

INSPECTION REPORT

THE MEAD PRIMARY SCHOOL

Hilperton, Trowbridge

LEA area: Wiltshire

Unique reference number: 132092

Headteacher: Mrs Lyssy Bolton

Acting headteacher at time of the inspection:

Ms Bev Kenyon

Reporting inspector: Mrs Julie Hooper
15334

Dates of inspection: 23 – 26 June 2003

Inspection number: 248897

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Hackett Place Paxcroft Mead Hilperton Trowbridge
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Peter Smith

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15334	Mrs Julie Hooper	Registered inspector	Art and design	The school's results and pupils' achievements How well pupils are taught? How well the school is led and managed? What the school should do to improve further? Educational inclusion English as an additional language.
9370	Mrs Rosalind Wingrove	Lay inspector		How well the school cares for its pupils? How well the school works in partnership with parents?
31029	Mr Peter Thrussell	Team inspector	Mathematics Religious education	Pupils' attitudes, values and personal development Special educational needs
32218	Mr Andrew Mumford	Team inspector	Areas of learning for children in the Foundation Stage Design and technology Information and communication technology	How good are the curricular and other opportunities offered to pupils?
31192	Mr John Stewart	Team inspector	English History Physical education	
12276	Mr Terence Payne	Team inspector	Science Geography Music	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school opened in September 2001 with 158 pupils. Since then it has grown rapidly and the number on roll has almost doubled to 314 pupils. Most of the pupils come from the relatively new housing estate of privately owned houses nearby, which is still developing. However, there are a significant number of parents from farther afield who choose to send their children to the school. The number of pupils who join and leave the school other than at the normal times is very high at 37 per cent, reflecting those who join the school rather than leave. The pupils are in 11 classes. Tests indicate that the children in the current reception class entered school with a wide range of differing experiences, but in general their attainment on entry is broadly average tending slightly to above average. The school has identified 9.6 per cent of pupils as having special educational needs, but currently there are no up-to-date statistics to compare these with national figures. Two pupils have a Statement of Special Educational Need, which proportionally is below the national figure. Nineteen pupils speak English as an additional language. Two pupils are known to be eligible for free school meals. Since the school opened teachers have been appointed to match the growing number of pupils, but very few have left.

HOW GOOD THE SCHOOL IS

The Mead is a popular school and provides a safe and friendly environment that strongly supports learning. It is totally inclusive so that all pupils are treated as individuals with their own rights. Overall, the quality of teaching is satisfactory, although some very good and excellent teaching was observed during the inspection. By the time they leave the school, many pupils are achieving standards in English, mathematics, history and information and communication technology that are above those expected for 11-year-olds nationally. However, standards in geography, music and religious education are below average. The school provides very well for the pupils' personal development. Very good relationships exist between pupils and with staff. Pupils enjoy being at school and they are very well behaved and eager to learn. The headteacher and deputy provide very effective leadership and have the full support of the staff, governors and parents in the aim of raising standards. They are committed to creating a team spirit within the school where all members of the school community feel valued. The school is still developing and has a clear vision for future improvements with a high commitment to achieve them. The school gives satisfactory value for money.

What the school does well

- Standards in English, science, history and information and communication technology are above average by the time the pupils leave school.
- The headteacher and deputy provide very good leadership that strongly supports learning; they have, in a very short time created an inclusive and effective school, which welcomes all pupils and integrates them very successfully into the school community.
- The pupils have a very good start to their education in the reception class.
- The very good provision for the pupils' spiritual, moral, social and cultural development promotes very good relationships and behaviour and the very positive attitudes pupils have towards their learning.
- Parents are extremely supportive of the school and make a very positive contribution to their children's education.

What could be improved

- The quality of teaching in the class of Year 2 pupils.
- The standards in geography, music and religious education.
- The role of the subject leader so they all contribute fully to the management of the school.

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

STANDARDS

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

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

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

The table shows that in 2002, the standards attained by the pupils at the end of Year 6 in English, mathematics and science, were well above average. When compared with those in schools where pupils have similar backgrounds, standards were above average in English and mathematics and average in science. The 2003 targets set for the current Year 6 pupils in the national tests are challenging, but realistic. Year 2 pupils in the 2002 national assessment tests attained well above average standards in reading and writing and, when compared with those in similar schools, the standards were well above average in reading and above average in writing. In mathematics, standards were average and below average when compared with those in similar schools. Teacher assessments in science indicated above average attainment.

In all areas of learning most of the children in the reception class are meeting the set standards, with a significant minority exceeding them in all areas of their learning especially in their mathematical development.

The Years 2 and 6 pupils are attaining above average standards in English and science and average standards in mathematics. The continual increase in the number of pupils who join the school from other schools at times other than reception, means that statistically it is difficult to compare standards of these year groups.

Standards in history and information and communication technology in Year 6 are above expectations. In geography, music and religious education standards in Years 2 and 6 are below those expected. Few lessons were observed and there was very little evidence in books to reflect standards, and in discussions, pupils of all abilities could not recall the knowledge expected to meet the average standards in these subjects. In history and information and communication technology in Year 2 and all other subjects in Years 2 and 6 standards are as expected for the pupils' ages. Most pupils achieve well especially when teachers have high expectations and prepare appropriate work for all ability levels. Pupils who have special educational needs attain standards that are appropriate for their age, abilities and individual circumstances. Pupils who speak English as an additional language make good progress in their spoken and written English. Those pupils who show exceptional gifts and talents in any area of the curriculum are actively encouraged to develop these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and show very positive attitudes and great enthusiasm for their work at school.
Personal development and relationships	Relationships between pupils and staff and pupils are very good and they make a considerable contribution to the very well ordered, harmonious school.
Attendance	Good, and above the national average.

The attendance figures are not relevant to the school as it is now because the statistics relate to last year's figures when there were only 200 pupils attending.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory, overall. In the reception classes the teaching was nearly always good and frequently very good. The teachers have a clear understanding of the needs of young children and promote it well through a wide range of stimulating activities, so the children make good and sometimes very good progress in their learning.

The teaching during the inspection in Years 1 and 2 was judged to be unsatisfactory, overall, because the quality of teaching provided by the teacher from overseas, appointed on a temporary basis to teach the Year 2 pupils, was less than satisfactory in all five lessons observed. This was mainly because the lessons were poorly organised, the pace lacked rigour and the work was pitched too low and did not challenge most pupils. The scrutiny of work showed that this unsatisfactory teaching was also beginning to have a deleterious impact on pupils' learning. However, the pupils who had learning difficulties made good progress in their learning when supported by the teaching assistants. No other unsatisfactory teaching was observed.

In all other classes, the quality of teaching was good, overall, and a significant amount of very good and excellent teaching was observed. The quality of teaching in English was usually good and in mathematics it was satisfactory, overall, and basic skills, such as letter sound recognition and number facts, are taught well. In all classes, lessons are planned well with a clear focus on what the pupils are going to learn, and most teachers use questioning techniques effectively to test out the pupils' previous learning before introducing new facts and concepts. The teachers' subject knowledge is good and most teachers use this well to promote learning. Class discipline is good and pupils listen attentively and respond well. In the lessons where the quality of teaching is at its best the teachers have a high expectation of what pupils can achieve, present them with challenges that they rise to and set a good pace by timing activities. Most teachers use assessment information effectively to help plan future lessons in English and mathematics. However, this is not so in other subjects and not all teachers plan tasks that challenge and extend the learning of the more able pupils.

Good provision is made for the pupils with special educational needs and pupils in all classes make good progress in their learning because of the well-focused support they receive from teaching assistants. They are fully included in all activities as are the pupils who speak English as an additional language who make good progress in their spoken and written English. The teachers' marking is variable, and in the best examples it gives pupils a focus for improving their work. Homework is used

appropriately to support the pupils' learning. The teaching assistants make a very valuable contribution to the pupils' learning; they are briefed well by the teachers and are clear about what they should do. Volunteers also provide good help for teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the pupils in the reception classes is very good. Planning for the rest of the school indicates that the curriculum is broad and balanced. However, the scrutiny of pupils' work indicated that the quality and quantity of work varies between subjects and classes.
Provision for pupils with special educational needs	Very good. These pupils have access to the full curriculum and the very good support they receive enables them to make good progress in meeting their individual targets.
Provision for pupils with English as an additional language	The school has very good procedures in place for pupils who speak English as an additional language, enabling them to make good progress in their spoken and written English skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This very good provision permeates life in the school and enriches the curriculum.
How well the school cares for its pupils	The school is caring and looks after the pupils very well. Good procedures for assessing pupils' attainment and progress are in place for English and mathematics, but are not so well developed in other subjects.

The school is developing some very good links between subjects that enhance the curriculum. The school is very effective in promoting the pupils' spiritual, moral, social and cultural and multicultural development, provided in a pleasing atmosphere where positive relationships between pupils, and pupils and adults, facilitate learning. Parents are extremely supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good, overall. The headteacher and deputy provide very effective leadership and have the full support of the staff. However, the role of the subject leader is not yet fully developed.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and use their wide range of individual expertise effectively to fulfil their responsibilities. The Chair of Governors has played a significant role in ensuring that the rapid rise in roll has not affected the successful start the school is enjoying.
The school's evaluation of its performance	Good. The school monitors and evaluates its performance closely and the headteacher, staff and governors are very strongly committed to raising standards.
The strategic use of resources	Resources are used well. Financial resources are used prudently to meet the set targets for school improvements.

The headteacher, deputy headteacher and the staff work together as an effective team and a very positive ethos pervades the school. Governors are enthusiastic and have a good understanding of the school's strengths and weaknesses. They constantly seek value for money when buying services. The provision of the teachers and the experienced support staff is good. Resources are very good and used well. The accommodation, overall, is good, however, the library is too small and does not provide enough room for pupils to undertake independent research. The computer suite, open to the corridor, does not provide ideal conditions for teaching information and communication technology. In English and mathematics the management by the subject leaders is very effective. However, the role of the subject leaders for other subjects is not developed sufficiently to enable all teachers to make a full contribution to the management of the school in improving standards, monitoring the curriculum and teaching, and the impact these are having on pupils' learning.

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 caring, warm family atmosphere.• The 'open door' policy the school adopts so that all members of staff are very approachable.• Newcomers settle in very quickly.• Pupils behave very well.• The school helps their children to enjoy their learning.	<ul style="list-style-type: none">• A greater range of extra-curricular activities, especially for the youngest pupils.

