

INSPECTION REPORT

**SAMBOURNE CHURCH OF ENGLAND
PRIMARY SCHOOL**

Warminster

LEA area: Wiltshire

Unique reference number: 126374

Headteacher: Mrs A Reeves

Reporting inspector: Bob Cross
15917

Dates of inspection: 30th September to 2nd October 2002

Inspection number: 248772

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:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Sambourne Road Warminster Wiltshire
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Appropriate authority:	The governing body, Sambourne CEP School
Name of chair of governors:	Mrs G Maddocks
Date of previous inspection:	6 th and 7 th November 2000

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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?
22745	Rosalind Johns	Team inspector	English, history, music, English as an additional language	How good are the curricular and other opportunities offered to pupils?
14596	Tony Fiddian-Green	Team inspector	Mathematics, art, religious education, special educational needs	
18083	Judith Howell	Team inspector	Foundation Stage, design and technology, geography, Educational inclusion including racial equality.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sambourne Primary School educates boys and girls aged between four and 11 years. There are 207 pupils on roll which is smaller than most other schools of the same type. Twenty nine children are in a Reception class in the Foundation Stage. The school has 34 pupils on its register of special educational needs, which is below the level of the national average. No pupils have statements of special educational need which is also below the national average. Pupils with learning difficulties are the largest group amongst those with special educational needs. The school has eleven 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. One pupil speaks English as an additional language but is fluent in the language and is 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. Thirty three pupils are entitled to free school meals, which is about the national average. During the last school year, 29 pupils entered the school other than at the usual time of first admission and 22 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, four teachers have left the school and four have been appointed. This rate of turnover is not uncommon. Pupils enter the school at varied levels of attainment with a rising trend but, overall, attainment on entry to the school is average.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. The headteacher provides excellent leadership and management and is very well supported by the staff and governors. The quality of teaching and learning is good which promotes good progress so that the pupils leave the school at above average standards. These factors helped the school to obtain an Achievement Award from the Department for Education and Skills. The school's provision for the pupils' spiritual, moral, social and cultural development is good overall and provision for their moral and social development is very good. This helps the pupils to value and respect each other and adults. Together with the school's very good assessment procedures in English, mathematics and science, this provision makes sure that all pupils are fully included in all its activities. The school provides good value for money.

What the school does well

- The pupils make good progress and reach above average standards in Year 6.
- The excellent leadership and management of the headteacher ensure that the school is continually improving.
- The governors, senior management team and staff support the headteacher very well.
- The school's very good provision for the pupils' moral and social development underpins the high quality of the relationships which exist in the school.
- Assessment procedures in English, mathematics and science for all pupils are very good and enable them to reach their potential in these subjects.
- Self evaluation procedures are very effective and promote a very good rate of improvement.

What could be improved

- The effectiveness of the co-ordination of some subjects, for example, design and technology.
- The use of information and communication technology in other subjects of the curriculum.
- Standards reached by more able pupils in science, the application of literacy skills and the progress made by boys by the end of Year 2.
- Assessment in subjects other than English, mathematics and science.
- The way in which the school prepares the pupils for life in 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 November 2000 and, since then, it has made a very good improvement. It has a similar capacity to continue to improve. Of the two key issues for action identified in 2000, one, implementing an effective system of self-evaluation, has been very well addressed, and the other, accelerating the development of information and communication technology, has been well addressed. However, use of the subject across the

curriculum is still underdeveloped. In addition, there have been strong improvements in assessment procedures, special educational needs provision, leadership and management and spiritual, moral, social and cultural development. All other areas of the school are at least as good as they were in 2000 in those areas where the limited nature of the report made in that year makes valid judgements possible. As a result, the standards reached by the pupils have also improved.

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
	1999	2000	2001	2001
English	C	E	C	C
mathematics	D	D	A	A
science	C	D	A	A

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

The table clearly shows a rising trend in standards, particularly in mathematics and science, where standards were well above average in 2001 compared with all schools and with similar schools. Standards in English were average in 2001. Provisional data indicate that the school has exceeded its targets for the number of pupils reaching Level 4 or above in English and mathematics in the tests in 2002. However, overall standards were not as high as in 2001 because the 2002 year group contained a significant percentage of pupils with special educational needs particularly behavioural difficulties. The school has set demanding targets at Level 4 and above for 2003. The findings of the inspection are that, in Year 6, standards are above average in mathematics, including, numeracy, science, religious education and physical education and average in all other subjects. All pupils achieve well in Years 3 to 6. Pupils with special educational needs benefit well from the additional support provided.

In Year 2, standards are average in all subjects and pupils' achievement, including that of pupils with special educational needs, is satisfactory. Children in Reception are on course to reach above average standards in their knowledge and understanding of the world and personal, social and emotional development and similar standards to those found in most schools in all other areas of development. The achievement of the children seen in Reception during the inspection was satisfactory. However, they had only been in school for a very short while and the analysis of work indicated that children in Reception in the previous year had achieved well. Throughout the school, the pupils' application of information and communication technology skills is limited as the use of the subject is not fully developed in all areas of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy school and work hard at their lessons.
Behaviour, in and out of classrooms	Good. During the inspection, the pupils behaved well in lessons and around the school. There was no evidence of the unsatisfactory behaviour of a small number of pupils outside of the classroom indicated by some parents and the school's self evaluation.
Personal development and relationships	Very good. The pupils work very well together and with adults and show high levels of initiative and willingness to accept responsibility.
Attendance	Good. The school's most recent attendance figures show an improvement and

	indicate that attendance is now better than the national average.
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All of the above factors help the pupils progress and to reach their potential.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching and learning in the school is good, although, in Years 1 and 2, it is satisfactory. The quality of teaching and learning in English, including literacy, and mathematics, including numeracy, is good in Years 3 to 6 and satisfactory in Years 1 and 2. No unsatisfactory teaching or learning was seen during the inspection. The major strengths of the teaching are the quality of the management and control of the pupils, the way assessment information is used in English, mathematics and science, the expectations that the teachers have of the pupils and the provision of homework. The most significant weaknesses are the slow pace of some lessons and the failure to make sure that more able pupils are fully challenged at all times. These factors adversely affect the pace at which the pupils work and the amount they produce. The most significant strength in the quality of learning, particularly in Years 3 to 6, is the knowledge of their own learning which their targets and the teachers' sharing of learning intentions with them gives the pupils. Other strengths are the interest, concentration and independence which pupils show.

The school meets the needs of its pupils well overall. Pupils with special educational needs benefit from the good support provided by teaching assistants particularly in English and mathematics. In Years 1 and 2, the needs of the pupils are met satisfactorily. In these year groups, pupils are not always fully challenged in science and in the application of literacy skills and boys do not always meet their full potential.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum, including that for children in the Foundation Stage, is broad and all pupils have equality of access to it. The national literacy and numeracy strategies are well implemented and curricular provision is enhanced by a good range of extracurricular activities.
Provision for pupils with special educational needs	Good. There are good arrangements to support pupils' learning, especially in literacy and numeracy lessons, where teaching assistants and teachers provide valuable support for individual pupils and small groups. Pupils' individual education plans are well organised and contain appropriate targets for improvement, which are reviewed regularly with pupils and parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for the pupils' moral and social development is very good and promotes very good relationships and an ethos in which everyone is valued and included. Spiritual development is good, particularly in terms of promoting pupils' self-knowledge. Cultural development is satisfactory but there are weaknesses in the way in which the school prepares its pupils for life in a multicultural society.
How well the school cares for its pupils	Good. The teachers know the pupils well and take good care of them. Pupils, including those in the Foundation Stage, are secure and confident learners. Assessment is very good for the core subjects of English, mathematics and science. Although satisfactory, through teachers' evaluation, it is not fully developed in the other subjects of the curriculum. Assessment procedures in the Foundation Stage are good.

The school's partnership with parents is good and assists the pupils' learning well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The leadership and management of the headteacher are excellent and she is very well supported by the school's senior management team and staff. These factors are the basis of the school's improvement. The role of some subject co-ordinators is not sufficiently well developed.
How well the governors fulfil their responsibilities	Very good. The governors have a range of good strategies which give them a clear understanding of what the school does well and how it can continue to improve. This has made a significant contribution to the school's development.
The school's evaluation of its performance	Very good. The self-evaluation procedures developed by the school involve staff and governors. They effectively identify the strengths and weaknesses of the school and enable improvements to be made and evaluated.
The strategic use of resources	Very good. The way resources are used in this school results in the pupils making good progress. The school compares its costs and standards with other schools and there is no complacency about the way it is run. Every effort to obtain value for money is made and attempts are made to decide if this is obtained.

The number of teaching and support staff and the quality and quantity of the school's resources are satisfactory. Resources in information and communication technology and the school's accommodation are good.

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 way the school has improved including the standards reached by the children. The high expectations that the school has of their children and the good progress that this supports. The quality of the teaching. The way in which the school is managed and the ease with which it can be approached. The way in which the school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> The behaviour of some children when not in the classroom. Some aspects of informal communication with them. The range of activities provided outside of lessons.

The findings of the inspection support the positive views of the parents. In addition, they find that the school provides a good range of extracurricular activities and communicates well with parents. During the inspection, the behaviour of the pupils was good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, children enter the school at average standards of attainment although there is an improving trend and attainment on entry is above average in some years. The findings of the inspection are that children in the Foundation Stage are on course to reach above average standards in personal, social and emotional development and knowledge and understanding of the world. They are on track to reach average standards in language and literacy, mathematical development, creative development and physical development.

2. In the end of Key Stage 1 national tests in 2001, compared with all schools and with similar schools, standards were average in reading, above average in writing and below average in mathematics. Although there have been some fluctuations, standards have shown a consistently improving trend since 1997 which has been more marked since 1998 and is particularly noticeable in reading and writing. In the assessments made by teachers in science, standards were in the highest five per cent in the country at Level 2 and above but well below average at Level 3. Girls have significantly and consistently out performed boys in the end of key stage tests in reading, writing and mathematics over the past few years. The provisional 2002 results confirm this pattern except in mathematics where there is no significant difference between boys and girls. The 2002 results also indicate a rise in standards in mathematics and science but a decline in standards in reading.

3. The findings of the inspection are that, in Year 2, standards are average in all subjects. This judgement differs from the school's national test results in 2001 in writing and mathematics. However, it is similar to the provisional outcomes of the 2002 national results in all subjects assessed and tested. No comparisons with the findings of the school's 2000 inspection are possible because no clear judgments of standards were reported either in Year 2 or Year 6.

4. In the end of Key Stage 2 national tests in 2001, standards in mathematics and science were well above average compared with all schools and with similar schools. Standards in English were average in 2001. Assessment data clearly show a rising trend in standards, particularly in mathematics and science. Provisional data indicate that the school has exceeded its targets for the number of pupils reaching Level 4 or above in English and mathematics in the tests in 2002. There was a significant increase in the percentage of pupils reaching Level 5 in English due to the school's concentration on this subject. However, overall standards were not as high as in 2001 because the 2002 year group had a high percentage of pupils with special educational needs. The school has set demanding targets at Level 4 and above for 2003. Girls have done less well than boys in the end of key stage tests in English and, to a lesser extent, in science on average over the last years but there were no significant differences in the attainment of boys and girls in mathematics. However, there were variations in some years and the 2002 results indicate that girls outperformed boys in both English and science.

5. In Year 6, the findings of the inspection are that standards are above average in mathematics, including numeracy, science, physical education and religious education. They are average in all other subjects. These findings are different from both the school's 2001 national test results and the provisional test results for 2002. These differences are fully explained by variations in the pupils concerned. The 2001 year group was generally very able and the 2002 year group had a high level of pupils with special educational needs.

6. Pupils achieve well in this school. They enter it at average standards and leave at above average levels. There are, however, variations between the year groups. These judgements are very similar to those made in the school's inspection in 2000. In Years 3 to 6, achievement is good in all subjects except history, geography and music where it is satisfactory. This is because the quality of teaching and learning is consistently good. The way in which the teachers make sure that the pupils understand what is to be taught in the lesson and their control and management skills – notably in Year

4 - are important factors in promoting the pupils' progress. In Years 1 and 2, achievement is satisfactory in all subjects. This is also related to the quality of teaching and learning although, in Year 1, much of the teaching, learning and achievement are good. In Years 1 and 2, achievement is slowed down as, in science, more able pupils are not always challenged enough, literacy skills are not used well enough in some other subjects and boys do not always reach their full potential. The school recognises the underachievement of boys and has strategies in place to address it. The achievement of the children seen in Reception during the inspection was satisfactory. However, they had only been in school for a very short while. The analysis of work indicated that children in Reception in the previous year had achieved well which showed the benefit of prolonged exposure to the good quality of teaching in the Foundation Stage. Throughout the school, achievement in information and communication technology has some limitations because the subject is not used fully in all other areas of the curriculum.

7. The pupils' good achievement is directly related to the high expectations which the management has of the staff and pupils. It also reflects the way in which the school is supported by the parents, for example, with homework and the community. The pupils' attitudes to learning and the school's very good assessment procedures in English, mathematics and science are other factors which make important contributions to the progress pupils make. These assessment procedures ensure that pupils are well aware of their own targets and are fully included in the activities of the school. There is no evidence that the high rate of mobility amongst the pupils influences attainment adversely.

