5 were developing an awareness of body proportion when drawing people. The techniques involved in this work were very skilfully taught and enabled pupils to attempt their own

sketches of the head, either full face or in profile. The pupils thoroughly enjoyed this lesson and there was clear evidence that systematic teaching of appropriate skills resulted in good progress being achieved by them all, in particular, the more able.

133. Evidence from displays in Years 1 and 2 confirms that standards are influenced by the emphasis placed on art and design throughout the school. Year 1/2 had visited Victoria Gallery in Bath, finding out about sound and colour in art and looking at paintings produced by John Eaves. Back in school, this work was broadened to include work by Jackson Pollock, found on the internet and reproduced by using Dazzle, a software program. Working in the style of different painters from Europe and elsewhere is a regular feature of the art and design curriculum. Year 1/2 were learning about primary colours using the work of Piet Mondrian as an example. The style in this instance was very straightforward and easy for young pupils to appreciate and understand. Careful teaching of basic skills enabled all pupils to succeed, including a disabled pupil who really enjoyed the experience and made similarly good progress. A good level of challenge was evident in the lesson and the choice of painter and the style of his work complemented the learning objective very well indeed.

134. The quality of teaching and learning in art and design is at least good. Indications are that curriculum time allocated for the subject is appropriate and the scheme of work clearly identifies how pupils' skills should be developed as they progress through the school. The impact of these elements since the last inspection has resulted in the improvement in standards mentioned in this report. The bright and attractive displays throughout the school confirm the importance placed on art and design as a vehicle to promote overall learning in the primary phase of education.

135. The quality of leadership and management in the subject is good. The co-ordinator, though unavailable at the time of the inspection, is obviously knowledgeable and has the ability to enthuse staff about the subject. There is a clear policy for art and design and a plan for further development. Monitoring of teaching in the subject is limited, but planned for in the future. Monitoring of samples of work is well established and examples of assessment, though limited, do point towards the way forward. In particular, self evaluations by pupils in Year 6 are perceptive and revealing. Basic resources in the subject are generally appropriate and the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

136. From an evaluation of one lesson in Year 2, an examination of teachers' planning and limited examples of pupils' previous work, the indications are that standards are broadly similar to those expected nationally. In the previous inspection, standards were judged to be, 'below average' throughout the school so there has been a good improvement. The progress of all pupils, apart from those who are gifted and talented who are not identified, is satisfactory.

137. The judgement, that standards are broadly in line with what is expected nationally for pupils in Year 6, is based upon observation of one lesson, teachers' planning, some designs and photographs of work previously completed. As with Years 1 and 2, standards have improved since the previous inspection. Pupils with special educational needs make satisfactory progress. There were no observed differences in the attainments of boys and of girls.

138. Overall, the quality of teaching and learning, based upon one lesson seen and analysis of pupils' work, is satisfactory in Year 2, but has some good features. The previous inspection judged teaching in Year 1 and Year 3 to be, 'never less than satisfactory'. In the lesson seen, the teacher provided a good demonstration to pupils of how to use cutlery to slice, scoop, spread or mash play dough. These skills were taught for use in a subsequent lesson on food technology. There was good emphasis upon aspects of hygiene and safety and good expectations that pupils would handle and use cutlery with care and appropriate skill. They were, therefore, well behaved, sustained interest and made good efforts to learn and use the skills taught to cut and shape. No lessons were seen in Year 1

because of timetable constraints, but evidence indicates that pupils have successfully designed and made 'jointed' figures of at least satisfactory quality.

139. The quality of teaching and learning is satisfactory overall in Year 6. A good lesson was well planned with clear objectives that pupils could see. They were very attentive to the demonstration given by the teacher on measuring, cutting and the various ways of joining parts. This demonstration was effective because pupils were equipped with appropriate skills for the activity of making shelters that followed. They worked to plans previously produced; most of these were of at least satisfactory quality and a few were good. Pupils had generated appropriate ideas in their plans and most of these were carefully labelled and included construction details. The lesson was well organised, pupils concentrated on the task, even if rather noisily at times and most worked with a good level of independence. Analysis of work previously completed in other year groups shows that teaching is satisfactory overall and that pupils have engaged in an appropriate balance of 'design' and 'making' activities. Good improvements have been made because the previous inspection reported that skills in both design and making were insufficiently developed. Good use has been made of information and communication technology to record pupils' evaluations of their work in design and technology. For example, bar charts that show likes and dislikes in sandwiches made.