The inspection team agrees with the parents' positive views. The school provides a satisfactory and appropriate range of out-of-school clubs. Also, the school provides a good range of activities for all pupils beyond the basic curriculum through residential and school visits and visitors who share their expertise with the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils who have entered the school over the last two years have come at various stages in their education with a wide range of different experiences. As a result, there is a significant variation in the size of year groups and levels of attainment between year groups. Statistical comparisons between age groups over time is not reliable and is unlikely to be until the school stabilises in number.
2. In the National Curriculum tests in 2002 the pupils in Year 2 attained well above average standards in reading and writing and average standards in mathematics. In reading, 50 per cent of pupils attained the higher Level 3, which was well above the national average. When compared with pupils in other schools with similar backgrounds, these results were well above average in reading, above average in writing and below average in mathematics. Teacher assessments in science show that pupils achieved well above the national average with one half of the pupils achieving Level 3. Overall, there was no significant difference in the performance of girls and boys.
3. In their tests the Year 6 pupils attained well above average standards in English, mathematics and science, with a greater than average number of pupils attaining the higher Level 5 in all three subjects. When comparing these results with those of pupils in similar schools, in English and mathematics they were above average and in science they were average. Although there was no significant difference in the performance of boys and girls in the tests, overall, the school has recognised that boys' writing skills are not as good as girls' and has developed some very good strategies in place to raise boys' standards. The 2003 targets set for the current Year 6 pupils in the national tests are challenging, but realistic.
4. Assessment and inspection evidence shows that the attainment on entry of the children currently in the reception class is broadly average tending to above average, especially in their speaking and listening skills. These children make good progress because of the good quality of the teaching in the reception classes and most reach the expected levels for their age in all six areas of learning, with a significant proportion exceeding these by the time they begin Year 1.
5. Standards in English of the current group of Years 2 and 6 pupils are above average. In both year groups pupils listen attentively to their teachers and show respect and consideration when listening to each other's ideas and comments. In Year 2 pupils speak confidently and most have a very good vocabulary. By the end of Year 6 pupils are very articulate and express their thoughts and ideas very well. In both year groups pupils' reading skills are above average. Most Year 2 pupils read accurately and fluently and use a range of strategies to help them to decode unfamiliar words. Pupils in Year 6 read for pleasure from a wide range of books and higher attaining pupils make inferences from the text rather than take it literally. Both groups use non-fiction material effectively for research. Writing skills are above average. However, the school has identified that writing skills throughout the school are not good enough and has developed very good strategies to improve these skills. Evidence suggests that these are starting to impact on achievement, especially on pupils' extended writing. Pupils throughout the school write for a wide range of purposes and audiences. Year 2 pupils write stories of a good length showing good imagination, vocabulary and structure. By the end of Year 6, many pupils are creative in their writing and use complex sentences

to good effect. In general, spelling and grammar in all year groups are good, but handwriting and the overall presentation of pupils' work is often untidy.

6. The inspection evidence found that by the end of Years 2 and 6, standards in mathematics are average.
7. Pupils in both year groups have a good base in number work and use this well in calculations. However, the application of these skills to problem solving is not so secure. Pupils are given appropriate opportunities to use their mathematical skills in other subjects and they use their information and communication technology skills well to support their learning. In science, most pupils progress steadily in the development of their knowledge and understanding of scientific facts, and an emphasis is put on developing pupils' scientific enquiry through experimentation has a positive impact on pupils' learning and the standards they achieve.
8. By the end of Year 2 standards in information and communication technology are as expected and by the end of Year 6, are above expectations. The good equipment and teachers' secure knowledge of the subject have a considerable impact on these standards. Standards in history are as expected in Year 2, but are above expected standards in Year 6. Throughout the school pupils increasingly develop their knowledge of chronology and by the end of Year 6 they are ably comparing and contrasting life in the past with life today.
9. The standards attained by Years 2 and 6 pupils in all other subjects are as expected for their ages, apart from in geography, music and religious education where standards are lower than expected in both year groups. The low standards in these subjects are mainly due to the low priority put on developing them in order to raise standards in the core subjects of English, mathematics and science. Few lessons were observed and there was very little evidence in books to reflect standards and, in discussions, pupils of all abilities could not recall the knowledge expected to meet the average standards in these subjects.
10. Most pupils achieve well especially when teachers have high expectations and prepare appropriate work for all ability levels. Pupils who have special educational needs attain standards that are appropriate for their age, abilities and individual circumstances. Pupils who speak English as an additional language make good progress in their spoken and written English. Those pupils who show exceptional gifts and talents in any area of the curriculum are actively encouraged to develop these.

Pupils' attitudes, values and personal development

11. The vast majority of pupils have very good attitudes to school and their learning. They enjoy coming to school and show interest in their work, particularly when they are engaged in group activities. Attitudes are linked closely to the quality of teaching. Pupils respond enthusiastically to stimulating, well-paced lessons; when work is not sufficiently challenging, although pupils maintain good behaviour, many tend to 'switch off' and momentarily lose interest and concentration. When pupils with special educational needs are withdrawn for support, they appreciate the extra help they are being given especially when they know their targets and can see the progress they are making. Inspection evidence confirms the very positive views expressed to the inspection team by parents.

12. In the reception classes, routines enable children to feel secure, and they are confident in selecting activities, they play together happily for extended periods and take responsibility for organising themselves during a range of activities.
13. Pupils have a very clear sense of right and wrong; they have a very good understanding of the school's expectations for behaviour, know the school and class rules and mostly abide by them. This is evident from the very good behaviour generally seen in lessons and around the school. Pupils are polite and courteous to each other and towards adults; for example, holding doors open and exchanging an appropriate greeting. Staff treat pupils with respect and consideration, and this is reflected in the confidence and trust that pupils demonstrate in their relationships with each other. There have been no exclusions.
14. Relationships between all members of the school community are very good. Pupils show respect for the feelings, values and beliefs of others, and have a very good understanding of the impact of their actions on others. This has been particularly important in establishing a new school, where pupils of different backgrounds and faiths are very well integrated.
15. Pupils respond well to the opportunities provided for them to show initiative and take responsibility. During lessons they are generally able to apply themselves sensibly to tasks when teachers are not working directly with them. In group work, pupils often help each other spontaneously. The school council has provided a good forum for discussion. Pupils have responded well to the opportunities it offers; they have, for example, discussed new 'Golden Rules' and the issue of bullying. Playground friends are proud to take on the role, and have been instrumental in helping new pupils as they join the school.
16. In the first year the school's attendance at 96.2 was well above the national average. At that time there were 200 pupils. Attendance in the second year is good and is still above the national average, although it has dropped a few percentage points as the school roll has increased rapidly to well over 300 pupils. The majority of pupils are very punctual and lessons begin on time. Time in registration is well spent and in nearly all classes there is no waste of time during the school day.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is satisfactory, overall. In the reception classes the teaching was nearly always good and frequently very good. The teachers have a clear understanding of the needs of young children and promote it well through a wide range of stimulating activities, so the children make good and sometimes very good progress in their learning. Lessons are well planned and work is matched to the differing abilities of the children. The organisation of the learning is very good; for example, the learning environment is set up so that children can make choices and access all the resources they need, which helps children's personal and social development. The outdoor areas give an additional dimension to the curriculum, and this is well organised by the staff. Routines are well established so children know what to do. The support staff work closely with the teachers and are a strength.
18. The teaching during the inspection in Years 1 and 2 was judged to be unsatisfactory, overall, because the quality of teaching provided by the teacher from overseas, appointed on a temporary basis to teach the Year 2 pupils, was less than satisfactory in all five lessons observed. This was mainly because the lessons were poorly organised, the pace lacked rigour and the work was pitched too low and did not challenge most

pupils. For example, in a numeracy lesson the teacher was teaching the pupils to add and subtract 9,19,11 and 21 to and from other two-digit numbers. It was clear at the beginning of the lesson that most pupils knew the strategy for doing this and were using it correctly. Even so, the teacher worked through a great number of examples on the board and the pupils became increasingly inattentive. The individual follow-up work was equally unchallenging so that the higher attaining pupils finished very quickly. However, there was no extension work to challenge them, so they wasted time working on very easy workcards they chose themselves. The scrutiny of work showed that this unsatisfactory teaching was beginning to have a deleterious impact on pupils' learning. However, the pupils who have learning difficulties in this class made good progress in their learning when supported by teaching assistants.

19. Throughout the rest of the school, including Year 1, the quality of teaching was good and a significant amount of very good and excellent teaching was observed. The quality of teaching in English was usually good and in mathematics it was satisfactory, overall, and basic skills, such as letter sound recognition and number facts, are taught well. In all classes, lessons are planned well with a clear focus on what the pupils are going to learn, and most teachers use questioning techniques effectively to test out the pupils' previous learning before introducing new facts and concepts. For example, in an excellent lesson with pupils in Years 4 and 5, the teacher was recapping on pupils' understanding of prefixes and suffixes. Through a very good question and answer session she developed this so that by the end of the session most pupils were very secure in their knowledge.
20. The teachers' subject knowledge is good and most teachers use this well to promote learning. For example, in a very good information and communication technology lesson the Year 6 pupils were preparing a presentation using Powerpoint for another class. The teacher used correct terminology and expected the pupils to use this too. As the lesson moved on the pupils gained in confidence and progressed very well in their learning as the teacher guided them through the process with very clear explanations and instructions. The topic the pupils were presenting was to contrast the rural and city life of people in India and was a very good example of the cross-curricular links the school is developing to make learning meaningful.
21. Teachers frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson and, at the end, challenging them to demonstrate that they have achieved this. In the lessons where the quality of teaching is at its best the teachers have a high expectation of what pupils can achieve, present them with challenges that they rise to and set a good pace by timing activities. Most teachers manage their pupils well providing a fruitful learning environment in which pupils listen attentively and respond well, enhancing and extending their learning. In the best lessons teachers praise pupils who behave well, giving others an example to follow. Also, in the lessons where teachers have high expectations of good behaviour, a mutual respect and understanding exists so pupils learn effectively. Teachers' enthusiasm frequently motivates pupils' learning. In a numeracy lesson with the Year 4 pupils the teacher clearly enjoyed his teaching, and his joy in promoting learning motivated the pupils. His praise encouraged them further, fostering very good relationships and a positive working atmosphere.
22. Most teachers use assessment information effectively to help plan future lessons in English and mathematics. However, this was not so in other subjects and not all teachers plan tasks that challenge and extend the learning of the more able pupils. Although pupils are often grouped according to ability sometimes the work is not sufficiently challenging and pupils do not always achieve as well as they could. The

quality of marking, although variable, is satisfactory, overall; in the best examples the teachers make comments that help the pupils to move on in their learning. Homework is used effectively to support pupils' learning. Learning support assistants make a very valuable contribution to the pupils' education and are briefed well by teachers about what the pupils are learning and how they should make their input. Volunteers also provide good help for teachers.