8. Pupils with special educational needs make good progress and reach good standards for their previous attainment. The good knowledge which teachers and learning support assistants have of their pupils help pupils to feel secure. Parents are generally pleased with their children's rate of progress and the caring ethos of the classes. Pupils' progress is more marked in literacy and numeracy, because they receive support that is well matched to their needs. Pupils agree targets with teachers and these are on display which helps them to chart their progress.

Pupils' attitudes, values and personal development

9. Pupils' attitudes and behaviour are good. All pupils, including those with special educational needs, are enthusiastic and take pride in their school. They have good working habits and this supports teaching and learning well. Throughout the school, pupils are keen and involved in all school activities. In lessons, they listen carefully to instructions and settle quickly to their work. They have good levels of concentration, they are focussed, and they remain actively engaged throughout the lessons. Pupils work well independently and are keen to get into groups and work together. They have a good sense of co-operation. Lunch and play times are relaxed social occasions with all pupils getting on well together.

10. All staff provide good role models for pupils. Pupils respond well to the good management by staff and behave well at all times. Before the inspection, a significant number of parents commented on the levels of poor behaviour from a small group of children. Behaviour during the inspection was good at all times. Throughout the school, pupils clearly understand the difference between right and wrong, they are polite to all staff, visitors and to each other. Behaviour in lessons, on the playground at lunch and play times, as well as in the dining hall, is good at all times. Relationships throughout the school are very good. At lunch times, older children are seen caring for and playing with the younger ones. This shows the school's very good provision for the pupils' moral development.

11. They have a good understanding of the beliefs of others, for example, in religious education they study Christianity and Islam in some detail. This is an important part of the school's good provision for the pupils' spiritual development. In art pupils are learning to appreciate the world around them and use creativity to compose a picture. Pupils understand well the impact of their actions on others. No oppressive behaviour, sexism or racism was seen during the inspection. Pupils take care of resources. In a science lesson, when a pupil knocked a box of pens over by mistake, he

immediately cleared them away, with help from his peers. No examples of damage or graffiti were seen during the inspection. Parents commented that behaviour is excellent on school trips.

12. Pupils' social development is very good. In lessons, pupils are encouraged to take responsibility for their own learning and their targets are discussed with them. Pupils are able to attend residential trips when in Years 2 and 6. They have lots of very good opportunities for taking on additional responsibility and they respond well to them. In Year 6, monitors have responsibility for helping in the school office at lunch times, assisting in the library, helping in the corridors and helping with the younger children on the playground. In addition, they have the opportunity to apply to be on the school council. Children spoken to are very proud of their roles within the school.

13. Pupils understand and respect their own cultural values and are aware of a variety of other cultures both modern and historical. For example, they know about life in Roman Britain and can compare their own school lives with those of a child in India. They are not well enough aware of the multicultural nature of British society which indicates the satisfactory nature of the school's provision for their cultural development.

14. Children in the Reception class settle very quickly into the school. They have positive attitudes towards their work and play. They interact with each other and with their teacher and assistant very well indeed. All children are friendly and their behaviour is good. Children enjoy coming to school and take full benefit from the range of activities provided for them. Developing personal responsibility in learning is strongly encouraged and children quickly learn how to organise themselves well.

15. Pupils' attendance has improved since the last inspection. The latest return from the school shows the level of attendance to be above the national average and it is now good. Few pupils are late to school and registration periods are an efficient start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Overall, the quality of teaching and learning in the school is good, although, in Years 1 and 2, it is satisfactory. These judgements reflect those of the school's inspection in 2000. That inspection noted high expectations, particularly at the end of Key Stage 2 (Years 3 to 6), more effective management of behaviour, lessons were planned thoroughly and there was effective use of homework. These strengths were also noted by this inspection. The most significant weaknesses identified in this inspection were the slow pace of some lessons and the failure to make sure that more able pupils are fully challenged at all times. These factors were seen as strengths in 2000. A particular weakness evident in the analysis of last year's work in Year 2 was the failure to organise pupils' work effectively. In some cases, worksheets for a variety of subjects were mixed up in the same loose leafed folder which made it difficult for pupils to gain a clear sense of progression in an individual subject. This contrasted very markedly with the good amounts of high quality well-organised written work seen, for example, in science throughout Years 3 to 6. There are training needs for some staff in information and communication technology. The present inspection finds that provision for literacy and numeracy is satisfactory in Years 1 and 2 and good in Years 3 to 6. In 2000, the school's provision for literacy and numeracy was generally considered to be good. No unsatisfactory lessons were seen during the inspection.

17. The most significant strength in the quality of learning, particularly in Years 3 to 6, is the knowledge of their own learning which their targets and the teachers' marking and sharing of learning intentions with them gives the pupils. Other strengths are the interest, concentration and independence which pupils show. However, in some instances, the rate at which they work and the amount they produce, particularly when the pace of teaching is slow, are insufficient, particularly in Year 2.

18. The school meets the needs of its pupils well overall. Pupils with special educational needs benefit from the good support provided by teaching assistants particularly in English and mathematics. In Years 1 and 2, the needs of the pupils are met satisfactorily. In these year groups, pupils are not

always fully challenged, for example, in science and in the application of literacy skills, and the needs of boys are not always met fully.

19. In Year R, the quality of teaching and learning is good as it was in the 2000 inspection. During the present inspection, seven lessons were seen in Year R. Two were very good and five were good. Teaching and learning were very good in personal, social and emotional development and good in all other areas of learning in the Foundation Stage. Teaching of this quality means that all children learn at a rate appropriate to their abilities and any that struggle are soon given extra help. The Reception class teacher knows the children very well as individuals and is skilled at developing warm relationships. Consequently, the children settle into school happily and successfully develop good attitudes to learning. The teachers' planning is good and carefully matched to the recommended Early Learning Goals. This links appropriately to the subjects of the National Curriculum. The very well-organised routines enable all children to become used to the pattern of the day and respond quickly to the high expectations for behaviour, attentiveness and following instructions. The teacher and assistant in the Reception class listen with interest to what the children have to say and when working with them demonstrate good skills in helping children to develop their language for communication. New work is explained clearly to the children and then questions are used skilfully to assess how well the children have grasped the concept. Teachers watch the children's responses carefully and take every opportunity to extend their knowledge and understanding. The teaching of social skills is especially good and the children enter Year 1 with a good understanding of how to behave and a growing awareness of others' needs as well as their own.

20. In Years 1 and 2, the quality of teaching and learning is satisfactory as it was in 2000. However, teaching and learning are good in Year 1. In these year groups, 14 lessons were seen. Two were very good, four good and eight satisfactory. Teaching and learning were judged to be satisfactory in all subjects including literacy and numeracy. A Year 2 numeracy lesson illustrated the satisfactory nature of the teaching and learning in Years 1 and 2 and the satisfactory implementation of the National Numeracy Strategy in these year groups. There was a quiet, orderly start to the lesson and the pupils showed that they recognised coins up to ten pence and could give the correct change if asked to buy something, for example, for eight pence. The pace was too slow to keep all of the pupils interested and, although they were quiet, not all were always attentive. They showed better concentration when the lesson moved onto measurement. The teacher introduced a measuring activity appropriately and pupils enjoyed using a ruler to measure straight lines and string to measure curved lines. Boys and girls were fully included in the lesson and satisfactory social development was indicated in the way they took turns readily. Two pupils with special educational needs were well supported by the teaching assistant. No information and communication technology was planned or used in the lesson. Teaching and learning were satisfactory as the pupils made adequate progress in their understanding of measurement and were working at appropriate levels.

21. In Years 3 to 6, the quality of teaching and learning was good. This is the same judgement as that made in 2000. In Years 3 to 6, 21 lessons were seen during the inspection. Two were very good and 19 good. Teaching and learning were judged to be good in English, including literacy, mathematics, including numeracy, science, design and technology, information and communication technology, art, physical education and religious education. Teaching and learning were satisfactory in all other subjects. A Year 6 literacy lesson illustrated the good quality of the teaching and learning in Years 3 to 6 and the good implementation of the National Literacy Strategy in these year groups. This lesson had a good, focused opening as the pupils noticed the calm music playing when they entered the classroom. This made a good contribution to their spiritual development as it had a soothing effect and so developed the school's calm/angry emotional literacy development objectives. There was a productive discussion of the learning intention – "To investigate suspense stories". The pupils attempted to define "suspense" and, after a while, one offered, "ends on a cliff-hanger". They then suggested some of the characteristics of suspense stories and contributed the importance of setting the scene, building up the tension, a climax and resolution – but not in order. The teacher's good

knowledge of the subject was evident in her clear explanations and presentation of ideas. However, the pupils were not encouraged to discuss and contribute their ideas sufficiently and their good behaviour masked a degree of passivity. At a later stage, the teacher's well pitched questions encouraged every pupil to contribute and take some part in the lesson. During the lesson, the pupils made good gains in their ability to analyse the opening of a story and how an author uses language and images to build up a feeling of mystery and suspense and to involve the reader. This was the result of well-structured, confident and knowledgeable teaching and a good final discussion where pupils evaluated their learning. A good point was made at the end of the lesson when the pupils were told to look for suspense in their reading at home.

22. There was insufficient evidence in the school's last inspection report to make any valid comparisons about the teaching of subjects in any part of the school. However, the development of information and communication technology in the curriculum was considered to be a weakness. This subject is now judged to have satisfactory teaching and learning in Years 1 and 2 and good teaching and learning in Years 3 to 6. However, weaknesses in its application across the curriculum remain.

23. The quality of teaching for pupils with special educational needs is good. The findings of the school's 2000 inspection were that support of pupils with special educational needs was effective and the teaching of those withdrawn for additional literacy support at Key Stage 2 was good. Teachers and learning support assistants ensure that lesson activities match the targets agreed for pupils who have special educational needs. These targets, set out in individual education plans, are clearly expressed and provide realistic stages of development. As a result, pupils make good progress, both in their grasp of basic skills, and in their confidence and positive attitudes to work. In most numeracy and literacy lessons, teaching assistants provide good support in the whole class sessions, as well as in small group work, and they often work with individual pupils. This makes a good contribution to individual pupils' progress.

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

24. At the time of the previous inspection, the curriculum was well-managed and there was good progress on the key issue for action to improve the quality of the curriculum. Lessons were planned thoroughly and homework used effectively. The school continues to provide a broad, rich curriculum that is relevant to pupils' daily lives and encourages good progress and personal development. The curriculum promotes the aims of the school effectively and fulfils the statutory requirements for National Curriculum subjects and those for religious education and collective worship. Total weekly teaching time is adequate to meet the needs of the curriculum and time allocations for different subjects are generally appropriate.

25. The curriculum has an appropriate emphasis on the teaching of literacy and numeracy. The National Literacy Strategy is firmly established in the school and teachers, especially in Years 3 to 6, show a good degree of confidence and skill in handling it. Plans are constantly being adapted to meet the specific needs of the school and this is having a sound impact on standards and on tackling the areas that need more intensive focus. Similarly, The National Numeracy Strategy is satisfactorily implemented in Years 1 and 2. It is well implemented in Years 3 to 6 and teachers are secure in their knowledge and understanding of it.

26. The school's response to the key issue for action about the limited use of information and communication technology has been good. However, although there is evidence of the use of information and communication technology in other subject, this is still an area of relative weakness.

27. Curricular provision for pupils with special educational needs is good. There are good arrangements to support pupils' learning in literacy and numeracy in the classes, where teaching assistants work with individual pupils or with small groups. Individual education plans are very well organised and targets are clear and achievable. These targets focus on both literacy and numeracy,

and many education plans also include targets for personal and social development. They are reviewed very often and new targets set if appropriate.

28. The quality and range of learning opportunities for children in the Foundation Stage are good. The curriculum provided takes full account of the recommended areas of learning. Planning is thorough and detailed for each area of learning and well linked to appropriate topics, such as 'Toys' and 'Ourselves'. A strong emphasis is placed on providing first-hand experiences of quality. There is very good provision for personal, social and emotional development. This is a strength in the Reception class, which prepares children well for entry into Year 1. More focused teaching, linked to literacy and numeracy is carefully planned for and introduced at the appropriate time to the children.

29. The school's provision for equality of opportunity is good. Staff value all pupils equally as individuals and take particular care to ensure that they benefit from the many learning and social opportunities provided. The school provides suitable opportunities for pupils with specific talents, such as music and gymnastics, to extend their ability, for example, through its good range of extracurricular activities. Musically, the school succeeds in a number of pupils taking the Royal School of Music exams in violin. The school has been successful in gymnastics having won the Wiltshire Primary Schools' Gymnastic competition in 2000 and 2001.

30. The provision for pupils' spiritual, moral and social development is good overall which is a good improvement since the last inspection. Pupils' spiritual development is good. It is particularly enhanced through religious education when they learn about Christianity, and have the opportunity to visit churches. They learn about Islam and have had a Muslim visitor into school. In assemblies, pupils are given the opportunity to reflect and to take part in prayers. In religious education in Year 6, pupils have the opportunity to discuss the transfiguration. The whole school initiative of looking at themes of angry and calm is used well, for example, in an English lesson when music was used with soothing effect as pupils entered the classroom.