140. The school bases its work for design and technology upon the national guidelines but the use of the guidelines lacks adequate coherence and progression. However, planning has improved since the previous inspection. The use of assessment to determine pupils' progress is partially satisfactory. However, information about what pupils know, understand and can do would not enable curricular planning to focus fully effectively on raising standards. The co-ordinator has been appointed recently and is enthusiastic. Although there is no formal action plan, she has identified some priorities for development. There have been no opportunities to monitor either the work of pupils or teaching and this is a weakness. However, a collection of photographic evidence has been started. Resources are adequate.

GEOGRAPHY

141. The attainment of pupils in Year 2 is similar to that found in most schools. The previous inspection in 2000 judged attainment to be, 'below expectations'. In Year 6, standards of attainment are also average. Therefore, since the previous inspection there has been a good improvement in pupils' attainment. Most pupils, including those with special educational needs, make satisfactory progress but those who may be gifted and talented are not identified. There are no differences in the attainments of boys and of girls.

142. Overall, the quality of teaching and learning is satisfactory in Year 2. Although no teaching was observed, analysis of pupils' previous work and of teachers' planning provides evidence of satisfactory teaching, but pupils' work is not of high quality. In the previous inspection, no overall judgement was made on teaching or learning. Pupils show some understanding of the environment, such as the identification of some main features of a coastline and cliffs. They have become familiar with the local area, with the use of simple maps and the identification of some of the buildings in Westbury Leigh. Pupils have also compared the local area with a seaside town and have drawn some simple conclusions.

143. In Year 6, the quality of teaching and learning is satisfactory. This judgement is based upon one lesson seen, an analysis of pupils' work and teachers' planning. In the lesson seen, pupils learned to use secondary sources of information and ask geographical questions. This is an improvement since the previous inspection when it was reported that there was, 'room for development of these techniques'. Pupils traced the route from the Far East of an oil tanker that had recently sunk in the Atlantic and began to raise some questions about the environmental effects of a maritime disaster. They found this difficult at first, but the teacher used a newspaper article to help them focus upon essential features. The lesson was well presented, with satisfactory challenge so that pupils maintained interest. This led to clear gains in their knowledge about world geographical facts, such as

the location of places and understanding of some of the adverse environmental and economic issues that result from human activity. Analysis of pupils' previous work in Years 3 to 6 indicates a satisfactory curriculum coverage and appropriate knowledge gained. For example, in Year 5, pupils have previously investigated weather patterns in different regions of the world and have done some detailed research into river systems. In Year 4, they have carried out work on environmental issues such as recycling with interpretation of graphs about different types of waste products and, in Year 3, pupils have examined world maps and the local area. However, the presentation and layout of pupils' work in Years 3 to 6 is not good enough, although they do show an obvious interest in the subject.

144. The school has a scheme of work for geography that the co-ordinator intends to improve. However, it currently ensures that coverage of the curriculum is appropriate and that teachers have good guidance. The allocation of time to geography has improved since the previous inspection and pupils now have more opportunities to develop key skills. Good use is made of information and communication technology to support pupils' learning and to access resources for teaching. Although teachers assess pupils' progress and attainment on a regular basis, the information is not used to any significant extent in planning the whole school curriculum. The co-ordinator, who has a number of other major commitments, is eager to develop the subject and has identified priorities for improvement. However, there are insufficient opportunities to monitor either pupils' work or the effectiveness of teaching, although she has begun to collect some photographic evidence of the former.

HISTORY

145. In Years 2 and 6, pupils reach above average standards and most pupils achieve well although any who may be gifted and talented are not identified. No differences in the achievement of boys and girls were observed. The school's last OFSTED inspection judged standards to be below average in both year groups and the progress made by all pupils was deemed to be unsatisfactory. Pupils were unable to recall much of their earlier work and there were particular weaknesses in the pupils' enquiry and research skills. The school has focused on raising standards in this subject since the last inspection and the success of these efforts is reflected in the improved standards.

