

INSPECTION REPORT

FYNAMORE COMMUNITY PRIMARY SCHOOL

Calne

LEA area: Wiltshire

Unique reference number: 132093

Headteacher: Mrs Carolyn Maddox

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 24th - 27th March 2003

Inspection number: 248898

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: School Road
Calne
Wiltshire

Postcode: SN11 9UG

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Appropriate authority: Governing body

Name of chair of governors: Mr David Alexander

Date of previous inspection: This is a new school which has not been inspected before

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21184	Mr Alan Fullwood	Registered inspector	English Art	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught?
9644	Mr Michael Whitaker	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
17412	Mrs Shirley Duggins	Team inspector	Religious education Geography History Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?
27219	Mrs Gwyneth Evans	Team inspector	Foundation stage Mathematics Music	How well is the school led and managed?
20097	Mr John Griffiths	Team inspector	Science Information and communication technology Design and technology Physical education English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fynamore is an average-sized primary school situated in the town of Calne. There are currently 226 boys and girls on roll, taught in a combination of ten single and mixed-age classes. The school has rapidly expanded since it was opened in September 2001. Six additional teachers were appointed in September 2002. There are at present 38 Foundation Stage children in the reception classes. The school was built to serve the new housing estate on the edge of the town, but approximately half of the pupils come from other areas of Calne with some of the highest social poverty and housing deprivation in South West England. The percentage of pupils identified as having special educational needs is broadly in line with the national average. However, approximately a half of these pupils are involved with specialist outside agencies and have more-complex special educational needs. The proportion of pupils with statements, approximately four percent, is above the national average. Since the opening of the school there have been a significant number of pupils transferring to the school in all year groups. There are five pupils with English as an additional language, but only one is at an early stage in the acquisition of English. Approximately nine percent of pupils are eligible for free school meals, below the national average. The attainment of children on entry to the school, although wide ranging, is below average.

HOW GOOD THE SCHOOL IS

Fynamore Primary is an effective school where pupils achieve well in reaching average standards in English and science by the time they leave. Pupils achieve well and reach above average standards in information and communication technology. The school provides a good education for its pupils and successfully encourages them to develop good attitudes to learning, and to behave well. It has quickly established a positive community ethos in which pupils feel valued and secure. The school is led and managed very well. It provides good value for money.

What the school does well

- It enables pupils to make good progress and achieve good standards of attainment in information and communication technology.
- It has established a positive and effective ethos in which pupils feel secure and valued, and successfully promotes their social and moral skills.
- It provides well for children in the Foundation Stage.
- It is led and managed very well by the headteacher and governors.

What could be improved

- Pupils' standards of attainment in English at the end of Year 2.
- The role of subject co-ordinators in monitoring more effectively the quality of teaching and learning.
- The consistency with which more-able pupils are provided with challenging work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school only opened in September 2001 and has not been inspected before. Therefore no judgements can be made on improvement since the last inspection.

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	C	E
Mathematics	n/a	n/a	D	E
Science	n/a	n/a	C	D

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

The above table shows that in the 2002 National Curriculum tests at the end of Year 6, pupils' standards of attainment in English and science were close to national averages for all schools. They were at least below average in comparison with those in similar schools. Pupils' attainment in mathematics was below the national averages for all schools and well below the average for similar schools.

Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in English, mathematics and science is in line with national expectations and that the vast majority of pupils make good progress, in relation to their prior attainment on entry to the school, in English and science, and satisfactory progress in mathematics. Standards in other National Curriculum subjects and religious education are also in line with national expectations, and pupils make satisfactory progress, except in design and technology, where their progress is good. Pupils make good progress and achieve above expected standards in information and communication technology.

National Curriculum test results and teacher assessments at the end of Year 2 in 2002 showed standards of attainment in reading, writing, science and mathematics to be generally low in comparison with national averages. Evidence from the inspection indicates that the attainment of the current group of Year 2 pupils is in line with national expectations in mathematics and science but below them in English. In mathematics and science, pupils make satisfactory progress in relation to their attainment on entry to the school, but more-able pupils are not achieving high enough as they are not given enough opportunities to apply their knowledge in problem solving situations. In English, pupils make good progress in reading and writing, and satisfactory progress in speaking and listening. Standards in other National Curriculum subjects and religious education are in line with national expectations, and pupils generally make satisfactory progress in these subjects, except in science, and design and technology, where their progress is good. Pupils also make good progress and achieve above average standards in information and communication technology.