31. The provision for pupils' moral development is very good. All staff are very good role models for the pupils, and respect for staff and pupils ensures a very good and co-operative ethos of working together. Teachers pay attention to good behaviour and consideration for others, pupils are encouraged to apologise and help one another. Pupils respond well to the good behaviour management by staff, and behave well throughout the school. The school has a positive approach to behaviour through its system of rewards, which are given consistently through the school and are presented in assembly.

32. The school makes very good provision for pupils' social development. The school is a caring community and all respect and support one another. Pupils who wish to join the school council nominate themselves and stand for election as a class representative. They discuss a range of issues. A recent example was the involvement of the school council in organising fund raising activities and discussing plans for changes to the pupils' toilets. Pupils support charities by fund raising. Social development is also promoted through pupils being encouraged to work together in class.

33. There is satisfactory provision for pupils' cultural development, which is the same as at the time of the last inspection. There are too few opportunities for pupils to study cultural matters across the curriculum although, for example, in history, they study the Romans, Victorian and Tudors as well as figures such as Florence Nightingale. In geography, they study India and have looked at Hindu celebrations. However, in music, there are few multi-cultural instruments. Pupils are not sufficiently prepared for life in multicultural Britain. The school is aware that this is an area for development and it is included in the school development plan.

34. The school has been drawing up a whole school policy for pupils' personal, social and health education. This is currently in draft form, but the overall provision is good as it already happens throughout the school. It is particularly effective through the promotion of the whole school initiative of emotional literacy.

35. The school has very good links with other schools and groups. The school is involved in several competitions with other schools and has recently done exceptionally well in both gymnastics and swimming competitions. There are very good links with the local secondary school. Pupils have links with pen pals. They meet their pen pals when they visit the school before transfer. The school also has contact with other schools in the area as part of the Warminster cluster schools. One very good example is the Neighbourhood Engineers Scheme which involves retired members of the local community helping the pupils with control technology. There are also good links with the local pre-school groups.

36. There are good links with the local community, many of which are through the local church. Members of the parish come in for assembly and the school and church run joint workshops for different activities. In addition, the school uses some of the local facilities to enhance the curriculum such as the Wiltshire Wildlife Trust, musical concerts and residential trips for pupils in Years 2 and 6.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides a good level of care for its pupils. The environment is kept safe and all members of staff care for their pupils well. Detailed information is kept on each pupil and members of staff know their pupils and their medical and personal needs well. Members of staff and the governing body deal effectively with any hazards found on site. The school is a safe environment with health and safety inspections regularly undertaken by the local authority. There are good arrangements for the administration of first aid two members of staff are trained with whole school training planned. There is no dedicated medical room, but any pupils feeling unwell are well cared for in the school office.

38. The school's procedures for child protection are good. The school follows the procedures of the local committee for the protection of children. There is a named member of staff responsible for child protection matters, who has been suitably trained and she works closely with the headteacher. All staff are aware of the procedures and for the need to inform the co-ordinator if they have any concerns. There is good liaison with external agencies where this is required.

39. The school has been successful in improving attendance. Parents are reminded, through newsletters, of the importance of good attendance for their children's education. Statutory requirements for the registration, coding and recording attendance are all met and there are good procedures for analysing, monitoring and following up of any absences. The educational welfare service comes into school to carry out a regular register check. Few pupils are late to school, those who are late have their punctuality monitored closely.

40. The school is very good at monitoring and eliminating oppressive behaviour. Parents are happy that bullying is not a problem as it is 'stamped upon' and that children are happy to talk to a teacher if they have concerns. Any problems are dealt with quickly and effectively.

41. There are very effective measures in place to monitor and promote good behaviour. Praise and encouragement are used to emphasise positive behaviour. Rewards are given for good behaviour through the promotion of golden rules and golden time. Good behaviour at lunch times is rewarded by the mid day supervisors. Staff monitor any poor behaviour closely and involve parents if appropriate.

42. There are very good procedures for monitoring and supporting pupils' personal development. Teachers have a detailed knowledge of their pupils' individual needs, which enables them to care very well for them. Pupils' individual targets for improvement may be personal and social as well as academic and pupils and staff regularly review them. These targets are also discussed with parents. The school's provision for pupils' personal, social and health education is very good and supports pupils' personal development particularly well through the whole school initiative of emotional literacy. The theme during the inspection was the exploration of calm and anger with pupils exploring and writing about their feelings. Displays in the school showed some of the work that had been done..

43. Children in the Foundation Stage are very well cared for and it is evident that they feel at ease in their surroundings. Assessment and record keeping procedures are good. On-going observations of the children at work and play, within each area of learning, are well established. Consequently, the teacher has an overview of the curriculum and recognises the purpose and potential for each activity.

44. The care and support of pupils with special educational needs are very good, and teachers and learning support assistants know the pupils they work with very well. The school ensures that pupils with educational needs have good opportunities to take part in all school activities. There are very good procedures for the early identification of pupils with special educational needs. Through the school's very good procedures for tracking pupils' progress and very well organised individual education plans, effective arrangements are made for the regular review of their progress. Pupils' records are well maintained and organised, and the school has productive liaison with appropriate outside agencies.

45. Since the last inspection, there have been very good improvements in the procedures for assessment and analysis of data. In the intervening years between the national tests that take place in Years 2 and 6, the school uses optional tests that are similar in content. Reading, spelling, science, and information and communication technology are among the other areas and subjects assessed across the school. The results of all tests are monitored very carefully and used to set targets. Pupils engage in self-assessment with their teachers, and they are also involved in the target setting process. Each year group has overall targets as well as those for individual pupils. In addition, teachers track the progress of individuals very well in English, mathematics and science. Their targets and what they should aim for next are set out in their classrooms so that everyone is very well informed. This and all the other data are collected and fully analysed to provide the school with much useful information. For example, it enabled the school to identify an area in mathematics that required attention, namely that of shape, space and measuring. Staff pass on all the assessment and analysis information that they have to the teacher in the next year, as the pupils move up. A key issue in the last report was the use of assessment and this is now very good. Staff are able to adjust their planning according to pupils' needs and address the areas for special attention. Teachers also meet to examine samples of pupils' work in order to agree on the levels attained in English and mathematics.

46. The very good practice that exists for English mathematics and science is not evident in the other subjects of the curriculum. Some successful evaluation and marking are done in some subjects, such as religious education, and information and communication technology, but there is no formal system for assessment and monitoring of pupils' progress in most other subjects. Senior management staff are aware of this and plans are in hand to develop the role of curriculum co-ordinators to include assessment and analysis.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents have positive views of the school. The school works well with parents. They are made to feel welcome in the school and they confirm that they are given plenty of opportunities to come into school and help in the classroom as well as to assist on school trips. The impact of the parents' involvement on the work of the school is good. Parents are supportive of the school and contribute to their children's learning at home by helping with homework and ensuring that it is completed. They are happy with the amount of homework their children receive and confirm that everyone knows how the homework structure works and receives guidelines according to the age of their child. Parents are involved in running fund raising events and support the school well by raising significant funds.

48. The information provided for parents by the school is good. They receive information about how they can help their children at home, regular newsletters giving general information about the school and in addition individual letters from each class. Information about the curriculum is sent to parents at the beginning of each term and a curriculum evening has been held for parents to inform them about mathematics in the curriculum. The school's documentation such as the governors' Annual Report for parents and the school prospectus are interesting and meet requirements.

49. In their responses to the pre-inspection questionnaire, a small number of parents said that they did not feel well informed about their children's progress. The inspection's findings are that parents are given good information about progress. Pupils' annual reports are detailed: they say what pupils know, understand and can do and give parents a clear indication of where their children are in relation to expectations. Areas for development are also given. There are good opportunities for parents to meet with staff on an informal basis at the beginning and end of the school day. Teachers of pupils in Years 1 and 2 meet the children on the playground in the morning and take them out to meet their parents after school. There are formal termly consultation meetings when parents are informed of, and can discuss, their children's targets. In Key Stage 2, pupils may also be present.

50. Induction procedures for children are very good. The Reception teacher writes to the parents and their children welcoming them to the school and inviting them to meet with the headteacher and herself. They then have the opportunity to hear about the learning their child will experience and receive the school documentation. The Reception teacher carries out home visits and a booklet entitled, 'All About Me' is left with the parents to complete with their child. On entry to school, a further profile of each child is completed in discussion with the parent. The children have three sample sessions in school during the term before they are admitted to the Reception class. Entry is staggered over a suitable period of time to enable all children to settle into the daily routines happily.

51. The school involves parents of pupils who have special educational needs well. They receive copies of individual education plans and are invited to consultations about their children's progress each term. There are opportunities to become involved with pupils' education at home. The individual education plans list how parents may help, such as learning spelling.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. This is a good school with many very good features. The excellent leadership and management of the headteacher give it a very effective direction which concentrates both on raising standards and providing an all round education for the pupils. The headteacher is very well supported by the school's senior management team, the staff, the governors and the pupils. This creates a very strong team spirit and a very successful commitment to improvement which is shown in the very good improvement it has made since it was inspected in November 2000. Of the two key issues for action identified in 2000, one, implementing an effective system of self-evaluation, has been very well addressed, and the other, accelerating the development of information and communication technology, has been well addressed. In addition, there have been strong improvements in assessment procedures, special educational needs provision, leadership and management and spiritual, moral, social and cultural development. As a result, the standards reached by the pupils have also improved and the school has a very good capacity to continue improve. The school's improved standards have been recognised by an Achievement Award from the Department of Education and Skills.

53. Self-evaluation, the successful identification of strengths and weaknesses and very effective planning for school improvement are at the core of the school's success in moving forward. For example, co-ordinators evaluate the strengths and weakness of their subjects and these are shared with governors who are linked to their subjects. This information, along with, for example, the analysis of assessment data, is used to review the school's performance and to set priorities that are carefully linked to expenditure. These priorities form the basis of the school improvement plan and their implementation is carefully linked to priorities set during performance management meetings. Performance management is thus closely integrated with the school's cycle of improvement.

54. The governors have a very good understanding of the school's strengths and weaknesses. Apart from being linked to co-ordinators, for example, they visit the school regularly and report to other governors about these visits. In addition, the governors have a four-year plan for their work and work through an appropriate committee structure. All new governors are carefully inducted so that they fully understand their role. The governors have carried out a survey of their training needs and their skills so that training is targeted at their needs and their skills are used fully to help the school. All

statutory duties are fully complied with apart from some very minor omissions in the information for parents.

55. Some very effective monitoring of teaching and learning is carried out by the headteacher and, for example, the science co-ordinator. Other co-ordinators monitor teachers' planning and pupils' books. However, the role of the co-ordinators in monitoring standards and managing their own budgets is relatively underdeveloped.

56. The co-ordination of special educational needs is good. The co-ordinator gives freely of her time. The co-ordinator uses the school's tracking system to monitor pupils' progress. The school has good arrangements for liaison with the local playgroup and secondary school, and pupils visit the secondary school before they transfer. The school meets the requirements of the new Code of Practice for special educational needs, and much work has been done to bring this up to date quickly. There is a designated governor, who has a good involvement in the life of the school, and visits weekly on average. Funds allocated for pupils with special educational needs are used to good effect and the school makes a significant contribution from its own resources.

57. The management of the provision for children in the Foundation Stage is very good. The teacher responsible for the early years is the Reception class teacher and consequently has a very clear overview of provision for the children. The quality of relationships within the Reception class is very good. The indoor accommodation for the class is bright, very spacious and extremely well organised but the designated outdoor play area is insufficiently developed. Learning resources are, in general, good to support the children's learning indoors. Resources outdoors have some limitations.

58. The school's provision for equality of opportunity is good. The aims of the school show a strong commitment to equality of education for all pupils. This is well reflected in all aspects of school life and in the very good relationships which exist and is underpinned by the school's good provision for the pupils' spiritual, moral, social and cultural development. There is a shared vision for the direction of the school and as such there are opportunities for all to be involved in its development. Pupils with special educational needs are well integrated into mainstream classes and with support take a full part in lessons. Most pupils are extended by the good teaching, which enables them to achieve good standards measured against their prior attainment. Internal screening and test results are used to identify the higher attaining pupils and provision is made for them whenever possible in class, to help meet their needs. However, in Year 2, the higher attaining pupils do not reach their full potential in science. The school is very aware that the progress of higher and lower attaining boys in literacy needs improving, and has made this a focus of the school improvement plan, which outlines the action to be taken. The school has a suitable Race Equality Policy that shows a commitment towards promoting positive attitudes and actively encouraging good personal and community relations.

59. Financial planning and the use of resources are very good which results in the pupils making good progress. There is a two-year budget plan and a recent financial audit of the school showed no significant areas for improvement. The school's financial reserves are above recommended levels but are forecast to fall to these levels in the current financial year. The school's administrative officer makes a major contribution to the school's strong management of its finances. The school analyses data in order to compare its costs and standards with other schools, and consults with parents and pupils, for example, through the school council. It is constantly challenging itself to do even better. Every effort is made to obtain value for money and to attempt to measure if this is achieved. For example, the governors have set a target for 85 per cent of the pupils to reach at least average standards in information and communication technology to judge the effectiveness of the school's expenditure on the information and communication technology suite. The school makes good use of new technology to assist its management, administration and the progress of the pupils.