146. In Years 1 and 2, the analysis of the pupils' work shows that they have a good understanding of a range of famous people, for example, Guy Fawkes and Boudicca. Their ability to sequence events correctly indicates a firm grasp of chronology. The pupils have also undertaken studies of aspects of Westbury. Work on beachwear shows good understanding of historical artefacts and good links with other subjects such as information and communication technology. Literacy skills are well used in history. There were, however, few examples of the pupils devising and answering their own questions.

147. In Year 3 to 6, pupils have a good understanding of range of historical topics such as the Anglo Saxons and Britain since the 1930's. Varied timelines show that they have a good grasp of chronology. There is evidence to show that the pupils have examined historical artefacts and other sources and have, for example, compared how the cinema has changed. They have used books and information and communication technology to find information, for example, on Offa's Dyke. They organise and communicate their knowledge and understanding of history well, particularly through the use of their literacy skills. The pupils' understanding of how the past is represented and interpreted in different ways and of the reasons for this is less well developed.

148. The quality of teaching and learning is good. This was exemplified by a Year 4 lesson in which the pupils looked at primary and secondary sources to find out about aspects of entertainment in the past and to compare them with the present. The teacher assessed what the pupils already knew about the topic and, with the pupils, produced a chart that showed that they already had a good understanding of the work. The pupils clearly enjoyed their work and went quickly into groups after the teacher had explained how they were to use books and artefacts to discover how radio, television and the cinema had changed. Music from the 1960's was played and the pupils were encouraged to suggest reasons for any changes they found. Different tasks were set for the groups who were told to

prepare to give a two minute feedback on their findings. The lesson proceeded at a good pace with a high level of challenge which motivated the pupils who made good progress. The use of genuine artefacts also helped them to learn and promoted their cultural development well. The pupils worked together very well in their groups. An area of relative weakness in the lesson was over direction of the way in which more able pupils were to record their findings. No clear judgement about the quality of teaching was made by the school's last inspection. However, the indications are that it has improved.

149. The issues arising from the school's last inspection have been addressed through the school improvement plan. There has been a good improvement in the subject since the school's last inspection which makes its management good. The current co-ordinator has only held the role since last September but has revised the subject's policy and ensured that classes do not repeat work studied earlier. Resources are very good, well organised and are supplemented by a loan service and visits to places such as the Roman Baths. Future planned developments include further expansion of local studies, particularly the involvement of local people with memories of how Westbury has changed. There is no whole school assessment system although teachers keep individual records of the pupils' performance and the pupils review their own work. The quality of teaching and learning is not monitored by direct observation although this is planned. However, in view of the standards reached in the subject and the good quality of the teaching and learning, these areas are not urgent priorities.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. In Years 2 and 6, pupils reach above average standards and all pupils achieve well although those who may be gifted or talented are not identified. No differences in the achievement of boys and girls were observed. This is a very good improvement on the findings of the school's last OFSTED inspection when standards were judged to be below average in both year groups. Progress was unsatisfactory in terms of the pupils' development of skills in information and communication technology and the use of these skills in other subjects. Standards have improved in this subject because of the successful concentration on its development.

151. In Years 1 and 2, the evidence shows that the pupils are able to drag and drop, size and position pictures with text and to change the colour of text. They can explain what will happen if they make a decision in an adventure game. The pupils use an art program successfully, exhibit suitable word processing skills, for example, when writing about "My House" and have modelled electrical circuits. They have also produced block graphs recording their favourite breakfast cereals. The pupils' ability to plan and give instructions to control actions are not as evident as other aspects of the subject.

152. In Year 3 to 6, pupils use information and communication technology to present information, for example, through word processing and drawing graphs. In Year 6, pupils have used the Internet to find out information about their favourite animals. They understand e mail and are able to read and respond to messages. In Years 5/ 6, pupils are able to enter instructions on to the computer to make varied shapes and have controlled lego using a laptop. Pupils in Year 5 have designed playground games and, written instructions for them, and those in the Year 3/4 class have produced block graphs of their favourite sandwiches. The pupils' skills at monitoring and measuring external events are relatively underdeveloped.