23. Pupils with special educational needs make good progress in their learning. Good, regular, well-focused learning opportunities are provided for them both in withdrawal sessions and in classrooms, allowing them to meet their targets, particularly those related to literacy and numeracy. Teaching assistants carry out their support role very effectively. The individual education plans drawn up by the co-ordinator in conjunction with class teachers have appropriate and manageable targets, which pupils are able to meet well through guided classroom sessions and withdrawal support. Many teachers are very adept at targeting questions to the different abilities of pupils in the class to which pupils respond quickly and accurately; a clear inclusive strategy for successfully promoting learning for all pupils. The support given in lessons enables these pupils to achieve well in relation to their prior attainment. They are fully included in all activities as are the pupils who speak English as an additional language who make good progress in their spoken and written English. Those pupils who are at an early stage of English acquisition have a weekly session when they are supported effectively in the classroom by a specialist teacher.

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

24. The quality and range of learning opportunities are satisfactory, overall. The school's provision satisfies the requirements of the National Curriculum, religious education and the Foundation Stage curriculum for children in reception classes. The school places a strong emphasis on the development of pupils' literacy and numeracy skills and on inclusion of all pupils. These are reflected across the curriculum.
25. The curriculum for children in the reception classes is very good. It covers all the areas of learning. Planning is of high quality. Children have opportunities to explore through structured play activities both inside and outside the classroom. The hard standing area outside the classrooms is well used to provide a range of experiences.
26. Although planning through the blocks of work indicates that the curriculum is broad and balanced, the scrutiny of pupils' work suggests that there is an imbalance between subjects, especially in religious education and geography where very little work was recorded. The National Literacy and Numeracy Strategies and the Improving Primary Mathematics programme in Year 1 have been successfully implemented and are having a positive impact on the quality of teaching and on standards. The 'Storytelling' project is well-established, and this offers valuable opportunities to extend pupils' speaking, listening and writing skills.
27. Subjects other than English and mathematics are taught in intensive blocks and where possible cross-curricular links are made with other subjects. This ensures that units of work are delivered in a cohesive way. However, there are long gaps between areas of study within each subject and this has not been monitored to ensure that this does not have a negative impact on the progressive development of skills as pupils move through the school. Also, blocks of work in the same subject are often spread over one week only, which means that if a pupil is absent for that week, he/she misses the term's work in that subject. Schemes of work are in place for all subjects. Curriculum

policies are being developed. Theme days or weeks, such as 'Africa Day' and art, science and book weeks enable a focus on particular aspects of learning, and give opportunities to investigate one area in some depth.

28. A good range of visits and visitors who share their expertise with pupils enhance the curriculum. For example, pupils visited a church and mosque as part of their religious education work. Visitors included the police and firefighters, and older people talked to classes about their experiences of war years. South African visitors and parents who are Muslims helped pupils to understand about people who are different from themselves, and local church representatives take assemblies.
29. Pupils throughout the school learn French. Teachers use many opportunities to enable pupils to practise, such as replying to the register and simple number activities in mathematics. This provides an added dimension to pupils' personal, social and cultural development as well as contributing to their wider understanding of language.
30. The provision for pupils with special educational needs is very good. Pupils' individual education plans relate closely to their particular needs, and are reviewed regularly. The support given helps to ensure that pupils have full access to all areas of the curriculum. Although there is not yet a policy for gifted and talented pupils, the school has started to identify them. Provision for them is currently made through the work planned for more able pupils by teachers. The school has begun to provide opportunities for these pupils beyond what it can normally provide.
31. The school provides a satisfactory range of extra-curricular opportunities for the pupils. There are a number of clubs covering, for instance, construction, sports and music. There are residential visits for pupils in Years 3, 4, 5 and 6. These experiences extend the curriculum offered to pupils and help to develop personal and social skills. However, there are fewer such opportunities for pupils in Years 1 and 2.
32. There are satisfactory links with other schools through the developing relationship with the local nursery and with secondary schools to which pupils transfer. Community links are developing and local businesses are beginning to offer support in the form of prizes for fund-raising events.
33. The curriculum for personal, social and health education is good. Circle time, where issues to do with living together as a community and consideration of individual feelings are discussed, takes place in each class weekly. Sex education takes place formally in Years 5 and 6, and through their science lessons pupils are made aware of drugs abuse.
34. Overall, the school makes very good provision for pupils' personal development, including their spiritual, moral, social and cultural development. This makes a very positive contribution to the very good attitudes, behaviour and relationships seen around the school.
35. The provision for pupils' spiritual development is good. The development of pupils' self-esteem is central to the school's ethos, and is evident in the teaching. All pupils are included and each individual is valued. Self-esteem is further raised in the weekly celebration assembly, where academic and personal achievements are recognised. Assemblies are generally well planned and prepared, and provide a special time of coming together in a happy, relaxed atmosphere. There are some magic moments in lessons where pupils' spirits are raised, as in a Year 3 science lesson where pupils marvelled at the coloured water being drawn up through the stem of a plant. Quiet

times at the start of the day, where pupils listen to special music and focus on positive feelings, add to the good provision. However, religious education does not provide sufficient opportunities for pupils to gain insights into the values and beliefs of different faiths.

36. Very good provision is made for pupils' moral development. Adults provide very positive role models; the school is a caring community in which all are valued and respected. Pupils learn what is right and wrong from an early age. The school's 'Golden Rules' are understood by pupils and are displayed throughout the school. The school's behaviour policy is used effectively and consistently to promote moral development. Good behaviour and positive attitudes are rewarded; pupils who work hard and achieve well are praised. They look forward to the weekly 'Golden Time' where free choice time is earned during the week. Assemblies and circle time are used to reinforce moral values.
37. The provision for social development is very good. The school council gives pupils the opportunity to discuss issues and suggest improvements. Pupils can apply to be 'playground friends'. They have to be interviewed, and their performance is assessed and certificates issued. Equipment is provided at playtimes for which pupils are responsible for giving out and collecting in. Older pupils are given further responsibilities around the school, such as operating the overhead projector and music centre in assemblies and showing visitors around. Pupils are made aware of others less fortunate than themselves through collecting for charities such as Red Nose Day and Project Gateway, which supports a school in South Africa. Some pupils have organised and run Blue Peter bring and buy sales. Visits, including the residential visits the school offers, provide valuable opportunities for pupils to develop social skills away from school. A citizenship week encouraged pupils to look at social issues such as bullying, stereotyping and racism. Pupils become environmentally aware through the school's collection and recycling of waste materials.
38. The school's provision for cultural development is good. Visits, for example, to art galleries, along with studies in history, provide insight into historical and contemporary cultures. A range of music from around the world is played in assemblies; for example, jazz, reggae and Moroccan music. Pupils visit local churches and a mosque. Along with visiting clergy and Muslims this helps pupils to understand the culture linked to different world faiths evident in society today. An African dance day has been held, recently. There is a good range of books in the school that reflect different cultures; books are checked for racial and cultural stereotyping.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. This new school has quickly developed a caring, family atmosphere, which is greatly appreciated by the parents and pupils. Procedures for child protection and ensuring pupils' welfare are very good. The child protection policy has been reviewed recently. The headteacher and the special educational needs co-ordinator have both had specific training in child protection and other members of staff are aware of their role should they become concerned about the well-being of any of the pupils. The governors and staff pay great attention to health and safety and security. The governors and caretaker make regular checks on health and safety aspects of the site, and the school benefits from a range of security measures that were incorporated in the new building. The school benefits from a good number of staff having first aid training and there is a member of staff on duty at every playtime for this purpose. Many pupils are able to cycle to school with safety and the school offers cycling proficiency training to the

pupils. A recent rule makes it essential that every cyclist dismounts when entering the school grounds.

40. Procedures for monitoring and supporting pupils' personal development are good. The school staff know the pupils very well and provide very good support and care for them during the school day. Pupils are taught about healthy lifestyles in their science lessons. Parents are invited to attend a meeting with the school nurse before she begins a series of sex education lessons for Years 5 and 6, and they may remove their children from these lessons if they wish. Pupils know that they can talk to any of the adults who work in the school should they have a problem. Most say that they would confide in the class teacher or a teaching assistant. In circle time and in assemblies, sensitive subjects are explored. For example, an assembly was used to talk about the war with Iraq and to put it into a context that younger pupils could understand without being too frightened. Pupils who need particular attention are very well supported during lessons and at all times whilst at school. The school has good links with outside agencies.
41. The school's procedures for monitoring and improving attendance are good. Both attendance and lateness are carefully monitored and recorded. Should it be necessary, the parents are contacted and asked to justify too many absences or persistent lateness. If the problem is serious, the education welfare officer will make enquiries. If a child does not arrive in school and there has been no message from home, the school secretary will telephone during the morning to find out what the problem is. Parents are frequently reminded in the school's newsletters that it is important for their children to be in school and that they should avoid taking holidays in term time because of the adverse affects on their child's education.
42. There are very well established procedures for monitoring and promoting good behaviour. These are consistently applied throughout the school. The procedures for eliminating oppressive behaviour are good and there is virtually no aggression or bullying in the school. The behaviour policy and the anti-bullying arrangements are regularly updated and are currently under discussion by the school council. The 'Golden Rules' are well known and pupils are clearly aware the procedures if they misbehave. 'Golden Time' where pupils are given free time for good behaviour has been a good initiative that pupils value. There have been no exclusions.
43. Parents of pupils with special educational needs are fully involved in the arrangements made to help their children to make good progress in school. They are consulted about the individual education programmes for these pupils and how they adjust as their child develops. The teaching assistants make a huge difference to the way pupils with problems behave and learn so that they are fully included in all activities. There is some extra provision for the higher achieving pupils, but this has to be developed. The school is well designed with wide corridors, and wheelchairs have access to all parts of the building. The caretaker and his staff keep the site very clean and welcoming.
44. There are good induction arrangements for new pupils entering the reception classes. One of the strengths of the school is the way in which new pupils, who are joining the school on an almost weekly basis, are made to feel welcome and settle in within a few days. Several pupils commented about the welcome they had received and one said that she used to wake up feeling unenthusiastic about going to her former school, but now wakes up wanting to get to school quickly. The arrangements for familiarising Year 6 pupils with their new secondary schools are developing well and the Mead School already has good relationships with teachers in the two main secondary schools in Trowbridge to which its pupils will transfer.