The vast majority of children in the Reception classes make good progress and will achieve the Early Learning Goals¹ in all areas of learning by the end of the Foundation Stage². A

¹ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels, and begin to write simple sentences.

minority of pupils have already exceeded them and are working at the early stages of the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen and interested in lessons, and proud of their school. They enthusiastically take advantage of the many opportunities the school offers, such as their attendance at the numerous after-school clubs. This has a positive impact on the standards pupils' achieve.
Behaviour, in and out of classrooms	Good. The school has quickly established a clear and consistent behaviour policy to which the great majority of pupils respond positively. The school is an inclusive community. In some classes there are a small number of pupils with specific behavioural problems who can be disruptive, but they are well managed by staff. There have been two exclusions over the last twelve months.
Personal development and relationships	Good. Pupils respond well to a number of opportunities for taking responsibility and show developing confidence when carrying them out. Independence and initiative are developed to a satisfactory extent, but older pupils are not given enough responsibility for their own learning and this limits their progress. Relationships are very good and a strength of the school.
Attendance	Satisfactory. Unauthorised absence is above the national average, but this is largely due to a small number of pupils.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall, and varies from excellent to satisfactory. It was good or better in approximately eight out of ten lessons, of which approximately one in seven lessons was very good. Teaching was excellent in one lesson.

The overall quality of teaching in the Foundation Stage is very good, varying between excellent and good. Children are provided with a very good range of activities and experiences in all areas of learning which effectively challenge them to give of their best and to make good progress. Teachers and the teaching assistant have high expectations of what the children can achieve and how they should behave.

² The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on the six areas of learning above.

The teaching of literacy and numeracy is good overall, but in mathematics lessons opportunities are missed for more-able pupils to work independently on more-challenging tasks. Teachers make good use of questioning to ensure that pupils are attentive and understand what they are doing. They use praise very well to increase pupils' confidence and self-esteem. Teaching in science is good, but expectations of what more-able pupils can achieve are not always high enough and the work provided for them is not always challenging enough.

Teaching and learning in art, geography, history, religious education and physical education are satisfactory. The quality of teaching and learning in design and technology, music, and information and communication technology is good, and good use is made of teachers' specialist knowledge in these subjects.

The teaching of pupils with special educational needs is good in English and mathematics, and satisfactory in other subjects. Pupils make good progress in relation to the specific targets in their individual education plans. However, insufficient consideration is given to planning suitable work for them in subjects such as history, geography and religious education. Pupils with emotional and behavioural difficulties are managed well.

Homework is used well to support pupils' learning. The quality of marking is variable, being good in English but only satisfactory in mathematics. Satisfactory use is made of teachers' daily assessments of pupils' attainment and progress to plan future work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant, and meets the statutory requirements of the National Curriculum. The curriculum is well planned across the school and has a positive impact on pupils' standards and achievement. However, planning for more-able pupils is inconsistent. The curriculum is enriched by a wide variety of extra-curricular activities. The community makes a good contribution to pupils' learning, and the school has developed good relationships with partner institutions.
Provision for pupils with special educational needs	Good. The identification of and provision for pupils with special educational needs is a high priority. Individual education plans are detailed with suitable, achievable targets identified to help pupils.
Provision for pupils with English as an additional language	Good. The identification of and provision for these pupils is good and in line with the inclusive ethos of the school.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school's provision for pupils' moral and social development is good. The school has worked hard on these aspects and has successfully created an ethos of respect, caring and positive responses from pupils. Provision for pupils' spiritual and cultural development is satisfactory.