60. The number, qualifications and experience of teachers and support staff meet the demands of the curriculum satisfactorily. Induction procedures for staff new to the school are very good and enable them to settle in and to contribute to the school quickly and effectively. The school has a good

potential to train teachers. Staff development is carefully linked to the school's priorities and the outcomes of performance management. Training needs exist for some staff in information and communication technology. The school's accommodation is good and enhances the learning of pupils well. It is light, airy and attractively presented so that the pupils work in a good learning environment. The new information and communication technology suite and the recently refurbished library are significant improvements to the school's accommodation. There is adequate outside hard surfaced area and a good field. The hall is small for the number of Year 6 pupils in it and is also used for storage. The school has successfully implemented an accessibility plan, including the construction of ramps, to assist access for pupils with physical disabilities. Overall, the quality and quantity of the school's resources are satisfactory and are supplemented appropriately by the use of loan services. Resources in information and communication technology, mathematics and English at Key Stage 2 are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to continue to improve the quality of education offered to the pupils, the headteacher, governors and staff should:

1. *Improve the effectiveness of the co-ordination of those subjects, for example, design and technology, where this issue is identified in this report by:

- providing more opportunities for co-ordinators to evaluate and improve standards, teaching and learning in their subjects and,
- applying more rigour to their management of resources.

(Paragraphs 55, 106, 110, 116, 120, 130, 133, 139)

2. *Expand the use of information and communication technology in other subjects of the curriculum.

(Paragraphs 6, 16, 22, 26, 97, 116, 120, 125, 130, 133, 139)

3. Raise standards, particularly at Key Stage 1, by:

- ensuring that more able pupils reach their potential in science;
- applying literacy skills more effectively across the curriculum, and
- *making sure that boys make the maximum progress that they are capable of at this key stage and in English at Key Stage 2.

(Paragraphs 2,6,16,18,20,58,77,84,98,113,114,118,129,137)

4. *Developing assessment procedures in subjects other than English, mathematics and science.

(Paragraphs 46, 110, 116, 120, 130, 133, 139)

5. Preparing pupils more fully for life in a multicultural society.

(Paragraphs 13, 33, 139)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

*Developing the outside activity area for the Foundation Stage.

(Paragraphs 57, 75)

*Already identified as areas of development in school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
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	6	28	8	0	0	0
Percentage	0	14	77	9	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 two 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)	207
Number of full-time pupils known to be eligible for free school meals	33

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.5

Unauthorised absence

	%
School data	0.9

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	*	*	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	13	15
Percentage of pupils at NC level 2 or above	School	93 (83)	87 (97)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	13	15
Percentage of pupils at NC level 2 or above	School	67 (93)	87 (100)	100 (97)
	National	85 (84)	89 (88)	89 (88)

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

* data excluded as fewer than ten pupils involved.

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
	2001	11	14	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	13	13	14
	Total	23	24	25
Percentage of pupils at NC level 4 or above	School	92 (71)	96 (65)	100 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	13	13	14
	Total	22	24	25
Percentage of pupils at NC level 4 or above	School	88 (74)	96 (71)	100 (81)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
183	3	1
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	118.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	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 information

Financial year	2001/02
	£
Total income	450,282
Total expenditure	438,406
Expenditure per pupil	2088
Balance brought forward from previous year	38998
Balance carried forward to next year	50,874

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	18	11	0	0
My child is making good progress in school.	50	46	0	4	0
Behaviour in the school is good.	18	50	18	4	11
My child gets the right amount of work to do at home.	32	64	4	0	0
The teaching is good.	54	43	4	0	0
I am kept well informed about how my child is getting on.	39	50	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	46	46	7	0	0
The school expects my child to work hard and achieve his or her best.	54	46	0	0	0
The school works closely with parents.	29	54	18	0	0
The school is well led and managed.	46	43	4	0	7
The school is helping my child become mature and responsible.	44	48	7	0	0
The school provides an interesting range of activities outside lessons.	44	19	30	0	7

Other issues raised by parents

Two additional issues were raised by parents. One was general support for the school and the other was the inappropriate behaviour of some pupils when not in the classroom.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. The school has made a good improvement in its provision for children in the Foundation Stage since the previous inspection. The very well organised day-to-day routines established by the Reception class teacher enable all children to feel secure, safe and grow in confidence.

63. Children are admitted to school at the start of the autumn term during the year in which they become five, either part-time or full time, depending on when their fifth birthday occurs. Most of the children have already attended local pre-school groups. Assessments made of the children on entry to the school show a variation year on year with an upward trend to above average in the last few years. However, early assessments of children in the current Reception class show their attainment on entry to be average for their age. Judgements relating to standards at this time of year are also based upon the work completed by children who are now in Year 1.

64. The quality of teaching and learning in the Foundation Stage is consistently good, with many strengths. This judgement is the same as that made by the school's last inspection. Although, at present, the children are still at the average levels of attainment at which they entered the school, this is because they have only been in school for three weeks and the good teaching has not yet had time to have an impact on the progress they make. Consequently, most children in the Reception class are achieving satisfactorily and are on course to reach the expected standards in communication, language and literacy, mathematical development and in their creative and physical development. In their personal, social and emotional development and in their knowledge and understanding of the world the children achieve well and many are already approaching the Early Learning Goals within these areas of learning.

Personal, social and emotional development.

65. The children have made good progress in their personal, social and emotional development in the very short time they have been in school due to very good teaching and learning. Most children are on course to exceed the Early Learning Goals in this area. This area of development is given a high priority and has a positive impact on learning. Classroom procedures are very well established and, as a result, the children are made well aware of the teachers' expectations and quickly settle into the daily routines. For example, at the beginning of the day, the children already know that they need to complete their planning sheet with the help of their parents, in order to choose an activity that they will engage in during the day. They do this in a sensible, mature way, and when they have the opportunity to carry out their own chosen activity during the day, they carefully check their own planning sheet before pursuing the activity. Children are constantly encouraged to feel confident about what they can achieve. They quickly learn to share and take turns while at play or work. The few children who find this more difficult are gently reminded of the need to co-operate and are provided with the time and activities to help them resolve social conflict. Most children listen carefully during whole class sessions and remember to take turns when speaking. For example, when talking about their personal experiences, the children listen to one another's contributions with interest and are sufficiently confident to make comments such as, 'I think he deserves a sticker'. All children settle quickly to the more structured activities, such as literacy and numeracy, and show ability to concentrate for appropriate periods of time. The children attend to their personal hygiene appropriately and most are able to dress and undress themselves without too much help. They walk around the school in a quiet and ordered manner and, when they join whole school assemblies, they are well behaved and try their best to join in with the singing and prayers. The children are eager to explore new learning and show great pleasure in what they achieve.

66. Personal, social and emotional development is strongly promoted in all areas of learning and the planning is thorough. The teacher has created a calm, secure environment in which children are valued as individuals. The relationship between all adults in the Reception class and the children is one of moderation and respect; qualities which set the tone for this foundation year. The Reception teacher ensures that there is sufficient time for the children to choose activities for themselves and to initiate their own ideas through play. In addition, there are moments for fun and for reflection, which strengthens the developing bond within the group. There is in general a good range of resources to support this aspect of their learning, which includes an appropriate range of play materials for the children to develop an awareness of cultures other than their own. However, there are few resources to provide children with the opportunity to experience social play outdoors. Personal, social and emotional development is also well promoted through the teaching of religious education, when children have the opportunity to discuss and learn about such things as the right way to behave and how to care for others. Work on display shows that they have thought carefully about what makes their mum special, with one child delightfully referring to his mum as, 'My sweet lady mum'.

Communication, language and literacy.

67. Children make satisfactory progress in this area of learning and most are reaching the expected levels for their age at this early stage in the year. Their language and communication skills develop well and most children talk freely about their own experiences and about things that interest them. For example, during 'talk time', a child spoke about his mummy being poorly and explained, 'She had a hard time to wake up'. Throughout all the areas of learning, both the Reception teacher and teaching assistant talk to the children individually and in groups, to ensure that all children extend their vocabulary and have the ability to use their language and communication skills for a range of purposes. Adults show children that they value their efforts at communicating. The children particularly enjoy listening to stories and have good recall of books, which they have listened to previously. They are attentive and there is considerable discussion about the key areas of a story everyone enjoys, such as *We're all going on a Bear Hunt*. Children know that pictures carry meaning and show an understanding of the concept of a word by pointing to them as they 'read' their books. The more able children already recognise familiar words in simple texts. Consistent strategies used by the teacher enable the children to learn and say the initial sounds of words. They confidently 'have a go' at writing and the analysis of children's work at the end of the Reception year shows that many are able to write independently for an appropriate range of purposes, such as lists, invitations and personal experiences. The more able children use their phonic knowledge in an attempt to write a simple sentence for the beginning of a story, such as, 'Ones (once) upon a time I went to the jungle (jungle) and I saw a monkey (monkey). Children who find learning more difficult are able to ascribe meaning to the marks they make and write their own name by the end of the Reception year.

68. The quality of teaching and learning is good overall in this area. The teacher has introduced 'Big Book' sessions effectively in preparation for the literacy hour at the end of the year. Through the skilful use of these books the teacher introduces children to the initial sounds of words. For instance, when reading the book, *We're all going on a Bear Hunt*, the focus was on words beginning with the letter 'b'. Following on from this, the teacher reinforced children's knowledge well by playing the game 'What am I thinking about?' By asking children such questions as, 'This is something you can drive, beginning with 'b'. What is it?' the learning was also made fun. Children are provided with a good range of purposeful activities to develop their use of language for reading and writing whatever their stage of development. For example, they are provided with paper and pencils when in the 'office' play area to support their role-play as the school secretary receiving and writing messages. Through the effective interaction and realistically high expectations of the quality of work that can be achieved, all children extend their communication, language and literacy skills well.

Mathematical development.

69. This area of learning is well taught through a structured programme of experiences that enable the children to achieve appropriately for their age. Consequently, most children are on course to meet the Early Learning Goals for mathematics by the end of the Reception year. Many children recognise numbers up to ten and can count beyond 20. They can copy-write their numbers and the analysis of work showed that most children were able to record their numbers unaided by the end of the Reception year. Most children develop a good understanding of mathematical language and use words such as before, after, bigger than and smaller than when talking about numbers. More able children use their developing mathematical ideas to solve problems such as, more than and less than a number from one to ten. By the end of the Reception year, they have sufficient knowledge to add two numbers together that involve ten objects. In their early work, children are provided with an appropriate range of practical experiences, such as sorting and ordering games, shape puzzles, using coins and filling containers with sand and water. Many children name the simple shapes of triangle, circle and square and show an awareness of measure by, for example, finding out which items are heavier or lighter.

70. The more formal activities for mathematics are effectively introduced to the children through the framework for teaching numeracy. The work is well planned and children are encouraged to develop their mathematical ideas through play situations and singing rhymes. Correct mathematical vocabulary is used from the outset and all activities build upon the child's understanding at that time. Questions are used skilfully to encourage children to organise their thoughts and build on their knowledge of number. For example, after introducing children to the idea of sorting different shapes into sets, the question was asked, 'Which set has the smallest number of shapes?' As a result when working on their group activities with the shapes, they demonstrated their knowledge by confidently sorting and counting the different shapes. The use of information and communication technology enhances the provision. For example, the children were seen to program a computerised toy, placing instructions in the right order for it to move forward to reach an identified object.

Knowledge and understanding of the world.

71. Children enter the Reception class with a good general knowledge, which the teacher builds on effectively, helping them to learn more about the world around them. The quality of teaching and learning are good and most children are well prepared for the programmes of study in the National Curriculum by the time they enter Year 1. Activities are very well planned and organised and there are careful links between the recommended areas of learning and the National Curriculum subjects. Taking themes such as Ourselves, Bears and Growth, activities are well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see. The children are encouraged to think about the changes that have happened to them since they were babies. For instance, in a lesson on finding out about how they grow, the teacher skilfully used photographs of herself to illustrate the process of change and growing up from a baby to a toddler. By asking questions such as, 'Why am I not sitting up?' and 'Could I do it on my own?' the teacher probed the children's understanding and encouraged them to talk about the changes they could see in the photographs. In this lesson, very good use was made of a volunteer, pregnant mum, who came in to speak to the children. A real moment of wonder was created as she showed the children pictures of the baby in her tummy and explained what was going on inside her.

72. In the area of learning related to scientific enquiry, the analysis of children's work from the previous year shows that they know what pets need to stay alive, are aware of the dangers of electricity and find out what happens to chocolate when it is heated. They draw detailed pictures of living things, such as an owl that was brought into school and describe the feathers and eyes with good attention to detail. They are developing an appropriate knowledge of where they live and identify different types of homes, such as a castle, a palace and a tree where birds live. A wide range of construction toys and materials are provided for the children to explore and use their skills to make

models. Their skills in design and technology develop well, as seen their designs for teddy puppets. The children make good progress when using the computer and demonstrate well-developed skills in their control of the mouse when selecting colours on screen to draw pictures of teddy bears. Attention spans are good and the teacher and support staff provide effective support as they work and ensure that all children are involved. The children are introduced to a suitable range of religions and beliefs through literacy and religious education lessons.