45. The teachers in reception classes have developed very good assessment procedures and these are used well to provide appropriate activities for children of all levels of ability. Throughout the rest of the school, procedures to monitor the academic progress of pupils in English and mathematics are very good. Pupils' progress is recorded and significant achievement is highlighted. The assessments made are then used effectively to plan work for groups. Targets are set for pupils, which are shared with parents and pupils so that they are aware of how well they are doing. These targets are reviewed termly. The school makes very good use of the 'Critical Pathway' to identify target levels for each group by the end of each year and these are then targeted to the end of each key stage. A tracking sheet in English, mathematics and science for individual pupils based on their prior attainment enables the school to set challenging targets. Very good use is made of the home dialogues to communicate targets to parents and include written comments and stickers. However, assessment procedures in other subjects are not well developed and the school has identified the need to map key skills and knowledge in each subject to track progress so that subject leaders can be fully aware of progress made by pupils. Individual teachers identify significant achievement against unit objectives, but, overall, the use of the assessment to provide challenging work for all pupils is unsatisfactory.
46. There are good procedures for identifying pupils with special educational needs. The co-ordinator has good links with pre-school providers and is aware of any particular needs that pupils may have as they start school. Baseline assessments for pupils starting school are analysed carefully. From this analysis and careful observation of pupils in class, special educational needs are identified and individual education plans drawn up the special educational needs co-ordinator in conjunction with class teachers. Realistic and manageable targets are set, which are reviewed termly, and are discussed and shared with pupils. Careful records are kept of pupils' progress. The help and support of outside agencies is sought as required. Pupils with behavioural needs are generally supported through the school's behaviour policy. Some pupils receive further support through social skills sessions run by a teaching assistant. A gross motor skills group helps some pupils with the co-ordination of movements. Pupils with statements receive their full entitlement of support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The parents' partnership with the school is excellent and is one of its strengths. Parents hold the school in very high regard. They receive very good information about the curriculum, school events and their child's progress. Parents become involved in the school and give it very good support. They are keen to encourage the pupils to learn, do homework and read at home.
48. At the parents' meeting, in the questionnaires and in many discussions during the inspection, parents said how good the school is, how they value the work of the staff and how much they are helping their children to succeed. They are pleased that the pupils are so keen to be in school and with the daily contact with the headteacher and her staff and the warm welcome that they receive in school. They are able to come into the classroom for the start of the day activities if they wish, but leave before registration. Parents are invited to attend assemblies on Fridays. Meetings are arranged in the autumn term so that parents may meet their child's new class teacher. A number of parents find time to help in class, and in September this help will be fully recognised with the setting up of a parent support group that will provide advice, rotas and any necessary training for would-be parent helpers. Class teachers find this extra

help and support very valuable. Parents also help with after-school activities such as cycling proficiency lessons.

49. Information for parents comes in letters and informative newsletters. Through these they are given the valuable opportunity to be involved in their children's education; for example, by collecting and loaning relevant artefacts for the next topic to be undertaken. They are informed about activities for the pupils and fund-raising events arranged by the Friends of the Mead School who provide very large sums of money to help to equip this new school. The prospectus and the annual report prepared by the governors are both very well presented, informative booklets that meet legal requirements. At the end of the year, parents receive a comprehensive report on the work that their child has undertaken and a clear evaluation of how they are progressing. It gives some general targets for the following year. During the term there are meetings arranged to inform parents about the curriculum and for parents to meet with their child's teacher to discuss on a one-to-one basis their child's work and progress. The links between home and school are very good.
50. The school's behaviour policy is endorsed by the parents who are very pleased with the way that pupils behave. They say that any incidents that occur are very quickly dealt with by the staff. The home/school agreement was signed and returned by nearly all parents.
51. Parents are kept well informed of their children who have special educational needs. They have opportunities at consultation meetings to discuss reviews and the new targets to be set. They receive copies of individual education plans that contain suggestions of the help and support they can provide.
52. Parents are encouraged to hear their children read on a regular basis. They are involved in keeping the reading record up to date and this is used as a very good vehicle for a two-way dialogue between teachers and parents. Homework is set at weekends and parents generally ensure that it is done. Some parents of pupils in a Year 2 class expressed considerable concern about the lack of progress their children were making, partly because of staffing changes. Parents welcome the fruit and milk that their children can have at breaktime, but some regret that hot meals are not provided at lunchtime.
53. The school is at the heart of this new community. Parents who have become involved have found a social benefit in getting to know their new neighbours, and school events are attended by members of the community who do not have pupils there.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Overall, the leadership and management of the school are good. The headteacher and her deputy provide very good leadership and have a clear vision of how they see the school developing. They have managed the opening of a new school very successfully and especially the consequences of the rapid and unexpected rise in the pupil numbers. Together with the senior staff with management responsibilities, they are clear about what needs to be done to improve further. They work as an effective team and are supported well by the other members of staff. The very good procedures in place enabled the deputy headteacher to manage the school very effectively in the absence of the headteacher who was on maternity leave at the time of the inspection.
55. The National Literacy and Numeracy Strategies have been implemented effectively and a new scheme of work for mathematics is being piloted in Year 1. Schemes of work

have been introduced for all subjects and are being improved and developed to meet the needs of this new school. The English and mathematics leaders play a prominent role in developing their subjects across the school. They are actively involved in improving and using assessment procedures, in the monitoring of teaching and learning, setting targets for the pupils and in scrutinising and improving the teachers' planning; this is having a positive impact on standards. In other subjects, although the leaders monitor the pupils' learning less formally, their role in directly observing the way the pupils are taught is underdeveloped. Developing their role to quickly identify and address any gaps from policy to practice would, for example, ensure consistency in the way all teachers plan, teach, assess pupils' attainment and progress, set targets and improve the standards in their subjects. The school has identified these areas for improvement in its development plan. This development plan is not only a very good strategic plan that takes account of pending changes and improvements it is also a practical working document. It reflects the fact that the school knows that there is still hard work ahead to maintain the momentum of development and raise standards further. Also, the school recognises the need for senior leaders to monitor teaching and learning more rigorously to ensure that all teaching is raised to the level of the best, rather than relying on external agencies to do this, as has happened in the case of the Year 2 teacher.

56. The provision for pupils with special educational needs is well led and managed. The special educational needs co-ordinator has a clear picture of the special educational needs within the school, and how they are being met. She has observed lessons to see how these needs are provided for and how teaching assistants are being deployed. Teaching assistants meet regularly with the co-ordinator to discuss special educational needs and any concerns they might have.
57. Governors are very supportive and use their wide range of individual expertise effectively to fulfil their responsibilities. The Chair of Governors has played a significant role in ensuring that the rapid rise in roll has not affected the successful start the school is enjoying. The governors are kept very well informed by the headteacher and deputy headteacher and provide good support for the school. They continue to improve their knowledge of how well the school is achieving and have appropriate management procedures in place. The headteacher and governors set clear targets for improvement. The Chair of Governors meets with the headteacher/deputy headteacher regularly and governors are beginning to link with subject leaders to inform their subject knowledge. This ensures that they have a good understanding of the school's strengths and weaknesses. The governing body has agreed a performance management policy for appraising the work of the headteacher and other teachers, which is beginning to support the raising of standards.
58. The school was provided with good grants to enable resources to be purchased when it opened and is still able to buy more technology equipment for example, electronic white boards to enhance teaching and learning, by using further grant money. The headteacher, secretary and governors are very adept at finding out what grant money is available, in making the necessary bids and matching funds where necessary. They were able to use a grant from the lottery to help, with much voluntary labour, to lay out the grounds in a pleasing way including a small jubilee garden. Maintenance costs are low in a new building. However, there are concerns that the new temporary classroom will have a grant for furnishing, but no more money to provide resources for the pupils.
59. Financial planning is related appropriately through the school development plan to the school's educational priorities. Control of the school's finances and the day-to-day management of finance are very good as identified in the recent audit report. A detailed

analysis of spending is carried out monthly and any variances that will have a financial impact are identified. The governors review the budget regularly and best value is sought by them at all times when considering the purchasing of goods or services. Grants for specific educational purposes, such as special educational needs, are used appropriately for the purpose intended. Taking into account the school's expenditure and the quality of education provided, including provision for the personal and non-academic needs of the pupils, the school gives satisfactory value for money.