153. The quality of teaching and learning is good. The school's last inspection judged that the quality of teaching provided by a specialist teacher was very good but made no overall judgement. However, improved standards indicate that the quality of teaching has also improved since the last inspection. The current good quality teaching and learning were exemplified by a Year 1 lesson in which the pupils were taught to drag and drop a picture. There was a good, quiet and purposeful working atmosphere in the lesson. This reflected the fact that that the teacher had established good relationships which promoted pupils' social development well so that they responded and behaved well and worked hard. The teacher made good use of a laptop projector to explain the task to the pupils

and to stimulate discussion. This was shown as the class talked about how to change the colour of words. The pupils' technical vocabulary was well developed by the use of words such as "icon". The teacher made sure that the pupils knew how to locate, drag, size and rotate suitable pictures. They showed that they had fully understood how to carry out these functions when they worked very successfully and co-operatively in pairs on the computers in the information and communication technology suite. The pupils also demonstrated good abilities to use the mouse controller well and to scroll. They were well supported by the teacher and the teaching assistant and made good progress.

154. There has been a very good improvement in the subject since the school's last inspection. Standards have improved, National Curriculum requirements are now fully met and information and communication technology is well used throughout the school in most subjects. This is due to the very good leadership of the subject provided by the knowledgeable and enthusiastic joint co-ordinators and to the drive which the school has had to improve information and communication technology. Planned further developments include additional training and expansion of software resources. The school has a suitable Internet access policy. The subject is well resourced and the pupils have an individual record of those areas of information and communication technology in which they are competent. However, this record does not fully inform the planning of their future work. The quality of teaching and learning is not monitored by direct observation although this is planned. In view of the standards reached in the subject and the good quality of the teaching and learning, this is not an urgent priority. However, in a few instances, where information and communication technology is used to support other subjects, for example, literacy and numeracy, information and communication technology skills are the focus of the lesson. This reduces progress in the subject actually being taught. Pupils' keyboard skills are almost always limited to the use of two fingers.

MUSIC

155. During the week of the inspection, lessons were observed in Years 2, 5 and 6. Judgements are based on the lessons seen, discussions with pupils and staff and observations of singing in collective worship and singing practice. Standards are average in Year 2 and above average for pupils' ages in Year 6. In the school's previous inspection, standards were above average throughout the school. Pupils of all abilities achieve appropriately in Years 1 and 2 and their learning accelerates so that by Year 6 they achieve well. Pupils with special educational needs are well included in all activities and all contributions that pupils make are valued. This encourages very positive attitudes to the subject and pupils make confident contributions to activities and discussions. Music is used well on such occasions as collective worship to enhance the atmosphere while pupils enter and leave the hall. As a result, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

156. The subject is taught by a part time, specialist teacher. Her very good subject knowledge and expertise are well used to plan interesting and challenging activities and to enhance pupils' experiences. Pupils sing together in singing practice and sessions of collective worship tunefully and with a good regard for changes in rhythm and dynamics. They learn new songs well and show they can sing expressively with attention to breathing, diction and pitch. Younger pupils develop their skills appropriately because the teacher emphasises the use of special musical vocabulary and demonstrates effectively the correct use of percussion instruments. Links are made with pupils' learning in other subjects, such as art, to help pupils understand how sounds can be represented by physical shapes.

157. The strengths of teaching and learning were well illustrated in a very good lesson observed in Year 6. The focus of the lesson was to explore some of the features of music hall entertainment. The teacher used a mixture of interesting activities and resources and challenging questions. As a result pupils thoroughly enjoyed comparing people's experiences of music in Edwardian times with more modern music and technology today. They joined in singing songs such as 'Life on the Ocean Wave' and 'Just a Song at Twilight' with a good regard for the atmosphere of the song and the conventions of the time. They followed a traditional music score developing well their understanding of the symbols used to refer to changes in tempo and in rhythm. The lesson moved on to consider which range of

percussive sounds would best match the mood and rhythm of the songs and how these might be used to accompany the songs without detracting from the singing. By the end of the lesson, pupils had been effectively and enthusiastically engaged throughout and developed their skills and appreciation well.