Physical development.

73. The quality of teaching and learning in this area is good. At this early stage in the term and in their school life, children are achieving satisfactorily and are on course to reach similar standards to those found in most schools by the time that they enter Year 1. In the physical education lesson observed, the teacher gained the children's rapt attention and carefully explained the need to act safely, listen carefully and to use the space very well. The children showed that they understood by moving away from each other and thus showing respect for each other's personal space. The teacher used praise well and made her expectations of how the children should behave and work very clear. During the lesson, they moved with confidence and suitable levels of control when wriggling, crawling and running. They also showed awareness of how exercise affected their heartbeat. At the end of the lesson, the children worked well in a circle when they followed the teacher's movements.

74. In their first lesson in the school's new information and communication technology suite, the children showed appropriate co-ordination when manipulating a mouse controller to select colours and draw a picture of their teddy bear. This lesson made an important contribution to their spiritual development as they gasped with surprise when they saw the computers in the suite. In a handwriting lesson, the children had varied degrees of success in writing the letters "s" and "m". Most were at an early stage of developing control of a pencil. In water play, their manipulative skills enabled them to put their bears successfully on a floating boat and when playing with sand they could pour it through tubes.

75. The school has an adequately sized and surfaced outdoor activity area for children in the Foundation Stage. However, it is underdeveloped, for example, it has no activities marked on it and no interesting play areas. The children have the use of some wheeled toys such as tricycles, scooters and perambulators which they use with suitable control and awareness of space. However, there is no large clambering equipment available – although the children do have access to that in the school grounds. Additionally, they cannot move freely between their classroom and the outside area because they have to use a set of steps requiring supervision. For this reason, the time they are in the outside area has to be timetabled.

Creative development.

76. The children make satisfactory progress in developing their creative skills and many are approaching the Early Learning Goals in areas such as role-play and in exploring colour. The quality of teaching and learning is good and activities indoors are well resourced and organised. Role-play opportunities are carefully planned and enable children to play out imaginary situations and dress up accordingly. They use resources imaginatively and are able to play co-operatively as a group while involved in role-play. For example, as a group of children played in the home corner, a child lay sick in bed while 'Grandma' made him some tea and 'Mum' told another child who was putting on his football top 'You can't go to football today, it's raining'. Their creative play outdoors however, is limited by the lack of a suitable range of play equipment for the children to access on a regular basis. In their artwork, children paint freely, print with vegetables and explore line drawings using thin and thick black felt tip pens. They learn how to mix colours when painting and have produced some very attractive pictures based on the story 'The Rainbow Fish'. Clearly, they are receiving effective support and

guidance from adults while they work. A resident artist has also been in and worked with the children, using wax crayons and 'wash' techniques to produce a large seaside painting. Work of the older children now in Year 1 shows good development of observational skills in their drawings of the Queen Mother and their own mums. Although no music lessons were observed, the children sing a variety of simple songs from memory and particularly enjoy participating in action songs, such as 'Heads, shoulders, knees and toes'.

ENGLISH

77. In all aspects of English, standards are average in Year 2 and Year 6. No definite judgements were made about standards in the 2000 inspection but pupils were reported to be making sound progress in English in Years 1 and 2 and good progress in Years 3 to 6. This broadly reflects the findings of this inspection as pupils achieve satisfactorily in Years 1 and 2 and well in Years 3 to 6. There is good inclusion of all pupils, including the more able and gifted and talented, in the subject. Pupils with special educational needs receive good support in class and their needs are further met by the Early, Additional and Further literacy programmes where sessions are carefully prepared, fast paced and packed full of learning. The school has highlighted the underachievement of boys in both reading and writing and is focusing on developing different learning styles and obtaining books and resources that particularly interest and motivate them. However, no significant differences were noted in the achievement of boys and girls during the inspection. The school also has an intensive focus on guided reading and extended writing as a result of the critical analysis of pupils' performance in the national tests. The implementation of the spelling policy and scheme at the beginning of the year is beginning to pay dividends.

78. Standards in speaking and listening are average in Year 2 and Year 6. Across the school, pupils are generally careful and responsive listeners and this helps them to absorb new ideas and information and apply it to their work. In a whole school assembly, pupils were very reflective when they listened closely to the tale of *Pinocchio* which linked with Peter's denial of Jesus. They were able to identify the theme of lying and selfishness common to both stories. In Years 1 and 2, teachers constantly reinforce good listening skills – 'Let's put our listening ears on!' As a result, pupils usually listen attentively and are aware of the importance of taking turns and valuing the contributions of others. Many speak confidently and audibly in well-formed sentences but some have a narrow range of words and indistinct pronunciation so that they cannot express their views clearly. Younger pupils particularly enjoy the rhythm and sound of expressive language. In a Year 2 lesson, they laughed with delight as they chorused the refrain from their book *Oi! Get off our train*.

79. As they move through the school, pupils develop their skills effectively as speakers and communicators. In Year 6, some pupils use language in a considered and balanced way, ask questions to develop their ideas and make perceptive comments. This was seen in a Year 6 lesson when pupils examined the text *The Ivory Door* to identify how the author built up suspense to engage the reader. However, although they were aware of different points of view, some pupils found difficulty in choosing precise words to talk about their responses or to analyse a piece of text. In some classes, teachers do not sufficiently encourage pupils to take an active part in discussion and frequently accept brief or one word responses. As a result, some pupils sit passively and do not readily offer answers or show enthusiasm.

80. Reading skills are average in both Year 2 and Year 6. Pupils' obvious enjoyment of books is a strength of their learning and many read with a degree of confidence, fluency and pleasure appropriate to their age. More able pupils in Years 1 and 2 cheerfully tackle relatively difficult words and read expressively with few hesitations but a few pupils have weak strategies and misread words without realising from the context that they are incorrect. Many pupils can talk about simple aspects of stories they have enjoyed and a few identify favourite authors and show early research skills. In Year 6, many pupils read with pace and enthusiasm and delight in talking about the twists and turns of the plot and the interplay of characters. More able pupils are independent and reflective readers as they

consider wider themes in their reading and predict how the story may develop. Less able pupils read simple texts competently but they lack the confidence and understanding to draw conclusions and form opinions. Teachers' lively and expressive reading of the text acts as a good model for pupils but a number of fluent readers in Years 3 to 6 lack an awareness of how the quality of their voice can affect the listener.

81. Skills in writing are average across the school. In Year 2, pupils express simple ideas in a sequence of sentences and have a growing understanding of the structure of a story. They can write simple instructions, story beginnings and poems. More able pupils are beginning to develop vivid ideas and to use a more varied vocabulary. Less able pupils can write simple words and phrases but they do not always convey meaning. Many pupils have a sound understanding of the importance of capital letters and full stops. Handwriting is often clearly shaped and consistent although some have limited control over the size and shape of letters. Even at this early age, pupils are taking a pride in the presentation of their work.

82. In Year 6, pupils write in an interesting and challenging range of styles and they make good use of the knowledge gained in studying texts to improve their own work. Tasks include updating traditional tales, a variety of poetic forms, autobiography, arguments and examination of devices used by authors to enliven their writing. Some pupils show a growing confidence in experimenting with vocabulary and content and with the technicalities of writing. More able pupils write with flair and pace and their narrative writing has dramatic interest and impact. The work of less able pupils is often lively and imaginative but their output is frequently small and ideas are not sustained consistently enough. Most pupils have a sound grasp of spelling and punctuation rules and grammatical constructions. Handwriting is well established, fluent and mostly neat and legible. There is good evidence of older pupils planning, drafting and evaluating their work before the final version.

83. A strong feature of teaching and learning in English is the quality of pupils' creative writing. They obviously put a great deal of thought into their work and enjoy the opportunity to expand their imaginations. Teachers give pupils the freedom to experiment with language and content and to use bold and innovative vocabulary. As a result, some pupils write with great depth of feeling and originality. A Year 6 pupil wrote of a mirror - 'I am a spiralling whirlpool. I suck up everything that is in front of me and spit it out for all to see'. The richness of their imaginations was also shown when Year 5 pupils fantasised about what they would like to put in 'The Magic Box' and wrote sensitively about - 'a universe of dreams', 'the first step of a baby deer', 'green snow and white grass'. Year 3 also filled their writing with sparkling images when they used evocative pictures as a stimulus for their story settings. In adventurous links with emotional literacy, pupils throughout the school are exploring their feelings of calm and anger. This has resulted in inventive and thoughtful writing from a Year 1 pupil's 'a teddy bear makes me feel calm' to a Year 4 pupil's response to anger 'I look at the sky and think of galloping on a silk white steed' and 'riding a golden sun'.

84. In all classes, standards in literacy are the same as those found in English. The development of literacy skills across the curriculum is satisfactory in Years 3 to 6. It is unsatisfactory in Years 1 and 2 where there is too little recorded work so that pupils' experience in writing is limited. Teachers in Years 3 to 6 are careful to focus on specific language in different subjects so that all groups of pupils can grasp important concepts, for example, in religious education, Year 6 pupils analysed figurative and literal language in their interpretation of Biblical text. In Year 4, pupils enjoyed making up gruesome remedies following a visit by a Tudor pedlar. They write evaluations in art and design and technology and, in science, write up their investigations in a methodical and organised way. Drama is insufficiently developed in Years 3 to 6 but pupils in Years 1 and 2 take part in activities like role play, freeze framing and hot seating. Across the school, information and communication technology is used adequately to improve editing skills.

85. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. This judgement is also based on an analysis of the previous year's work. Teachers' positive and skilful

management of pupils means that they have the confidence to try out new ideas without fear of failure. When Year 2 pupils were making up words with long vowel sounds, not all pupils had clear enunciation and the teacher sensitively used their mistakes as teaching points. Teachers of younger pupils are particularly skilled at building up an air of expectancy which enables pupils to find a sense of fun and delight in words. In a good Year 1 lesson, when the teacher told the story of Millie the mouse and then jumbled up the sentences from *This is the Bear*, pupils laughed and happily worked out the correct sequence. In all classes, teachers share learning intentions at the outset so that pupils know what is expected of them and develop a very good knowledge of their own learning. Teachers' clear instructions, interesting explanations and lively presentations also lead pupils on to new learning at a brisk pace. In a Year 4 lesson when pupils explored the sequence of events in a narrative, the teacher constructed a 'simultaneous events' poster. This meant that their attention was sharply focused and pupils were made to think for themselves as the teacher demanded that they should refer to the text to support their answers. Teachers also use thought-provoking questions to draw out pupils' personal responses. 'What does the author do to grab your attention?' asked the Year 6 teacher as pupils analysed the text to see how the author built up tension and a sense of drama. As a result, pupils discovered how an author could create an arresting character without even mentioning a name.

86. Most pupils are well-motivated, eager learners but, sometimes, if the pace of the lesson is too leisurely, they settle into a relaxed rate of working. Some teachers do not have successful strategies for ensuring that all pupils are included in discussions. This means that more articulate and confident pupils dominate the session whilst others become passive or distracted and the teacher has to waste time re-establishing routines or control. Occasionally, pupils are directed too much and lose the opportunity to develop their independence and initiative. Teaching assistants are not always used efficiently at the beginning of lessons.

87. The subject is satisfactorily led and targets for development are appropriate. Resources are satisfactory in Years 1 and 2 and good in Years 3 to 6. The coordinators monitor planning and samples of pupils' work but does not make observation of teaching and learning in the classroom. Assessment procedures are very good and are used very effectively to track the progress of individual pupils and plan challenging work for them. Very specific personal targets enable pupils to focus very well on the particular skills needed to move on to the next stage of learning. Marking is good and provides pupils with clear pointers about how they can improve their work. The recently refurbished library is bright and spacious but some books are old and out-of-date. The profile of the subject is raised effectively by a bookshop, book fairs, visits by theatre groups, an author and a journalist and a visit to the pantomime. English makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils write thank you prayers, and show great originality and thought when they explore feelings of calm and anger and describe the emotions inspired by famous paintings of the world.

MATHEMATICS

88. Pupils in Year 2 attain average standards in mathematics and numeracy. The results of the national tests for Year 2 in 2001 show that pupils achieved below average results when compared both nationally and with similar schools. Since then, the school has focused considerably on mathematics and the indications from the provisional results for 2002 are that standards have risen again and are at least average. The trend over the last five years has been erratic, but the number of pupils leaving and joining the school, together with staff changes, account for these variations. All pupils are making satisfactory progress in Years 1 and 2, including those who have special educational needs and who benefit from effective support from teaching assistants.

89. In Year 6, standards are above average. The results of the 2001 national tests for Year 6 were well above average. However, for 2002, the provisional results indicate a fall in standards. A high percentage of pupils had special educational needs in the 2002 class. In addition, a significant amount of support from outside agencies was sought and given for pupils who had behavioural

difficulties. The trend is now upwards again, and the school has made very good efforts to raise standards in mathematics. In particular, the challenge for more able pupils is good. Pupils of all abilities are making good progress, including those who have special educational needs. They are included well by teachers and assistants, and have individual targets, which enable them to track their own progress.