60. Staff development is well organised and is focused on the needs of the school as identified in the school development plan as well as the needs of teachers and support staff. There is useful induction and support for teachers, which is appreciated by those new to the school.
61. Staffing is good. The school has sufficient teachers to deliver the National Curriculum and religious education, with an appropriate range of qualifications and experience. There is a good balance of staff with more experience and those newer to teaching. Experienced and well-qualified classroom assistants support pupils well. They make a strong, efficient and positive contribution to the ethos of the school and the care of the pupils. Administrative and caretaking staff make a valuable contribution to the smooth running of the school.
62. Accommodation is good, overall. The two-year-old school occupies an attractive open site. However, the addition of four portable classrooms to accommodate the rise in the number of pupils makes difficulties for pupils when they to move out of them to the main building for physical education and assemblies, especially in inclement weather. There are appropriate spaces for the teaching and learning and the buildings are well maintained, most rooms have generous space and the wide corridors are well used to enhance learning opportunities. However, the inappropriate siting of the well-equipped computer suite with a corridor running through the middle of it often causes distraction to pupils' learning. Also, the library is too small to house an adequate range of books in relation to the number of pupils in the school. The attractive displays enhance the learning environment with a wide range of teaching and learning aids. However, these are mostly teacher generated rather than a celebration of pupils' work. Outside, there are adequate grassed and hard areas for sporting activities and play. There is a well-equipped outside activity area for reception pupils.
63. The quantity and quality of learning resources in the school are very good. Equipment is new, plentiful and of good quality. There are very good resources in English including good numbers of books in classrooms to support literacy and other subjects. Some subjects, such as history, make effective use of books and artefacts loaned by the local education authority's library service. Information and communication technology is very well resourced. There are ample, up-to-date computers, and teachers make increasing use of interactive white boards. Pupils make good use of the school grounds in their work. Visitors who share their expertise with pupils and visits pupils make in relation to their studies are a rich source of learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to build on the current success of the school, the governors, headteacher and staff should take the following actions:

- (a) improve teaching in the class of Year 2 pupils by evaluating the teaching and scrutinising pupils' work on a regular basis, to ensure that teaching is promoting learning effectively;

(paragraphs 18, 55, 79, 86, 124)

- (b) improve the standards in geography, music and religious education by ensuring that a higher priority is put on the development of these subjects;

(paragraphs 9, 26, 103-108, 120-122, 127-131)

- (c) develop the role of the subject leader so that all subject leaders contribute fully to the management of the school in the aim of promoting pupils' learning and thus raising standards by;

(paragraphs 45, 55, 94, 99, 102, 108, 114, 119, 122, 126, 131)

- reviewing the curriculum provision and lesson planning on a regular basis through the scrutiny of pupils' work and lesson observations to ensure that what is planned is put into action effectively in the classroom;
- developing useful assessment procedures for all subjects and using the information to provide challenging work for all pupils, especially the more able.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	8	19	11	4	1	0
Percentage	7	17	41	24	9	2	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)	314
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	68
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.7

Unauthorised absence

	%
School data	0.1

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	11	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	19
	Girls	11	11	11
	Total	32	31	30
Percentage of pupils at NC level 2 or above	School	100	97	94
	National	84	86	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	19	20
	Girls	11	11	11
	Total	31	30	31
Percentage of pupils at NC level 2 or above	School	97	94	97
	National	85	89	89

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys*			
	Girls*			
	Total	18	17	19
Percentage of pupils at NC level 4 or above	School	95	89	100
	National	75	73	86

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys*			
	Girls*			
	Total	19	19	19
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	73	74	82

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

* The number of boys and girls taking the tests has been omitted, as there were 10 or fewer in one of the groups.

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
238	0	0
0	0	0
6	0	0
5	0	0
0	0	0
0	0	0
6	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	0	0
0	0	0
8	0	0
35	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)	11.2
Number of pupils per qualified teacher	19.4
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	190

FTE means full-time equivalent

Financial information

Financial year	2002/03
	£
Total income	611,297
Total expenditure	616,153
Expenditure per pupil	2,054
Balance brought forward from previous year	38,401
Balance carried forward to next year	33,545

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	99
Percentage of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	16	1	0	0
My child is making good progress in school.	72	26	2	0	0
Behaviour in the school is good.	68	31	1	0	0
My child gets the right amount of work to do at home.	50	42	6	2	0
The teaching is good.	77	22	1	0	0
I am kept well informed about how my child is getting on.	72	22	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	17	1	0	0
The school expects my child to work hard and achieve his or her best.	81	18	0	0	1
The school works closely with parents.	71	23	5	0	0
The school is well led and managed.	79	20	0	0	1
The school is helping my child become mature and responsible.	79	19	2	0	0
The school provides an interesting range of activities outside lessons.	55	29	6	1	9

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

65. Children enter the school in the September of the academic year in which they are five. They have had a wide range of differing experiences, but in general their attainment on entry is broadly average tending to above average, especially in their speaking and listening skills. The children make good progress because of the good quality of the teaching in the reception classes and most reach the expected levels for their age in all six areas of learning, with a significant proportion exceeding these by the time they begin Year 1.

Personal, social and emotional development

66. Children make good progress in this area of learning because teaching is good, so that by the time they leave the reception class most children are above the standards expected for their age. Children are happy and settle quickly, confidently leaving their parents and carers. They co-operate well, share and take turns. Effective role-play areas like 'Mr Gumpy's boat', for example, give children good opportunities to work as members of a group or independently. They participate with total involvement and concentrate on chosen activities for extended periods. They have good relationships with each other and with adults. They respond well to each other and to visitors with equal ease. Children quickly learn the clear organisation of the classes; for example, willingly packing up the equipment when asked to without any fuss. They are increasingly aware of the needs of others. Adults act as very good role models for the children.

Communication, language and literacy

67. Most of the children have good speaking and listening skills when they start school. This is developed effectively by the teachers, often through their skilful questioning techniques. Most children answer in full sentences, whilst some use shorter phrases. When children are engaged in activities within the classroom and outside they are frequently engaged in discussions to develop their use of language and their ideas. Reading and writing skills are developed effectively. Children enjoy listening to stories, and most want to participate in retelling them and changing them to their own versions. They take pleasure in books, and most are using a variety of strategies to enable them to read. All children recognise their own name, and can write it with increasing accuracy. Most children write independently and confidently. They use initial letters of words in their writing, and some children can write common words, which they spell correctly. By the time they enter Year 1, they form most letters properly and some make them a consistent size. Most children are in line with the expected standards by the time they leave the reception class, although a significant number exceed them.

Mathematical development

68. The teaching is good because the staff provide many opportunities for children to count, sort and use mathematical language. Many children surpass the expected standards by the end of the Foundation Stage. Children recognise and use numbers up to 30 and beyond in their play, and most children can add two numbers to make totals to ten. Higher attaining children can go further, and some can read and use numbers over one hundred. In their play they naturally use mathematical language such as 'more than' or 'heavier'. They design and make simple patterns. Most children

recognise and name two-dimensional shapes, such as triangle, circle and square. They demonstrate good understanding of relative sizes as they order the items from the story of 'Goldilocks and the Three Bears'.

Knowledge and understanding of the world

69. Most children have good general knowledge about their own environment when they enter the school. This is built on and developed well through the good teaching. The staff provide a wealth of experiences and activities for the children, which are challenging and stimulating. Children make structures out of construction kits or recycled materials, using their previous knowledge and experience to help them to make decisions. They choose to use magnifying glasses to look closely at pictures and artefacts. Many of the children develop good computer skills for their age. They control the mouse accurately and use it to point and click, moving items on the screen and adding colours to their pictures. Adults give good advice and support in activities, such as how to use tools. When they leave the reception classes most children are attaining standards in line with expectations, with some children achieving beyond these.

Physical development

70. Teaching of this area of learning is good. Most children are confident in their use of equipment, both large and small. They have opportunities to explore and develop their physical skills in the hall when they use the equipment there. Outdoors the children have the opportunity to use bikes and other wheeled toys, as well as developing skills of pouring water, and sifting and digging sand. Children use scissors to cut paper, demonstrating increasing accuracy, and are confident at joining with tape or glue. Most are in line with expectations for their age when they leave the reception classes, although a significant proportion exceed these.

Creative development

71. Teaching is good in this area of learning. Children in the reception classes produced drawings of people with many recognisable features. They are given some interesting activities to explore and use different colours to produce patterns. They use paintbrushes with good control. Children have many opportunities to explore malleable materials such as playdough and they use it to produce imaginative models. They are pleased with what they achieve and are keen to show their efforts to others. Children sing enthusiastically and some have a good sense of pitch. They are developing a good sense of rhythm, and use this effectively when playing untuned percussion instruments.

ENGLISH

72. Standards in English are above average at the end of Years 2 and 6. Pupils' achievements, overall, are good. The progress made by pupils with special educational needs and those for whom English is an additional language is good, due to the support that they get within the class and through the additional support from teaching assistants. There is no significant difference between the achievements of boys and girls except in writing. The school recognises this and has very good strategies in place to raise boys' standards. All pupils have equal access to all aspects of the subject.
73. By the end of Year 2 pupils are good listeners and follow instructions well. They also listen well when other pupils are reading aloud or talking and show respect to different

opinions or responses to questions. They are confident speakers and most have a very good range of vocabulary for their age enabling them to express themselves very well when answering questions or giving their opinion. For example, Year 2 pupils used the word 'photosynthesis' during a lesson on plants and one Year 1 pupil suggest using 'slithering' and 'shivering' when asked to use really good words in story descriptions. By the end of Year 6 pupils are very articulate and speak confidently using an extensive vocabulary. In lessons teachers provide good opportunities for pupils to work in groups and feed back group opinions. A good example of this was seen when pupils were preparing a debate on the issue of pollution and litter in the local brook. They respect the opinions of others, but can give thoughtful counter arguments when representing a different viewpoint.

74. Standards of reading by the end of Year 2 are above the national average. Higher attaining pupils read fluently and with good expression. For example, a Year 1 pupil read such words as 'whooooooooosh', 'happy', 'fierce' and 'sad' in a very animated way and retold a story that was read to him accurately. In Year 2 the higher attaining pupils read fluently and use punctuation accurately. They can retell stories with good knowledge of the significant features. They identify the main qualities of characters and can describe why they like the book. For example, one pupil liked a book because the main character was kind and helpful. Lower attaining pupils read accurately, but without as much fluency, especially when there are difficult words. Pupils use non-fiction books with ease; for example, in one lesson Year 2 pupils used non-fiction books independently to research and write about plants.
75. Pupils make good progress in reading throughout Years 3 to 6 and by the end of Year 6 standards, overall, are above average. In Year 3, pupils read accurately and fluently and use good expression when they encounter words such as 'roar' or 'help'. When words are difficult lower attaining pupils use good strategies to decode them and maintain the flow. When Years 4 and 5 pupils read their writing to others in lessons they show good awareness of punctuation. By the time that pupils are in Year 6 most of them show great enjoyment in their reading. They read fluently with good expression across a range of texts including fiction, non-fiction and poetry. They use CD-ROMs, library books, and non-fiction books for independent research, and have good knowledge of the use and organisation of dictionaries. Higher attaining pupils achieve very good standards and comment on the characteristics of the characters and seek for deeper meaning in texts.
76. Standards of writing are good, overall, and pupils make good progress. The school has identified the boys' achievement as being too low and there is a focus on improving standards of all pupils throughout the school. The school is part of the 'Storymaking' project with the aim of improving writing through the development of speaking skills. A 'writer of the month' celebration assembly increases pupils' self-esteem and raises the profile of writing. Pupils are aware of the different styles of writing and have very good opportunities to write stories, reports, diaries, book reviews, opinions and invitations using appropriate language.
77. By the end of Year 2 standards of writing are above average, although in national tests in 2002 the percentage of pupils achieving Level 3 was just below the national average. Observations during the inspection suggest that the standards are improving and pupils are achieving well. Higher attaining pupils write legibly and fluently and their extended stories show good imagination, vocabulary and structure. Their writing is of above average standard and they use capital letters and full stops mainly accurately. Lower attaining pupils show growing confidence in using capital letters and full stops, form letters mainly correctly and spell simple words accurately. Pupils with special

educational needs make good progress and communicate their ideas through simple words and pictures with growing confidence in shaping and positioning letters correctly.