158. Music from other cultures was appropriately reflected in a lesson in a joint Year 5/Year 6 group where pupils listened to a recording of drumming from Burundi. The excitement of the music involved pupils well and they listened carefully and to good effect, producing their own rhythms and some sustaining a counter rhythm successfully. The teacher's own personal enthusiasm and expertise was infectious and helped to move the pace of the lesson along confidently and productively.

159. The subject currently has no designated co-ordinator and, in conjunction with the headteacher, the specialist teacher manages the teaching of the subject well. The scheme of work followed by the school reflects the elements of the National Curriculum appropriately and includes a well linked system of assessment. Class teachers are generally involved in lessons and work well with the specialist teacher to provide good support and encouragement for pupils. The school recognises the current limitations in additional musical provision in the school. Due to the difficulties of accommodation, there are no peripatetic music teachers attached to the school and, currently, the only additional activity is a guitar club offered to older pupils in the school. It is due to the skills of the specialist teacher that good standards have been maintained during this period. Pupils benefit from opportunities to take part in musical activities in whole school productions at Christmas and older pupils visit the local secondary school for concerts and special music events. Resources in the subject are satisfactory and support the curriculum appropriately. Whilst there is a generally satisfactory range of tuned and untuned percussion, the specialist teacher has identified the limited range of instruments and recorded music from other cultures.

PHYSICAL EDUCATION

160. Standards of attainment are average in Years 2 and 6 and the achievement of pupils of all abilities is satisfactory. This is the same overall judgement as that made by the school's last inspection. However, evidence from other year groups indicates some improvement since that inspection. Dance and gymnastics are now average rather than below average and swimming is above average rather than having "some above average attainment". As in 2000, some attainment in games was above average. No differences in the achievement of boys and girls were observed.

161. In a Year 5/6 lesson, the pupils showed good skills in dodging, passing, marking and receiving. However, although good use was made of demonstrations by the pupils there was not enough evaluation of these demonstrations by the other pupils. In a Year 4/5 lesson, the pupils showed good understanding of the purpose of the warm up session and a good knowledge of the principles of attacking and defence in games. The activities encouraged the pupils to work together and promoted their social development well. In a Year 4 lesson, the pupils had varied catching and throwing skills and some lacked accuracy and did not catch consistently. A Year 3 swimming lesson showed that most of the pupils were confident in the water and that only six were not able to swim at least a short distance. Most were well on track to meet, or exceed, the capability to swim at least 25 metres safely and unaided by the time that they leave the school. In a Year 3 dance lesson, the pupils produced satisfactory movements as, for example, swans and mice and when working together. However, there was insufficient emphasis on the development of their skills, particularly their poise and the quality of their movements. A Year 1 lesson was enhanced by the participation of the teaching assistant and her support of a pupil with special educational needs. In this lesson, the pupils produced good quality dance movement when developing a sequence of movements simulating a balloon. Throughout the school, the pupils' opportunities to select and apply their skills are restricted by the over direction of activities by the teachers.

162. The quality of teaching and learning is satisfactory in Years 1 to 6 although some good teaching and learning were seen. This is the same judgement as that made in 2000. A satisfactory Year 2 lesson exemplified the quality of teaching and learning throughout the school. The teacher

explained the objectives of the lesson to the class and the lesson began with an energetic warm up which was followed by a discussion of the effects of exercise on the body. This was followed by a reminder of safe practice and a short period of individual work throwing and catching a bean bag. The teacher emphasised the need for hand and eye co-ordination in this work but the pupils bunched together too much to make it an effective exercise. The pupils moved quickly into pairs and the teacher pointed out the features of accurate throwing and told them where to work. This over direction limited their development. The pupils showed average levels of accuracy and skill when throwing a bean bag into a large hoop. The pupils offered suggestions about how to make the task more difficult but this was never really achieved. The pace of the lesson was steady but lacked energy after the initial warm up as the teacher's explanations were too long.