90. Past results have shown that boys do less well than girls in the national tests. This was not apparent during the period of the inspection. However, the school, having analysed this, is addressing the issue with more focused work for boys.

91. The quality of teaching and learning is satisfactory in Years 1 and 2, with some very good aspects. Teachers plan lessons in line with the National Numeracy Strategy. They have the usual structure, with an oral starter session, some written work in small groups, and a time altogether when the lesson, and pupils' learning are reviewed. The mental mathematics starter sessions provide a stimulating but orderly start to lessons in both years. For example, in a very good Year 1 lesson, pupils had to guess the hidden number written by the teacher. She gave them clues after each of their guesses such as, "My number is larger than that." In this way, they soon became very familiar with 'more than' and less than.' In the main part of the lesson, where pupils work in their own groups, teachers provide appropriate activities for each group. For example, in Year 2, pupils measured straight lines and curves using rulers and string. They learnt to follow the curved line with the string and measure it.

92. Analysis of previous work in Years 1 and 2 shows that pupils order numbers, and count on from different starting points. In Year 1, they recognise two-dimensional shapes such as rectangles and squares, and they can add up using hundreds, tens and units. Later, pupils balance objects and learn which is heavier or lighter. They use subtraction, and learn to check their answers carefully. In Year 2, pupils progress to finding missing numbers and discover patterns in their number work. They can give change from their 'shopping,' and they work well with three-dimensional shapes. They learn to estimate, tell the time, and know the sequence of the seasons. They discover basic fractions, and learn how to tally and then record their findings on simple charts, sometimes using a computer.

93. The quality of teaching and learning in Years 3 to 6 is good. Much work has been done on individual targets for each pupil, and these are on display in the rooms. In this way, they can watch their progress and take some responsibility for their learning, and understand what they must do next. Teachers ensure that pupils learn and use mathematical terms, and each pupil has a mathematics vocabulary book. These key words are emphasised in lessons. For example, in a good Year 6 lesson, pupils and teacher were discussing fractions and pupils could use the terms 'denominator' and 'numerator' easily and correctly. The intentions of the lessons are always shared with pupils and they write these in their books at the start. Pace is usually brisk, especially in the starter sessions. For example, in Year 5, pupils used their small whiteboards to write answers to the teacher's questions. They had to find halves and doubles of larger numbers so had to break them down into workable units. They were quick and accurate, and the teacher ensured that all were included in the session.

94. Relationships are very good and teachers use the pupils' names when asking questions or praising their work. In all the lessons observed, the atmosphere was one of enjoyment and hard work. This is achieved by teachers' good level of challenge to their pupils. For example, in a very good Year 4 lesson, the teacher managed the lesson very well, setting a very good pace and creating the right atmosphere by immediately involving as many pupils as possible in the starter session. "Well done, you are sitting up well, ready for the next part of the lesson," she said, singling out a group of pupils. Everyone responded to this and they were keen to earn their own praise. Teachers plan well so that pupils of all abilities can do the work and experience success. Support assistants help by taking small groups and giving them extra help in the aspect of mathematics concerned. For example, some pupils in Year 5 learnt fractions by cutting up an orange with the help of an assistant. Others, in Year 6

were taken by the assistant on their own, in a separate room, to extend their understanding of the work.

95. Analysis of pupils' work shows that they make good progress. In Year 6, they understand the various forms of triangles such as isosceles, scalene, and equilateral. They solve written problems, such as finding the diameter and circumference of circles and discover simple formulae for their work. By investigation they found out that the circumference is approximately three times the diameter. They understand how to find perimeters and areas, and they recognise and write large numbers up to a million. A very good initiative when working with very large numbers is the use of population and area statistics for various countries. They used Belgium as an example with 2,586 km² in area, or Luxembourg with a population of 392,000. Year 5 are given mathematical challenges, and they solve written problems. These are often referenced well to everyday things, such as the length of a football match, start and finish times, and a half-time interval to be included. They record the findings of surveys on bar charts and graphs. For one of these surveys they used the Premier League to find out how many supporters there were for each team in the class. Year 4 understand what makes a figure a quadrilateral, and they know which lines are parallel and how to classify polygons. They estimate, weigh and record their findings well, when working on weights and measures. Good teaching ensures that pupils understand that they can check number work by using the inverse of the operation such as checking division answers by using multiplication. In Year 3, good teaching leads pupils to be able to determine three-dimensional shapes from descriptions. For example, a triangular prism - "I have two triangular faces, and all the other faces are rectangles." They find lines of symmetry and use Venn diagrams to sort multiples of two, five and ten.

96. Teachers across all years are confident with the National Numeracy Strategy and they apply it effectively. Management of pupils is generally good and work is well matched to pupils' needs. Teachers explain what the lesson is to be about and pupils are very confident in their work and they behave well. Lively teaching is ensuring that pupils want to learn and that they make progress. Numeracy is appropriately used across the curriculum. In science, they record findings on charts, and, in history, they use time lines to give some idea of the span of time from one era to another. Some use is made of mathematical skills in geography, when pupils work on maps.

97. The co-ordinator clearly understands what has been required to improve standards and much work has been done to achieve this. The very good assessment and analysis of data enable teachers to plan and focus on areas that need attention. The initiatives with pupils' targets are one of the very good key features of the subject and they are enabling a very clear improvement. Leadership of the subject is good and provides a clear focus for the whole staff. The school has worked hard since previous reports. There has been good improvement in mathematics across several aspects, such as teaching, planning and assessment. There has been insufficient planning and use of information and communication technology. However, the very new computer suite is incorporated in future plans for mathematics. Above all, pupils enjoy the subject and are very willing to learn. This is due to the very good focus that the school has brought to bear on mathematics, which is improving markedly.

SCIENCE

98. Standards in science in Year 2 are average. Although more pupils than in most schools reach average standards, fewer reach above average levels. Thus, whilst progress for pupils of average capability is satisfactory, and that for pupils with special educational needs is good, progress for more able pupils is unsatisfactory. This is largely because most of the work they are given is set at average levels and more able pupils are not challenged enough. In addition, the use of too many worksheets limits the pupils' opportunities to use their literacy skills well, a weakness which was noted by the last inspection. Furthermore, the analysis of last year's work shows that the work of several subjects is mixed together in the same loose-leaf folder which makes it difficult for the pupils to see how their scientific work develops.

99. The quality of teaching and learning is satisfactory in Years 1 and 2. This was exemplified in a Year 2 lesson in which the pupils used their senses practically. The activity captured the pupils' imagination and they showed great interest in it because the teacher had carefully matched it to their needs. They sat quietly in a circle passing a set of keys while one pupil sat in the circle blindfolded and tried to use his or her other senses to locate where the keys were. The pupils showed good awareness of the need to help others by keeping very quiet while the keys were passed so that any sound made by the keys could be heard. The activity was changed so that the pupils used their sense of touch to locate the keys. The teacher and the pupils had a sound discussion of which senses were involved when sight was restricted by the blindfold. The teaching assistant made careful observations of how successful the pupils were in locating the keys. The strengths of this lesson were the choice of activity, the application of investigative science to other aspects of the subject and the teacher's control of the pupils. Its weaknesses were too slow a pace and not challenging the able sufficiently. The analysis of last year's work by the then Year 2 pupils indicated that virtually all of the work was at average standards. Pupils were able to compare things they observed and to record using simple tables but above average tasks, for example, recording their observations in different ways were not evident. Pupils also recognised that different living things are found in varying habitats but there was no evidence that they were aware of the ways in which animals are adapted to their environments. Similarly, in their work on materials, pupils could identify the properties of a range of common materials but there was only one example of above average work in which they sorted materials according to their properties using a mathematical diagram. Again, whilst pupils could clearly identify a range of sources of light and sound, there was little evidence of above average work such as explaining the effect of distance on sound. There was little evidence of the use of information and communication technology in science in Years 1 and 2.

100. In Years 3 to 6, the quality of teaching and learning is good. This promotes good learning for all pupils and above average standards in Year 6. The school's 2000 inspection report also recorded the judgement that the pupils made good progress in Years 3 to 6. A good Year 6 lesson linking changes in materials to the water cycle and making good use of information and communication technology illustrated the good quality of the teaching and learning seen in these year groups. The teacher led a discussion of the changes of the state of matter very effectively and the pupils clearly described the scientific process which caused ice to change into water. The role play in which some pupils acted as particles and vibrated more quickly as heat was applied to them was enjoyed by the class and reinforced their understanding. The pupils were well aware that the changes being identified were reversible and used technical vocabulary such as "evaporation" and "condensation" confidently and with understanding. The well-linked work on the water cycle using information and communication technology was set at three different levels so that able, average and pupils with special educational needs were fully challenged and included. All received good support from the teacher and the teaching assistants when this was needed. This was a good lesson in which the only element of weakness was some over-direction by the teacher. The pupils made good progress as the learning intention of this lesson was fully met. The analysis of work shows that, throughout Years 3 to 6, teachers have high expectations of the pupils who produce good amounts of high quality work. Much of the work is investigative science in which other aspects of the curriculum are explored. For example, pupils have investigated night and day practically with a globe and a torch, have germinated seeds and examined what they need to grow successfully and tested materials to see how good they are as insulators. The school has plans for an environmental area but this is not developed which is a lost opportunity for scientific work. However, a particular feature planned for the grounds is a multicultural garden representing a variety of religious links.

101. The subject is well-managed by an experienced and knowledgeable co-ordinator. The subject has made a good improvement since the school was last inspected. The co-ordinator is well aware of the strengths and weakness of science in the school and has good plans to address the weaknesses. Assessment procedures in the subject are very good and very well used to promote progress and

improve standards. The co-ordinator has a regular budget to spend on science and the subject is well resourced. The pupils' books and teachers' plans have been monitored and the co-ordinator has had some release time to teach alongside her colleagues to evaluate their work. Girls have done marginally less well than boys in the end of Key Stage 2 national tests in science on average over the last three years. However, this was not the case in 2001 and the 2002 results indicate that girls outperformed boys in both English and science. This indicates that factors other than gender cause these fluctuations.

ART AND DESIGN

102. During the inspection, it was possible to see only two lessons in art and design. Judgements are based upon an analysis of pupils' work, largely on display throughout the school, as well as planning and discussions. The indications are that standards are average in Years 2 and 6. All pupils, including those with special educational needs, are making satisfactory progress in art and design in Years 1 and 2 and good progress in Years 3 to 6. The school's latest initiative about creativity in the curriculum is beginning to have an effect. For example, pupils have their own sketchbooks now, and Year 3 were seen using them well.

103. The quality of teaching and learning is satisfactory for younger pupils in Years 1 and 2, and good in Years 3 to 6. In Year 2, pupils were seen considering composition in a lesson where they began by thinking about lines. "What kind of line would I have to draw for curly hair?" they were asked. In a previous lesson, they had been exploring different sorts of lines and patterns, such as straight or zig-zag, and now applied this to their work. Then they were given corks of various shapes or lollipop sticks. These had to be stuck onto paper in order to form the main part of a picture. One pupil used his cork to form part of a dinosaur, while others used the stick as the mouth of the face that they were drawing. Another pupil suggested using the conical shape of the cork as the basis for a picture of a volcano. They produced some imaginative ideas and the teacher managed the lesson well, keeping this lively group interested and working well. They increased their drawing skills satisfactorily for their age.

104. In the Year 3 lesson, pupils had previously sketched parts of the school buildings outside. They had used a viewfinder for this and could talk about what they did very well. Now they had to "magnify" parts of what they had sketched. They successfully learnt how to draw things near or far, and in the middle ground. They understood that nearer things required more detail. In this good lesson, they learnt more about the composition of a picture, and how to use their preliminary sketches. They have successfully learnt about texture and shading. For example, in discussion, they were very knowledgeable about the range of pencils that were available, and many could say which they preferred and why. "I like 6B," said one pupil, "because it's really like a crayon." They used the side of the lead for their shading and understood that they do not always need to press hard on the pencil.

105. The art and design on display shows that pupils investigate and make collages as well as paint pictures. In Year 4 work, on display, they have used a variety of media for their pictures of imaginary insects. Pipe cleaners, fabrics and corrugated paper were all put to good use and the finished pictures are good. Year 3 pictures to go with their work on English are good. They have painted some fishes and an octopus to illustrate life under the sea, together with their pieces of writing. They have done similar work with the title "Through the Forest" and again with "A Cosy Cottage". Pupils understand some of the techniques needed for mixing colours and there are charts in some classrooms to help them see which are the primary colours and what will result if they are mixed. There are good links with other subjects such as illustrating poems they have written, or matching pieces of writing to pictures they have drawn.

106. The co-ordinator has only been in post for two terms, and so has not had time to affect the outcomes in art and design. Plans for the future include a national package about creativity, and a commercial scheme of work for teachers is already in use. There is a lack of opportunity for pupils to see and paint in the style of known artists. However, some work along these lines was seen during art

club, where pupils were composing pictures in the style of Arcimbaldo, who used vegetables and fruit in his compositions. They used plasticine as a base, and were busy cutting up vegetable to press into the base to form features of faces, and heads. In conjunction with this work of known artists, insufficient use is made of the Internet to download examples of work such as that by Piet Mondrian or Claude Monet. There is insufficient use of information and communication technology in art and design, and this is unsatisfactory. The development plans are good, and staff are reported as being pleased with the new schemes of work. Assessment procedures and monitoring are underdeveloped.