78. By the end of Year 6 pupils achieve above average standards in writing, overall. All pupils make good progress through Years 3 to 6. However, girls' achievements are, generally, better than boys' with insufficient numbers of boys achieving Level 5 by the end of Year 6. Higher attaining pupils write imaginative stories and are usually accurate in spellings and punctuation, including growing confidence in using speech marks. For example, in Year 3 a very imaginative and well-written letter from the 'big bad wolf' apologised to the 'three little pigs' for blowing their house down. Pupils use a good range of vocabulary and connectives such as 'meanwhile', 'suddenly', and 'as soon as'. Pupils in Years 4 and 5 have developing knowledge of prefixes and suffixes and can write using the comparatives and superlatives of adjectives with confidence. They redraft their opinion on the litter issue using their good knowledge of persuasive writing styles and language. In Year 6 pupils use metaphors such as 'thundered up the stairs' and 'a smile the size of an elephant's trunk' effectively to add interest to their stories. Pupils in all classes write in a wide range of styles and Year 6 pupils use complex sentences to express their ideas. Handwriting is mainly joined, but presentation is often untidy. Lower attaining pupils in Year 3 spell simple words accurately, have growing confidence in using punctuation and achieve average standards. Pupils with special educational needs make good progress and improve spelling strategies because of the support of teaching assistants.
79. The quality of teaching is good, overall, ensuring that pupils learn effectively. In Years 1 and 2 teaching is predominantly good, but in one lesson seen in the Year 2 class it was unsatisfactory. Teaching in Years 3 to 6 is at least good with one half of the lessons very good or better. One excellent lesson was seen during the inspection. Lessons are usually well planned following the National Literacy Strategy and LEA models. In the majority of lessons objectives are clear and shared with pupils so that they know what they are about to learn. Teachers are skilful in teaching basic skills to enable pupils to make good progress and learn strategies to improve spellings and the quality of their writing. Lessons have good pace and tasks, which are well structured, interesting and yet remain challenging. In an excellent lesson in a mixed Years 4 and 5 class the pupils learned the strategies to make comparative and superlative adjectives very effectively because the teacher has very good knowledge and the tasks were challenging, enjoyable and the pace of the lesson kept pupils on task and keen to learn. In the same lesson they learned how to use persuasive language very effectively when preparing for a debate on environmental issues. However, when the pace of the lesson is slow and expectations are insufficiently high, as in a Year 2 lesson, the quality of teaching is unsatisfactory and pupils make little progress.
80. Leadership and management of the subject are good with some very good and improving features. The school has identified very good strategies to improve writing skills, and evidence suggests that these are starting to impact on achievement, especially on pupils' extended writing. Monitoring of teaching and learning is good with a focus on the implementation and impact of teaching strategies, especially in the 'Storymaking project'. Procedures to monitor the progress of pupils are very good and marking of work is improving. Tracking of progress is well developed and targets are set, regularly reviewed and shared with pupils and parents. The subject leader, a leading literacy teacher, provides a good range of teacher development opportunities that include model lessons, thus enhancing teachers' competence. The school is well resourced with a good range of books, many of which are kept in classrooms because the library area is far too small.

MATHEMATICS

81. Overall, at the end of Years 2 and 6 standards in mathematics are average. Achievement for these year groups is satisfactory and has been adversely affected by some temporary teaching during the last year, particularly in Year 2. Standards in other year groups, where pupils are achieving well, are, overall, above average. Higher attaining Year 2 pupils in the Years 2 and 3 class also make better progress as the work planned for them is more challenging.
82. Pupils in Year 2 work in hundreds, tens and units, with a sound understanding of place value. They understand that subtraction is the inverse of addition, recognise odd and even numbers, know simple fractions of shapes and halve and double numbers. They use their number skills to work with money, measures and time. Higher attaining pupils begin to work with multiplication and division; lower attaining pupils work satisfactorily in numbers up to 20 but are unsure about place value and ordering numbers beyond this. Pupils recognise two and three-dimensional shapes by their basic properties. They collect data and display and compare this using pictograms and bar charts. Pupils develop strategies for calculation, such as using numberlines, partitioning and rounding numbers to the nearest ten. However, they are not fully confident in applying them to problem solving. Where opportunities are provided, higher attaining pupils especially are becoming more confident in discussing their work and explaining their reasoning.
83. By Year 6 most pupils have a satisfactory understanding of place value to three places of decimals, using this to multiply and divide numbers by ten, 100 and one thousand. They have a reasonable grasp of the four operations of number, and use different methods when working out answers to sums. Higher attaining pupils, especially, use and understand efficient methods in their calculations. Pupils have a satisfactory understanding of fractions, decimals and percentages, recognising common equivalents. They give fractions in their lowest terms, applying this to work on ratio and proportion. In work on shape, space and measures, pupils calculate the perimeter of compound shapes and the areas of rectangles, and measure angles to the nearest degree. They use and understand appropriate metric measures, with higher attaining pupils knowing commonly used imperial units and their metric equivalent. In data handling, pupils collect and record information and present their results in graphs. Higher attaining pupils calculate the mode, mean and median of given data and understand that line graphs are used to display continuous data. Pupils' recorded work shows good opportunities for them to apply their numeracy skills to problem solving. However, they are not fully confident in deciding for themselves on the strategies to use in investigations.
84. The quality of teaching and learning is good, overall. In Key Stage 1 it is satisfactory, although an unsatisfactory lesson was observed in the Year 2 class. There is some variation in the quality, with judgements on lessons ranging from unsatisfactory to very good and excellent.
85. The excellent lesson seen in Years 4 and 5 was very well planned and prepared. It demonstrated very good subject knowledge and enabled all pupils to make very good progress in solving money problems. Very good questioning involved all pupils, and helped to further their understanding and teachers to assess this. The very good lesson in Year 1 was equally well paced and had high expectations of all pupils, so that most were very confident in addition and subtraction facts up to ten, and were able to construct and interpret simple bar charts. As in all lessons where teaching assistants were present, support was strong and well focused, and enabled lower attaining pupils, including those with special educational needs, to be fully involved in learning.

86. In the unsatisfactory lesson in Year 2 the pace was very slow and there was insufficient challenge. Many already knew and understood the strategy for adding and subtracting nine, and, therefore, switched off from learning, although maintaining satisfactory behaviour. Some other lessons also lacked sufficient challenge. Although extension activities are planned for higher attaining pupils, they often have to unnecessarily work through too many less challenging examples before reaching this. Pupils are not always seated in ability groups and this does not help teachers to focus their support.
87. In better lessons learning objectives are shared with pupils so that they know the purpose of the lesson. At the conclusion these are again referred to as pupils evaluate the lesson, discussing their learning and how well they have done. Where marking is more effective, there are constructive as well as congratulatory comments, which refer to learning objectives and inform pupils how well they have done and what they need to do to improve. Relationships are very good. As a result, pupils' behaviour is generally very good and attitudes to learning very positive. Pupils work well in groups, often discussing what they are doing and checking answers. There is good provision for homework, which gives further opportunities for independent learning and supports work in class.
88. Sufficient use is made of mathematics in other subjects, for example, in science, where pupils measure, record and compare the results of investigations. Good use is made of information and communication technology to support learning. Pupils use data handling programs, work on movement and direction, and use spreadsheets to generate formulae. Subject vocabulary is shown in planning, displayed in classrooms and appropriately used in lessons.
89. The subject is well led and managed, and has been effectively established in the new school. Good monitoring and assessment procedures have been essential with so many new pupils joining the school. They have helped to inform classroom groupings, and to identify where further support is required and set targets on individual education plans. The results of national and optional testing have been carefully analysed for strengths and weaknesses. This has shown the need to focus on investigation and problem solving, and highlighted some weaknesses in pupils joining Year 1. The introduction this year of Improving Primary Mathematics, to supplement the National Numeracy Strategy, is already improving achievement and standards for this year group. There have been lesson observations and targets for development and improvement set. Although this is helping to raise standards, it has not been rigorous enough to improve the consistency of teaching and learning throughout the school. A booklet for parents and challenge cards for pupils, for example, to learn number bonds, times tables and measures, has helped to raise interest in the subject.

SCIENCE

90. Attainment in science in lessons observed and seen in the scrutiny of pupils' work is above average by the end of Years 2 and 6. Pupils' achievement is satisfactory.
91. In Years 1 and 2, pupils begin to relate their work to domestic and environmental contexts. In Year 1, pupils explore materials to understand their characteristics and record their findings as, for example, when they identify the different root systems of plants. In Year 2, pupils know about the dangers of electricity, the differences between living and non-living things and how to look after our hearts. They show good knowledge of the parts of plants and bones of the human body, but, overall, the amount of work recorded in books is less than expected because of the limited time given to science. Year 3 pupils also experiment with plant growth to develop their scientific knowledge through investigative work and they understand fair testing.
92. The amount of work from Year 3 onwards is satisfactory and shows clear improvement, although there is much variation in the quantity produced by different classes and across year groups. Pupils in Year 4 plan fair tests. Work is well presented and makes increasing use of graphs to show results of experiments; for example, to show air resistance. In Year 5, pupils produce good quantities of work, which is varied in scope and well organised. They further develop their capacity to predict outcomes, carry out investigative work and record their findings; for example, when studying plant growth or dissolving solids in liquids. Although they make good use of graphical representation in their work, insufficient use is made of their information and communication technology skills. In Year 6, pupils show good knowledge of their work; for example, when discussing circuits, the different sources of electricity, including wind, solar and hydroelectric power or photosynthesis. They show clear understanding of the functions of the organs of the human body, materials, through their experiments in filtering, and of physical processes; for example, when exploring the properties of light beams. They speak eloquently and have produced copious quantities of thoughtful, well-presented work, which often shows fine detailed drawing and careful labelling. Their work shows a sense of enjoyment and is supported by good levels of literacy.
93. Almost all teaching is good. Teachers show confident subject knowledge in well-organised lessons that use well-prepared demonstrations and resources, so that time is used well. Lessons are well planned to cope with the range of attainment in classes and develop scientific skills; the approach and content relate well to pupils' needs. Pupils who work more slowly, those who are gifted and talented, pupils with special educational needs and those with English as an additional language make similar progress to other pupils, supported by teachers and classroom assistants in meeting targets set for them. Objectives and instructions are usually clear so pupils know what they have to do so that they work productively, keep on task and work with interest. The pace of lessons is usually suitably brisk and expectations are high so that pupils cover the planned work. Pupils show positive attitudes in science when the teaching is imaginative, but they become restless when they are insufficiently stretched. Pupils enjoy science, especially investigative work; they are keen to participate in lessons and answer questions. Class management is usually good and relationships between staff and pupils are good; pupils are open and friendly. Pupils treat resources and each other respectfully often supporting each other's efforts; for example, when discussing in groups; skilful use of praise and questioning by staff stimulates interest and helps to maintain the good working atmosphere. Marking is up to date, but it varies in quality and does not always make it clear how pupils might improve their work.