163. The subject is well managed by a knowledgeable and enthusiastic co-ordinator and has made a good improvement since it was last inspected. The co-ordinator has developed dance and gymnastics and has further ideas for the improvement of physical education including the introduction of consistent planning. The co-ordinator monitors teachers' planning but has not observed lessons. There are no whole school assessment procedures. Resources are generally satisfactory although those for gymnastics are unsatisfactory. The hall is small and limits the quality of the work undertaken. Outside areas are adequate in terms of hard surfaced areas and field space. Some use of information and communication technology is made, for example, to make a video of dancing. A pupil who is talented at football has been identified and receives good support in developing his skills. The school offers its pupils a sound range of extracurricular activities.

RELIGIOUS EDUCATION

164. During the week of the inspection, lessons were observed in Years 1 and 2 and Years 4 and 6. The inspection's judgements are based on the lessons seen, an analysis of pupils' recorded work and teachers' planning and discussions with staff and pupils. Across the school, pupils' knowledge and understanding are above that expected by the locally agreed syllabus for their age. This is a good improvement since the last inspection when standards were below average and their improvement was a key issue. Pupils are encouraged, by the school's supportive ethos to explore and develop their ideas and beliefs and their own personal responses beyond those immediately apparent. As a result, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development and a particularly good contribution to older pupils' spiritual development. All pupils, including those with special educational needs achieve well as they move through the school and all are well included in lesson activities. However, any pupils who may be gifted or talented are not identified.

165. Overall, the quality of teaching and learning is good. This is a good improvement since the previous inspection when teaching was satisfactory. Younger pupils hear a variety of stories from the Bible and are encouraged to express their feelings and to explore their responses. In a good lesson in Year 2, pupils discussed the reasons why they felt they were special and followed by considering why they felt that Jesus was special. The teacher gave pupils good opportunities to reflect and consider their ideas and, as a result, pupils were thoughtful and sometimes perceptive in their responses. Pupils expressed the idea that Jesus was like a shepherd who looks after his lambs and were able to explain the meaning of the word 'miracle' and give examples of some of the miracles of Jesus. The teacher's expressive reading of Jesus' calming of the storm held the pupils' attention effectively and created a very responsive atmosphere. Younger pupils' recorded work shows that in a range of contexts they are encouraged to think of the significance of the stories they hear about in the Bible and to consider why it is important or of significance to them. They learn about why a synagogue is a special place for Jewish people and in what ways it is both similar to, and different from, their own parish church.

166. Older pupils have good opportunities to develop their own value systems and to understand how choices can be made when they write about decisions based on feelings and emotions and those made from clear initial judgements. They link their ideas to stories in the Bible such as the parable of

the foolish man who built his house on a foundation of sand. In a good lesson seen in Year 6, pupils interviewed a member of the local clergy and raised issues of fundamental and universal relevance. They had prepared their questions in groups and explored ideas such as the nature of heaven and hell and perceptions of the Holy Trinity. They showed that they had carefully considered ideas about the relationship of God and man and God's part in the creation of the world and in the catastrophes which affect the world. Some pupils showed their good appreciation by asking supplementary questions, such as 'Do animals go to heaven?', thereby extending the discussions further. As a result of their teacher's careful and challenging preparation of pupils for the discussion, they were able to benefit from the vicar's thoughtful responses and develop their ideas and understanding well.

167. Teachers plan carefully and effectively and make good use of the units of work accompanying the locally agreed syllabus. The pupils visit the local church and there is good involvement of the local clergy both in lessons and in sessions of collective worship. Whilst the main focus of the curriculum is Christianity, pupils also learn about Judaism and Islam and understand some of the commonly accepted practices, beliefs and special traditions. There are currently too few opportunities for pupils to encounter at first hand how different people in multi-cultural Britain practise their beliefs. Information and communication technology is appropriately used to enhance presentation of pupils' work but it is not used sufficiently in pupils' own research. The subject is well led by the co-ordinator who is interested and committed to religious education. She has monitored some teaching in the subject and regularly monitors planning. Assessment arrangements in the subject are satisfactory and follow the guidance described in the locally agreed syllabus. Resources in the subject have recently been developed and now meet the demands of the curriculum well.