DESIGN AND TECHNOLOGY

107. During the inspection, it was not possible to observe the teaching of design and technology. Judgements are based on the analysis of pupils' work and teachers' planning and discussions with pupils and teachers. This indicates that pupils reach average standards in Year 2 and Year 6. Pupils' achievement is satisfactory in Years 1 and 2. The analysis of pupils' design and technology work in Years 3 to 6 indicates good achievement. Pupils who have special educational needs achieve well.

108. The analysis of pupils' work and discussions with pupils indicate that the quality of teaching and learning is satisfactory in Years 1 and 2. In Year 2, pupils have produced a limited range of design work, but that which has been completed includes designs for a moving vehicle and simple drawings of different puppets. Discussion with pupils showed that they had gained a suitable understanding about wheels and axles and were able to explain how they assembled them in order to make a wheeled vehicle. The making of puppets involved pupils in stitching pieces of fabric together and adding features using appropriate materials and techniques. Pupils also spoke with enthusiasm about making jumping frogs that incorporated a spring made with folded paper and designing and making a hat. They are encouraged to label their designs and evaluate their work once it is completed. In Year 1, pupils have designed a simple home for Barnaby Bear and sketched a simple dish to hold coleslaw. Examples of the finished products were not seen. All pupils have access to a suitable variety of materials and tools.

109. The quality of teaching and learning and the progress made by pupils in Years 3 to 6 are good. The analysis of work indicates that the pupils are given an increasing range of experiences in designing and making that build effectively on their previous learning. The teaching of particular skills is built on carefully and enables pupils to design and make a range of products that show their increasing care and effort has been put into completing them. Pupils have designed and made money containers, pop-up books, moving monsters and vehicles, mini-beast shelters and slippers. Their designs are labelled and show attention has been given to considering the suitability of materials used. They identify problems and modify their designs accordingly to improve the finished product. Work of pupils in Year 3 shows that there was considerable challenge in working with pneumatic mechanisms to produce a moving monster. This involved joining two syringes with a piece of tubing and describing how when one plunger is pressed in, 'the air pushes the other plunger out in order to make the monster move'. By Year 6, a good range of pupils' design and technology work is evident. Their work on slippers shows that all pupils, including those with special educational needs, have learned effective designing and making techniques and applied these thoughtfully with good creative effort. For example, after considering the function and suitability of their designs, they produced a pattern to work to, with instructions, and successfully followed their plans to make the slippers using a variety of materials and stitching techniques. The analysis of pupils' work indicates that teachers place sufficient emphasis on the evaluating process. However, there was little evidence of pupils using measurement in their designs.

110. Currently, design and technology is co-ordinated by the teacher who has the overall responsibility for creativity. The focus for development has been on art and, as such, the co-ordinator has not had the opportunity to work on the design and technology aspect of the curriculum. The school has implemented the nationally agreed guidelines appropriately, but the co-ordinator has not monitored its success. Procedures for assessment are not sufficiently developed. Learning resources, including

tools, equipment and materials, are adequate. Although there was little evidence of teachers' using information and communication technology to contribute to pupils' learning through the design process, pupils in Year 6 have been involved in a very impressive control technology project based on the Millennium Dome. This has been overseen by a group of 'Neighbourhood Engineers' working in conjunction with pupils from the local secondary school. Pupils from Year 6 made detailed working models for segments of the Dome based on different aspects such as, space travel, entertainment and medical. The Dome itself operates by a pneumatic system built by pupils from the secondary school. Overall, the subject makes a satisfactory contribution to the pupils' social, moral and cultural development by providing opportunities for pupils to work co-operatively and develop the ability to make a reasoned evaluation of their own work. Pupils in Year 6 designed a mini-shelter for an exotic fire beetle living in a Brazilian rain forest which extended their cultural awareness.

GEOGRAPHY

111. During the inspection, the teaching of geography was observed in Years 1 and 5. Judgements are based on these observations and on the analysis of pupils' work throughout the school, discussions with pupils and teachers and on the school's planning. The evidence indicates that pupils reach average standards and that their achievement is satisfactory by Year 2 and Year 6. Pupils with special educational needs benefit from the effective support that they receive in class and make satisfactory progress for their previous attainment.

112. The evidence indicates that the quality of teaching and learning is satisfactory overall, in Year 1 and 2. In a good Year 1 lesson to develop pupils' knowledge of the features that form part of their local area, effective questioning by the teacher stimulated the pupils into expressing their views on the quality of local buildings such as the church and the school park area. Good control and management of the class during the time they were outside observing the features contributed to the pupils' behaviour and also ensured that they listened carefully and were able to fulfil the demands of the next part of the lesson in the classroom. The teacher used photographs of the features observed effectively to promote discussion and continued asking questions to stimulate the pupils' thinking - 'Do you think the buildings looked cared for? How do you know?' After discussing their thoughts with other pupils in small groups, the teacher made very good use of a video camera to record their views. Work on display in the classroom shows that pupils have drawn their route from home to school on a map and painted pictures of local features they see on their journey to school, such as the zebra crossing, traffic lights, houses and the park. The analysis of their work shows they are aware of other places as they write about 'Barnaby Bear' on holiday in Egypt.

113. In Year 2, however, the analysis of pupils' work revealed a weakness in pupils' recording skills in geography. The limited amount of work showed that they have studied, and are familiar with, features of the Isle of Struay, a fictional island in Scotland. They have drawn a simple map of the island and provided a key for features such as the lighthouse, loch and a castle. Discussions with pupils show they have sufficient knowledge of their own locality to express views on the town and recognise how it has changed. They consider that it is a good place to live. In discussion, they were able to give clear directions on how to get from school to their homes using appropriate geographical vocabulary and naming the roads. Their awareness of other places is satisfactory and they are able to contrast the features in their own town with that of a village.

114. In Years 3 to 6, the quality of teaching and learning is satisfactory overall. However, the analysis of pupils' work showed that they have benefited from the good teaching of geographical skills, especially in map work. Younger pupils have learned early mapping skills and have included appropriate keys on their maps to indicate a variety of locations and features. In Year 5, the analysis of pupils' work from the previous year showed a suitable range of topics and overall, average attainment. Pupils were able to locate a range of places in different parts of the world and showed an understanding of what the places are like, for example, in terms of population and significant features such as the longest rivers and largest mountains. They have studied how people live in a village in

India and discovered how school life for the children is very different from their own experiences. They have gained sufficient knowledge of the landscape and climate of the village to be able to compare it with that of their own town of Warminster.

115. A good Year 5 lesson, on how to locate places on maps demonstrated the strengths of developing pupils' geographical skills. The pupils' existing knowledge of maps was built on as they enthusiastically set about the task of designing their own village settlement on a small blank map. The teacher effectively demonstrated the use of grid references to assist pupils in their understanding and, by involving them all in a question and answer session, they quickly learnt how to use six figure grid references to indicate a variety of features on their own maps. Pupils with special educational needs received suitable support from the teacher and, consequently, made good progress and learnt how to use four figure grid references. There was good control of the pupils and an appropriately high expectation of what the pupils could achieve. At the conclusion of the lesson, the teacher asked individual pupils to explain to the class what they had learned to discover what they had understood. Their work on display showed that pupils have studied early settlements and considered the reasons why people settled in certain locations. In undertaking map work, pupils used an Ordnance Survey map of Gloucester and the Forest of Dean to find out and describe how to get from one village to another by using direction and road numbers. By Year 6, pupils have made sufficient gains in their understanding of map work to use and apply their knowledge to the work they carry out on their residential field trip to Osmington. For example, they trace the route from school to Osmington and give directions using 'A' road numbers. When in Osmington, they use an Ordnance Survey map to highlight features seen and provide six figure grid references to indicate where the features are located.

116. The co-ordinator is enthusiastic about the subject and clearly understands the areas required for development. For example, work on environmental change and more fieldwork are appropriately identified as in need of future development. He has had no time to monitor the progress of the subject in the classroom or to sample pupils' work. The scheme of work, based on the nationally recommended guidelines, provides appropriate guidance for teachers' planning. The analysis of work shows that the pupils' numeracy skills are applied appropriately to the subject and, in Years 3 to 6, there are good links with literacy. However, in Year 2, there is a weakness in pupils' written work. Throughout the school, insufficient use is made of information and communication technology to extend pupils' knowledge of the subject. Resources overall are quite satisfactory except for information and communication technology. Assessment procedures are not fully developed and are also an identified area for focus in the coming year. The subject makes a satisfactory contribution to pupils' spiritual, social, moral and cultural development. For example, pupils talk about their discoveries with excitement and have the opportunity to work together collaboratively. Culturally, they have the opportunity to find out about the different activities of families in poor countries. Pupils in Year 6, also participate in a residential field visit that not only assists their personal development but also provides valuable opportunities for social development.

HISTORY

117. Standards in history are average in both Year 2 and Year 6. There was no judgement in the previous inspection. History is not taught in Years 1, 3 and 5 during the autumn term. Therefore, the judgement of this inspection takes into account the lessons observed, the analysis of work from the previous year, scrutiny of displays and teachers' planning and discussions with staff and pupils. Achievement in history is satisfactory for pupils across the school. This includes pupils with special educational needs who are developing sound skills in analysing evidence from the past. More able pupils draw intelligently on the sources that they use.

118. Overall, the quality of teaching and learning is satisfactory throughout the school. Teachers in Years 1 and 2 effectively channel the natural curiosity and enthusiasm of younger pupils. There is a good emphasis on the language of time and teachers develop a thoughtful response from pupils about

their own lives and the past. Pupils in Year 1 study old and new toys and develop their understanding of past and present through looking at homes and household objects that change over time. Pupils in Year 2 also successfully develop their sense of time and change by comparison with the past in their study of Florence Nightingale. The teacher brought history to life for her pupils when she dressed as Florence Nightingale and told pupils to think carefully about questions to ask her. They devised questions such as ‘What was it like in the hospital?’ ‘What was it like feeding the soldiers?’ Pupils made sound progress in their understanding of the appalling conditions in the Crimea and the importance of hygiene in hospitals because they were actively and imaginatively engaged in their own learning. However, there was insufficient emphasis on precise vocabulary and pupils’ initial interest and enthusiasm began to wane as the pace of the lesson flagged. The range and depth of recorded work are too limited for this age group and there is no sign of early research skills.

119. A strength of pupils’ learning is their obvious enjoyment in being time detectives and in using historical evidence to help them draw conclusions about the past. History became much more real for Year 3 pupils when they closely questioned an archaeologist who came to visit them. They have also examined the impact of invasion such as the Roman occupation of Britain. As a result of confident, knowledgeable teaching, Year 4 pupils became well aware of the importance of source materials such as artefacts, books and paintings in answering questions about the past and how some sources can be misleading. They studied a portrait of Henry VIII and recognised how the power and importance of a Tudor king were revealed by the splendour of costume and the significance of detail. Year 5 pupils were allowed to be active enquirers when they investigated the life and legacy of Ancient Greece and reflected on how the Battle of Marathon had affected events today. In a lesson on the growth of towns in the Victorian era, pupils in Year 6 made good gains in their understanding of how technological change had shaped the history of the times. They traced the migration of workers from a sleepy village to an industrial city as a result of the discovery of coal and the invention of steam power. ‘What’s your first reaction to the town?’ asked the teacher and insisted that pupils should justify their answers as they considered the unhealthy working conditions. Pupils were bursting with enthusiasm but, at times, over direction by the teacher meant that they lost the opportunity to think for themselves. Across the school, there is a good balance between giving pupils information and developing their skills as young researchers. Historical language is also developed well. In general, sound attention is given to teaching key skills in history but teachers do not give pupils enough opportunities to identify why the past is represented and interpreted in different ways. Numeracy skills are satisfactorily developed as pupils plot timelines and record using Venn diagrams. Literacy skills are also soundly promoted through discussion, illustration and writing. Year 4 pupils write their own version of Tudor remedies for curing ailments and Year 3 discuss how the Ancient Greeks used myths to explain the mysteries of life.

120. The role of the coordinator is insufficiently developed as there is no monitoring of planning or classroom observations. Assessment is also unsatisfactory as it relies on the recording methods of individual teachers. Information and communication technology is used adequately to support teaching and learning. The subject makes a sound contribution to pupils’ spiritual, moral, social and cultural development as they observe the gulf between the social classes in Victorian Britain, examine the role of the gods in Ancient Greece and research information together about the Tudors. Visits to the Tutankhamun exhibition, visitors like travelling theatre groups, a Tudor pedlar and a Roman soldier and events such as the Golden Jubilee 1950s picnic give pupils good insight into these periods of history and make the past come alive.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Because of the length of the inspection and the organisation of the school’s timetable, no teaching of information and communication technology was seen in Years 1 and 2 although a video camera was used to record pupils’ work in Year 1. However, the analysis of work produced by the pupils and the school’s assessment records indicate that standards in Year 2 are average in all aspects

of the subject. This evidence also indicates that the quality of teaching and learning and the achievement of all pupils are satisfactory.