94. The management of science is satisfactory and good quality documentation is currently being developed. There is appropriate curriculum content and the assessment of pupils' attainment and progress is developing. However, best use is not made of this in all classes to provide challenging work to meet the needs of all pupils. There has been insufficient monitoring of work. The time allocation for science is low and needs increasing to increase the use of numeracy and information and communication technology. Science makes a good contribution to pupils' personal development. Pupils experience the joy of science, for example, when seeing plants grow, observing phenomena or studying how the world was created. They are taught to care for the environment, discuss moral issues such as those related to smoking and offered useful social opportunities; for example, when working collaboratively or taking part in visits. Cultural opportunities; for example, in learning about important scientists, are underdeveloped. Resources are very good and well used with careful attention to safety. Good use is made of the school grounds, but there is no pond. An annual science week and visits to Osmington enhance the curriculum.

ART AND DESIGN

95. Standards for the pupils in Years 2 and 6 are as expected for pupils of their age and some art and design work of above expected standards was observed in displays. No art and design lessons were observed during the inspection so it is not possible to make an overall judgement on the quality of teaching and learning in the subject. However, although there were not a great number of displays of discrete art work, it is clear that art and design is used effectively to support other subjects.
96. Work on display and in sketchbooks shows that pupils develop and use their skills appropriately as they move through the school. They experiment with colours, mixing and matching them, using colour to show different textures and to produce different tones of colour. They use a good range of materials effectively in their work, such as pencil, paint, chalk, pastel and wax crayons, polystyrene for printing blocks, and paper and fabric for collage work. For example, the pupils in Year 4, individually and in groups, had produced some imaginative pictures linked to their literacy work 'Journeys through Fantasy'. They had used a range of materials in this work including string, thick paint, material and different types of paper. Much of this work was above the expected standard for this age group and was enhanced by the careful and imaginative way the teachers had displayed the work, showing that they valued the pupils' efforts. In another display of work of above expected standards, Year 6 pupils, inspired by the work of the artist Klimt, had painted and decorated circles very attractively with shapes and glitter lines.
97. Pupils' study of the work of other cultures and artists contributes well to pupils' cultural development. Work on display in a Year 3 showed that the pupils had produced African style paintings on sacking during 'African Week'. A large colourful collage made of felt, which has been framed and is hanging in the headteacher's office, was a result of the Year 6 pupils' work during this week. Inspired by the music of Saint Saën's 'Carnival of Animals', pupils in Years 2 and 3 had painted some dramatic pictures representing their feelings.
98. Other work on display and in photographs shows that pupils produce an appropriate range of work in three dimensions. Pupils in Year 5, in connection with their studies on Ancient Greece, had designed and made Greek urns from papier maché and used paint to decorate them in the correct style. Although pupils use air-drying clay to make models, such as the sculptures inspired by Barbara Hepworth's work, the kiln has not yet been used to extend pupils' skills and knowledge in pottery.

99. The management of the subject is not satisfactory. The subject leader is well qualified and has a great interest in art and design. She has clear ideas and plans for developing the subject, but as yet has not had enough time to do this. However, she is currently preparing for a whole-school 'Art Week' to be held towards the end of term, when the whole school will be involved in art activities. She also sees the need to develop teachers' confidence in the subject and recently supported a teacher in his class, which resulted in the pupils producing some work of above expected standards. Although there is no policy for art and design, the school has adopted a recommended scheme of work for 'blocked' art work. The subject leader has also developed useful schemes to use alongside this to develop pupils' skills in painting and drawing progressively as they move through the school. Currently, there are no formal procedures for assessing the pupils' work or progress or for monitoring the curriculum and teaching. The resources are good, with basic needs kept in classrooms and specialist needs, centrally. When appropriate, the pupils make visits to art galleries to extend their knowledge of art and occasionally artists visit school to share their expertise with the pupils. A good example of this is the work Year 6 pupils did with a visiting artist, which resulted in them producing a delightful painting of badgers.

DESIGN AND TECHNOLOGY

100. Pupils' attainment matches the standards expected in Years 2 and 6. No lessons were seen during the inspection. However, discussion with pupils and examination of their work shows that they make satisfactory progress throughout the school and that the quality of teaching is satisfactory. Finished products show that pupils take care over the presentation of their work. Pupils enjoy design and technology.
101. In Year 2 pupils had cut out hand shapes from their designs and made effective glove puppets out of them. In Year 3 pupils had designed and made photo frames using a range of materials, and after studying a range of purses they designed their own patterns and cut fabric to make them. Most pupils are beginning to recognise what they have done well and suggest ways of improving their work. Pupils in Years 4 and 5 had designed and made moving toys using a cam mechanism that worked well. In Year 6 pupils make models of working fairground rides. They design shelters and explore effectiveness of structures by rolling newspapers and then testing them by placing heavy books on top. They make biscuits, having investigated commercially produced ones and decide what ingredients they want to use. As pupils move through the school they become increasingly more skilled at evaluating their work and identifying what could be improved. However, there is insufficient progression in skills developed through the school. Many pupils are carrying out the same processes in different contexts. Pupils have secure understanding about the need to investigate, design and make. However, although they are encouraged to evaluate the product, they are insufficiently thoughtful about the observations they make. They are usually satisfied with it, whether it works correctly or not.
102. Overall, the management of the subject is not satisfactory. The subject leader is relatively new to the responsibility and is keen to develop the role. Work in design and technology is taught in intensive blocks using a recommended scheme of work. This means that pupils' investigation, design, making and evaluating processes, are carried out in a meaningful time span. However, as a result, there are long gaps between design and technology topics, and skills developed are not reinforced or consolidated. Also, should a pupil happen to be absent for the week when the subject is being taught, then he/she misses the whole of a term's work. Procedures are being developed to assess pupils' learning and progress, but these are in their infancy. There is

inconsistency between classes in relation to the amount of recording that takes place. Whilst in some classes pupils write up the process, in others classes little of the design or evaluation work is recorded. Resources to support the subject are good.

GEOGRAPHY

103. At the end of Years 2 and 6 standards are below average.
104. Pupils in Year 1 know the parts of houses and can describe their route to school. Pupils in Year 2 know the four parts of the UK and some geographical features of the seaside from their topic work on holidays, but, overall, the amount of geography studied is insufficient to develop pupils' geographical skills, knowledge and understanding. They ascribed much that they did know to watching television or learning on holidays.
105. At the time of the inspection, there was no evidence of any work in geography in Year 3, or in one of the Year 4 classes. The other class had produced only two pieces of work on human features of the school environment and how we travel to school showing below average quality work and expectations. Pupils showed a lack of background knowledge; for example, not knowing what a glacier is or being able to recognise Niagara Falls. Similarly, no geography had been studied in Year 5 until the week before the inspection, although work being produced during the inspection was satisfactory. Pupils know when to use contents and index when locating information and their general knowledge, for example, of rivers and mountains is broadly average. In Year 6, pupils have also studied and produced very little geography. They had made a brief study of rivers, and had just started work on India, looking at life there in a village. Their work shows a lack of background knowledge, and further discussions with another group confirmed this. Pupils' wider general geographical knowledge, for example, of rivers and mountains of the world and the UK and the countries of Europe, is below average.
106. In discussion with pupils some showed good knowledge. Where pupils do have knowledge or show understanding, it is often from experiences out of school. Overall, the gap between what pupils know and understand of places, patterns and processes and geographical enquiry and what they should know and understand widens as they move through the school. Pupils' achievement is poor because of the lack of time given to the subject and the lack of focus on the subject, in stark contrast to history, which in theory is given the same teaching time.
107. Teaching and learning in geography are unsatisfactory because so little of it occurs to develop skills, knowledge and understanding. Amongst the few lessons seen, one was an excellent lesson because it was well planned. There was excellent pupil management that engaged the pupils in active geographical learning, but even in this lesson the gaps in pupils' prior learning were evident and affected their results, so that their learning was not as good as the teaching, despite pupils' positive attitudes and good behaviour.
108. Leadership of geography is unsatisfactory because the role of the subject leader is underdeveloped. The policy is due to be written in 2004-5. The subject leader has ideas for future development, and now needs time to monitor planning and teaching to ascertain the effects on pupils' work and learning. Assessment is informal and assessment data is insufficiently used to further develop the curriculum. There is a field trip for Years 5 and 6 pupils to Osmington, near Weymouth and a trip to a local river, but the use of the area's rich environment is underdeveloped. There is only one set of atlases and none for younger pupils.