122. In Year 6, standards of attainment are average overall although, in control technology, they are well above average. As at the time of the school's inspection in 2000, the school receives very effective support from volunteer Neighbourhood Engineers in the teaching of control technology which promotes very good achievement in Years 5 and 6. In Years 3 to 6 the quality of teaching and learning is good and promotes good achievement for all pupils. There are no differences in the standards reached by boys or girls. This good achievement is not yet reflected in above average standards in all aspects of the subject because the school's information and communication technology suite has only just been taken into use and its effect on standards has yet to manifest itself.

123. In a good Year 5 lesson, the learning intention was to put pictures from the Internet into a document. The teacher's instructions were clear and enabled the pupils to open and minimise programs, to access the Internet and to find a website containing information about the Ancient Greeks which also enhanced their cultural development. Some pupils were slow to settle because it was the first time they had used the computer suite and the physical education lesson immediately before had been cut short by rain. However, the teacher managed this problem well with suitable help from the teaching assistants so that all pupils were fully included in the lesson. With support for those pupils for whom this was necessary, the pupils copied and pasted their pictures from the Internet to a document. They gasped with surprise when the picture appeared in the documents – "Ah! The sound of success!" said the teacher. There was a good review at the end of the lesson and the pupils were told how the skills they had learnt would be developed in the future.

124. Other evidence indicated that pupils in Year 6 could enter data and create graphs and that they are well aware of the functions of the mouse controller and many common keys. It was also clear that the pupils have appropriate word processing skills, use information and communication technology to find information and in their art work and have used sensors. Some show weak keyboard skills. In both of the information and communication technology lessons observed the facts that the class had just come from physical education and that the length of the session was only 30 minutes put some pressure on teaching and learning.

125. In the school's 2000 inspection, information and communication technology was judged to be a weakness in the curriculum. A key issue for action from that inspection was to accelerate the development of information and communication technology in the school, particularly its use across the curriculum. Under the very good leadership of the headteacher in her role as subject co-ordinator, this issue has been well addressed in the less than two years since that inspection and the subject is well resourced. However, although there is clear evidence of the use of information and communication technology in other subject areas such as science, this is still an area of relative weakness. The school has carefully monitored its progress in the subject and the school development plan contains specific plans for its improvement including further training for staff. Clear assessment records indicate the pupils' achievement in all aspects of the subject. The school has a suitable Internet access policy.

MUSIC

126. Standards in music are average in both Year 2 and Year 6. There was no judgement in the previous inspection. As they move through the school, pupils' achievement in music is satisfactory. This also includes pupils with special educational needs because much of the work in lessons is carried out in groups where pupils support each other well. Judgements in this inspection are also based on the scrutiny of teachers' planning, assemblies and discussions with teachers and pupils.

127. Overall, the quality of teaching and learning in music is satisfactory across the school. The structure of the taped programmes in the new scheme of work allows pupils to receive a balanced curriculum. Teachers offer pupils an appropriate variety of musical experiences and opportunities to be actively involved with lessons. As a result, pupils thoroughly enjoy their music making. In hymn

practice, the teacher placed a good emphasis on the importance of posture, breathing and diction – ‘and a smile on your face helps!’ However, when pupils attempted *Have you heard the raindrops?* their singing was rhythmic and energetic but lacked expression and there was a tendency to shout. The teacher stressed that, by singing too loudly, pupils were not really thinking about the words. By the end of the session, pupils were visibly more confident and sang *Thank you for the water we drink* with lively enjoyment and a good understanding of pitch and rhythm.

128. Teachers work hard to ensure that pupils listen carefully to what they hear. In a good Year 1 lesson on recognising sounds, the teacher commented, ‘Excellent listeners, ready to be musicians and listen to the sounds.’ She created a quiet, reflective atmosphere with a focus on an illuminated picture and a reading of a poem about the moon. Her warm, supportive relationship with the pupils meant that they were keen to identify different sounds and that they responded well. They discussed the feelings evoked on hearing an adagio on the theme of night – ‘It was scary – there were bats, glowing ghosts and vampires.’ Teaching was imaginative and pupils made good progress in understanding how music can create mood and atmosphere. In Year 2, pupils are learning to maintain a steady beat but they find pitch more difficult.

129. Older pupils have a sound understanding of basic musical structure and how elements of music can be used to create different effects. Pupils in Year 3 recognised the structure of the verse and refrain in *River, River* and sang with it good appreciation of rhythm because of the teacher’s high expectations of their level of performance. They recalled well the thunder and lightning effects of *The Alpine Symphony* by Strauss and, using simple graphic notation, they enjoyed exploring and organising sounds to create their own piece of storm music. The teacher built well on work done earlier, encouraged pupils to evaluate and improve their work and made learning meaningful and fun. Year 4 are playing rhythmic patterns and enjoy singing their kite song and Year 5 pupils are learning to recognise metre and sing in three or four part rounds. Year 6 pupils recognise metre in three and compose a slow waltz. However, across the school, there is insufficient recording of pupils’ work and inadequate development of musical terms and notation. This means that only pupils who receive specialist tuition are confident in these areas and that some pupils lack the vocabulary to talk about the moods and feelings that music evokes.

130. The subject is satisfactorily led by the coordinator who shares her expertise informally with colleagues but has no opportunities for classroom observations. There is no music policy and information and communication technology is not used adequately to support teaching and learning especially in recording work to appraise and refine it. Resources are satisfactory and there is an appropriate supply of listening music to enable pupils to broaden their skills in musical appreciation. There are not enough ethnic instruments. Assessment is unsatisfactory as it is left to individual teachers and there is no whole school format to track the development of skills. The subject is enriched by peripatetic music tuition, two recorder groups, choir, Christmas and summer productions and links with the local secondary school. Music makes a sound contribution to pupils’ spiritual, moral, social and cultural development as they reflect upon their feelings when listening to music by Rachmaninov, arrange simple compositions together and recognise instruments and melodies in a string orchestra.

PHYSICAL EDUCATION

131. Standards of attainment are average in those aspects of the subject observed in Year 2. The quality of teaching and learning is satisfactory in Years 1 and 2 and promotes satisfactory achievement for all pupils in these year groups. Pupils with special educational needs are fully included in all activities and there are no differences in teachers’ expectations of boys and girls. In gymnastics, Year 2 pupils showed average levels of co-ordination and control when using their bodies to show high and low movements, for example, when making bridges. In a satisfactory Year 2 dance lesson, the teacher’s good control was evident in the speedy and orderly way in which the pupils changed and moved to the hall. The pupils listened carefully to the taped lesson and followed instructions well, for

example, when smelling newly baked bread with relish. The teacher demonstrated the actions required by the tape and the pupils followed her movements and showed average levels of imagination and skill when, for example, building a wall and following instructions to dance a jig. There was a good cultural input into the lesson as pupils danced an Indian harvest dance to Asian music. This was a satisfactory lesson with good features and pupils made satisfactory progress. However, there was an over reliance on the taped lesson which meant that their dance movements were not sufficiently refined or extended and there was no consideration of the effects of exercise on the body.

132. Standards of attainment are above average in gymnastics in Year 6 and evidence from the school's records and a Year 5 swimming lesson indicates that standards in swimming are also above average. The quality of teaching and learning in Years 3 to 6 is good. As a result, all pupils achieve well. A very good Year 6 gymnastics lesson illustrated the strengths of the teaching in these year groups. The teacher's knowledge of the subject was very evident in the confidence, pace and expectations that were clear from the start of the lesson. The pupils responded to these factors very well and worked very energetically. In the warm up activities, they showed above average levels of control when performing sequences involving running, jumping, rolling and balancing. The introduction to mat work included clear social development as the pupils were reminded of the need to work together in pairs to help each other learn. The teacher used praise well to motivate the pupils and emphasised the quality of movement required – "I want to see a good crouch position with real balance". The teacher extended the challenge of the lesson to include a backward roll which many found difficult at first. The pupils made good progress in this lesson, however, their evaluative skills were not extended and there was some over direction by the teacher. In the Year 5 swimming lesson seen, it was clear that almost all pupils could swim at least 25 metres safely using a recognised stroke.

133. The subject is well managed by an enthusiastic co-ordinator who has reviewed its the strengths and weaknesses and produced a good plan for further development. This plan includes, for example, revising the scheme of work and using information and communication technology to improve assessment procedures. Currently, assessment procedures are good for swimming but informal in other aspects of the subject. Monitoring and supporting teaching and learning in the subject are under developed. Physical education is well resourced and there is adequate outside hard surfaced area and a good field. The hall is small for the number of Year 6 pupils in it and is also used for storage. Physical education is well supported by a good range of extracurricular activities and competitive sporting fixtures with other schools. Recently, the school won the local swimming gala.

RELIGIOUS EDUCATION

134. This report is based upon analysis of pupils' work over a period of a year, discussions, planning documents and the observation of two lessons. In Year 2, pupils' knowledge and understanding of religious education meet the expectations of the locally agreed syllabus. In Year 6, pupils' attainment is above average, and there are some very good features in the topics that they study. The school has a caring and supportive atmosphere, which encourages pupils to respect the ideas and beliefs of others. Religious education makes a good contribution to pupils' personal development, and the opportunities for spiritual development are very good. Pupils make good progress as they move through the school, and those who have special educational needs are included fully in all activities.

135. Overall, the quality of teaching and learning is good. Teaching and learning are good in Years 3 to 6 and satisfactory in Years 1 and 2 although very good teaching was also seen in Year 1. Pupils hear stories from a variety of sources and learn how to express their feelings. In a very good Year 1 lesson, pupils were enthralled when they listened to the teacher reading the story of creation. They took part by coming to the front and representing the various parts of story, such as birds, or flowers, or trees. The teacher created a very quiet, calm atmosphere, and she followed this up by asking, "Who would be very gentle and move like a fish through the sea?" Pupils responded appropriately and were very quiet, and very interested. The teacher is skilled at creating a sense of wonder, and spiritual development was very well presented. Pupils heard about the 'dazzling sun', the 'stunning moon' and

the 'amazing sky at night.' "Would the birds like to rest by the tree? Your wings must be very tired," said the teacher, as she continued setting the scene.

136. At the other end of the school, Year 6 were seen engaged in a discussion about literal and figurative language. They used 'raining cats and dogs', 'making mountains out of molehills', and 'driving me up the wall' as examples. Then they went on to look up Biblical references, at which they were very competent. This led them to a consideration of the story of the feeding of the five thousand. Then they had to discover whether this is a story to be taken literally, or whether it has a hidden message of caring and sharing. Their work was above average for their ages, and they learnt well.

137. Analysis of past work shows that younger pupils understand that there are special things in life, which leads them to talk about the Bible as a special book for Christians. They have heard Bible stories such as Jonah and the whale, and from the New Testament, the story of the lost sheep. However, the amount of written work in Years 1 and 2 was limited and literacy skills were not well developed in the subject. In Year 3, pupils have written their own prayers of thanks at harvest time. They have studied the story of the Good Samaritan, and discovered that it tells us about being unselfish, kind, thoughtful and generous. Year 4 have been expressing their feelings, such as sad, jealous, happy, angry and grumpy. "I feel moody when I wake up in the morning," wrote one. They have studied the Five Pillars of Islam in some detail. In Year 5, work is again above average. Pupils consider what sets a human being apart, such as conscience, the ability to be happy, excited, or depressed. They considered the very difficult topic of the Trinity by thinking of the properties of water in three forms. Liquid, steam, and ice were written about and drawn. Then pupils used this to write about the Trinity, three forms of one God. Work from Year 6 shows that they use the story of the Transfiguration from St. Luke, to discover what the writer is trying to say about Jesus. They have written about their experiences and ideas of beauty such as dolphins swimming. They present ideas that are above those expected for their ages.

138. Teachers plan effectively and include a suitable number of Biblical stories and references. They visit the local Church, and the Church foundation of the school is well represented in the planning and implementation of religious education. Teachers challenge pupils to think things through, and a good feature of the subject is the relation of religious beliefs and stories to everyday life. For example, when Year 6 were thinking about special people, they listed family, parents and friends, and this led them into the next part of the topic, that of special people in religion, such as Jesus in Christianity or Muhammad (pbuh) in Islam. They have completed personal profiles of their likes and dislikes and considered this quite deeply. "I won't fight back," wrote one pupil, while another said he liked a comfy bed, and was not easily frightened by much.

139. The curriculum is based on that produced locally. Work is not confined to Christianity but Islam appears in almost every year's books. There is some repetition of the contents, which does not allow pupils to develop an understanding of their learning from Islam. The subject lacks the teaching of festivals and celebrations of faiths other than Christianity. Pupils are not experiencing enough about multi-cultural Britain in such customs as Ramadan when compared to Lent, or the festival of Eid to end the fast. Information and communication technology is not used, and this is unsatisfactory. The subject is well led by the co-ordinator who is interested and committed to religious education but has too few opportunities to monitor and evaluate standards. Resources in the school are limited, but others can be borrowed through the library scheme. Assessment procedures are not in line with the very good practice in mathematics, science and English although teachers mark pupils' work well.