HISTORY

109. Standards by the end of Year 2 are as expected and by the end of Year 6 the standards pupils achieve are above expectations.
110. Discussions with pupils in Year 2 showed that they had a good knowledge about the 'Great Fire of London'. They described how the fire started and spread, and knew that evidence has been collected from a variety of sources, including the diary kept by Samuel Pepys. They are developing a sense of chronology and know that it was a true event that happened 'hundreds of years ago'. They have good knowledge about places such as libraries and museums and know that 'they can go to them in order to find out more about what happened in the past'.
111. Pupils in Years 3 to 6 have studied a good range of topics in history and attain at a satisfactory standard, overall. In Year 3 pupils have gained some knowledge of the life of Henry V¹¹¹ but evidence of other studies is limited. However, the class did research and prepare a well-presented assembly on his life. A lesson observed in Year 4 shows that pupils are gaining good knowledge of the Ancient Egyptians and use their own drawings of artefacts to deduce what they might have been used for. They have good knowledge of vocabulary and know what tombs, mummies, pharaohs, and scribes were. They gain further knowledge of life in Ancient Egypt and describe differences between life then and now. The class have also covered work on the Victorians and the Ancient Greeks. They have good factual knowledge of the lives of people in Athens and Sparta, the development of the Olympic games, the power of Grecian fighters and Greek gods.
112. Pupils in Years 5 and 6 make good progress and develop their factual knowledge of Victorian life, Ancient Greece and life in Britain since the 1950s. They know that evidence can be collected from different sources and use CD-ROMs, library books and visits to a local Victorian centre to gather information. They are developing a good sense of chronology and can compare the lives of people in the past with life now.
113. Although no overall judgement can be made about teaching, the lesson observed during the inspection was good and topic books show that pupils have learned and made good progress throughout the school. The library service is used very effectively to provide books and artefacts, and teachers provide a good range of tasks to keep pupils interested through the development of research skills and independent work. A good example of this was seen in a Year 5 topic book where a very well written letter from the perspective of a Victorian child shows good knowledge of the improvements since Victorian times. Literacy skills are used well, and information and communication technology skills are used effectively at times.
114. The role of the subject leader is underdeveloped and is, thus, unsatisfactory. Monitoring of teaching and learning has not yet been formalised. The topics are blocked termly and teachers plan in year groups from a recommended scheme of work. The amount of time devoted to history is appropriate and allows adequate coverage of the curriculum. Assessments made by teachers identify significant achievement, but the systems in place are not consistently applied.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards are average at the end of Year 2 and above average by the end of Year 6.

116. On leaving the reception classes pupils are able to control a mouse and point to, click on and drag items on the computer screen. By the end of Year 2, pupils have used a variety of programs. They create graphs, use the keyboard and are able to print their work. Programmable toys are used, and these develop into the use of control technology in Years 3 and 4. At this stage, pupils learn how to use email. Pupils download pictures from the Internet, and by Year 6 they confidently use it to find information. They know how to create text, using the spellchecker and can make a presentation using imported text and graphics.
117. Teaching is good in all areas of the subject. Information and communication technology skills are taught in specific lessons and pupils are given opportunities to follow this up at other times. The facilities in the suite enable demonstrations by the teacher. These are very effective, with clear explanations and good use of other technology, such as a data projector and digital cameras. In some classes very good use is made of an interactive white board. Pupils are then able to develop this for themselves as there are sufficient high quality computers for one between two. The teachers have good subject knowledge and use questioning effectively to ensure that pupils understand what they are being taught. The pupils understand how information and communication technology can provide new ways of presenting work and finding information because the teachers put tasks into a meaningful context. An example of this was when the Year 6 pupils were asked to design a presentation to show to the Year 5 class. The pupils are well managed and, consequently, behave well. Assessment is in the early stages of development. Links with other subjects are also developing, but are not yet fully embedded in the curriculum.
118. Pupils are enthusiastic about information and communication technology. They listen attentively to instructions and are keen to practise their new skills. They work together on computers and willingly take turns. Some follow up other subjects at home by using the Internet or word-processing at home. Progress is good for all pupils, including those with special educational needs. This is as a result of the quality of teaching and the attitude of the pupils.
119. Whilst the resources for information and communication technology are good, the siting of the suite with a corridor running through it does not provide a satisfactory learning environment. Pupils are frequently distracted as classes and individuals move around the school. The co-ordinator gives good leadership and direction to the subject, and has created a good development plan to improve provision and the quality of teaching. However, monitoring of teaching and its impact on learning is not in place.

MUSIC

120. By the end of Years 2 and 6, standards are below average. Pupils sing satisfactorily in assembly. In Year 1, pupils are beginning to learn how to use instruments to imitate weather sounds. In Year 2, most pupils sing in tune and they clap very simple rhythms and play percussion instruments, but work at levels lower than expected; much work is inaccurate and pupils find it difficult to keep in time together. Because of the blocking arrangements, no lessons were seen in Years 4 to 6, but discussions with pupils shows that the gap between what pupils have learned and what they should have learned widens as they move through the school. This is mainly because insufficient time is given to music. Pupils have sung some folk songs and started to compose a song. Pupils' understanding of how to compose and their general musical knowledge, for example, of devices, instruments or well known pieces of music is well below average. Work in file shows only two short pieces of work from Year 5 and none from Year 6. Overall, pupils' achievement in lessons is poor because of inconsistencies in

teaching and inadequate coverage of the curriculum. Pupils have much potential and singing in whole-school assembly is lively, in tune and has good diction.

121. Overall, teaching and learning in music are unsatisfactory. There is too little music teaching and the blocking arrangements mean that there are long periods when pupils do not reinforce their skills. Non-specialist staff do their best and most cope appropriately, but work is not always pitched high enough and the pace is sometimes slow so that pupils are not always fully challenged and attitudes and behaviour are too variable, from good to unsatisfactory. Pupils with special educational needs and those with English as an additional language are well integrated and make similar progress to the other pupils, often supported well by learning support assistants.
122. Music makes a useful contribution to pupils' personal development, but this aspect of the school's work is underdeveloped. The role of music in assemblies, where pupils are able to reflect, is good, although pupils are not given enough information about the music to which they listen. The leadership of music is unsatisfactory because the role of the subject leader is underdeveloped and teachers are insufficiently monitored and supported. Policies are under development, but as yet there is no coherent plan for the subject's development. The inadequate time given to music results in the below average standards. Music is well resourced, but information and communication technology is not used to support or develop learning in music. No recordings of work or events were available. A well below average number of pupils, 13 boys and 11 girls, receive instrumental tuition from visiting teachers. There is no choir or ensemble for orchestral players, although there is a beginner recorder group and a music club. A new subject leader, a music specialist, takes up post in the autumn and the school sees this as a way of raising the profile of music in the school.

PHYSICAL EDUCATION

123. Only three lessons were observed during the inspection and so it is not possible to make secure judgements on standards, teaching and learning over the whole of the physical education programme.
124. In a Year 1 dance lesson and a Year 2 games lesson the standards were as expected. Year 1 pupils in dance suggested what the sounds from instruments might indicate and responded appropriately with actions when using the 'Jungle Book' as a stimulus. When they were split into two groups to observe they commented and suggested ways of improving the performance of others. The quality of teaching in this lesson was good. The teacher managed the pupils well and ensured that they were well behaved and on task. Tasks were planned with clear progressions that enable pupils to acquire new skills and knowledge. In their games lesson, the Year 2 pupils stretched with good quality and one half of the class acquired basic manipulative ball skills using a racket. In this lesson the quality of teaching was unsatisfactory, mainly because the pace was slow, tasks were repetitive and, as a result, pupils lost concentration and made slow progress. The teacher had limited subject knowledge and the apparatus chosen on a windy day was unsuitable.

125. The standards achieved in the Year 3 gymnastics lesson met expectations. The majority of pupils stretched and travelled safely and demonstrated a good range of balances showing tension, good shape and control. The quality of teaching in this lesson was satisfactory. Demonstrations were used well to ensure that pupils gained knowledge of the quality of their actions, and pupils were given suitable opportunities to work in pairs and evaluate the performance of their partner suggesting ways to improve. However, even in this lesson there were times when the pace slowed and tasks were not as challenging as they could be. No practical lessons were observed in other years. However, Year 6 pupils showed in discussion that they have satisfactory knowledge of the effects of exercise on the heart.
126. The subject leader is a specialist, but the role is underdeveloped and is, therefore, unsatisfactory and is having little impact on the development of knowledge, skills and understanding. National Curriculum requirements are met and the school uses a local education authority scheme of work. However, there are no formal opportunities to monitor the quality of teaching and learning and procedures to monitor the progress of pupils are underdeveloped. Resources are plentiful and in good condition and the accommodation is good for physical activities. The amount of time given to the subject is appropriate, especially in Years 3 to 6, and there are some opportunities for pupils to extend their skills in a satisfactory range of extra-curricular activities. Because of other priorities, the subject does not have sufficient focus at the moment, although the school does plan to give it more in the future.

RELIGIOUS EDUCATION

127. Standards attained by pupils at the end of Years 2 and 6 are below those expected by the locally agreed syllabus. Achievement throughout the school is unsatisfactory.
128. For many pupils in Year 2 there was very little recorded work. Higher attaining Year 2 pupils in the Years 2 and 3 class considered 'belonging'. They had written about the Christmas story from the shepherds' point of view and retold the Easter story. Some aspects of Islam had been studied; for example, the life of Mohammed and how Muslims pray. Discussion with Year 2 pupils showed little recall of well known Bible stories or their meaning. They knew that Jesus teaches people to be kind. A video on Islam, seen recently, was recalled in some detail.
129. Year 6 pupils had also recorded very little work. A drawing of a mosque and a church showed some attempt at comparison, but this was not annotated in any way. They had written a little about pilgrimage, and could recall that Muslims journey to Mecca. However, they had little knowledge of pilgrimages linked to other religions studied. Pupils recalled the important festivals of Christianity and the events that are being celebrated, but there was little understanding of their significance or of how faith affects people's lives. They had little knowledge and understanding of the types of literature contained in the 'Bible'.
130. Religious education is taught in blocks and was not being taught in most classes during the inspection, so no judgement, overall, is made on teaching and learning. An analysis of past work, however, indicates that the teachers have low expectations both of the content of work and of pupils' recording. The use of literacy skills within the subject is underdeveloped. In some classes little attempt has been made to cover in sufficient depth the topics set out in the scheme of work. Some use is made of information and communication technology; for example, pupils in Year 3 had researched Islam from the Internet.

131. The leadership of the subject is currently unsatisfactory. A new subject leader has been appointed. A scheme of work is in place, but no check is being made on whether classes are covering what they should. Different year groups have covered aspects of Islam with little apparent difference in content or approach. The subject is taught in blocks so some classes have a whole term without any religious education, which does little to help the ongoing development of skills or develop a clearer understanding of the subject. Although planned, there is not yet an agreed policy. There are no whole-school assessment procedures, although teachers appear to have sufficient information on attainment and progress to report to parents. Pupils visit local churches and a mosque as part of their studies. Local clergy and parents come into school to talk about aspects of their faith. There are good resources with plenty of artefacts. However, there is very little displayed around the school to raise staff and pupils' interest in the subject.