How well the school cares for its pupils	Very good. All necessary procedures are in place for ensuring pupils' health, safety and protection. Assessment procedures are good in English, mathematics and science, and are being planned in other subjects.
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The school has worked hard to successfully develop effective links with parents, who make a good contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The very good leadership of the headteacher is demonstrated by the way that staff work together as an effective team and the strong learning and caring ethos that has been created. The school has rightly identified the need to develop the role of subject co-ordinators in order to more systematically and effectively monitor teaching and learning in the school.
How well the governors fulfil their responsibilities	Very well. The governing body is well informed and has a clear idea of the school's strengths and areas it needs to develop. It has responded well to the challenges of the rapid growth of the school and has instigated a five-year plan for the school's future development.
The school's evaluation of its performance	Good. The school's analysis of pupils' performance identifies areas of success and those in need of further improvement. There has been some monitoring of teaching and learning in classrooms, but this is not yet developed sufficiently.
The strategic use of resources	Financial planning is very good and closely linked to the educational priorities identified in the school development plan. The principles of best value are applied well. Day-to-day financial management and administration of the school are very good.

The match of teachers and support staff to the curriculum is good. The school's accommodation is very good and learning resources are generally good. However, resources for geography are less than satisfactory because of a lack of maps and aerial photographs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school, are expected to work hard and are making good progress.• Pupils' behaviour is good and the school is helping them to become more mature.• The quality of teaching their children receive.• Staff are approachable and work closely with them in the education of their children.• The good leadership and management of the school.	<ul style="list-style-type: none">• The range of activities the school provides outside of lessons.

Inspectors agree with parents' positive views of the school. Evidence from talking with parents and from the parents' questionnaire indicates strongly that they fully support the school and feel that the headteacher is doing a good job. Evidence from the inspection indicates that the school provides a very good range of extra-curricular activities for the age of the pupils. Every member of staff runs a club of some sort and pupils of all ages are entitled to attend some of them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the school is below average. However, due to the very good teaching and curriculum provision that pupils receive, they make good progress and are on track to achieve the Early Learning Goals in all areas of learning by the end of the Foundation Stage. A small number of pupils will exceed expectations as they are already working at Level 1 of the National Curriculum in English and mathematics.
2. In the year 2002 National Curriculum tests at the end of Year 2, pupils' attainment in reading was well below the national average for all schools and in the lowest five percent of all schools nationally. Pupils' attainment in writing was in the lowest five percent in comparison with that in all and in similar schools. However, many of the pupils in this year group had special educational needs and a significant number were only admitted to the school in the term in which the tests had taken place. Inspection evidence indicates that the attainment of the current group of pupils in Year 2 is below average in all aspects of English, but that pupils make good progress in reading and writing and satisfactory progress in speaking and listening. Pupils make satisfactory progress in speaking and listening due to the many opportunities they have to speak in class discussions and the encouragement they receive from teachers and teaching assistants. However, more opportunities to speak and explain their ideas need to be given to pupils in other subjects than English. Pupils make good progress in reading due to being heard to read regularly at home and at school and to the good extra support given to lower-attaining pupils by teaching assistants and parent volunteers. Standards in writing are improving and pupils make good progress due to the close tracking of their achievements and the use of personal targets which involve them in their own learning.
3. In mathematics, the results in the year 2002 National Curriculum tests at the end of Year 2 were in the lowest five percent in comparison with those in all and in similar schools. Inspection evidence indicates that the attainment of the current group of Year 2 pupils is close to national expectations. This group of pupils, although having a high proportion of less able children, does not have the range of significant special educational needs of pupils in the previous year. Pupils make satisfactory progress, but there are not enough opportunities for more able pupils to apply their mathematical knowledge to solving problems. Provision for pupils with special educational needs is good and they make good progress in relation to the targets in their individual education plans.
4. Teacher assessments in science at the end of Year 2 in 2002 show the percentage of pupils reaching the expected Level 2 to be in the lowest five percent of all schools nationally, and well below average in the percentage attaining the higher Level 3. The attainment of the current group of Year 2 pupils is in line with national expectation for the percentage of pupils who will attain the expected Level 2, but below average for the percentage who will attain the higher Level 3. Pupils make satisfactory progress overall and achieve appropriately in relation to their attainment on entry to the school. The progress of pupils with special educational needs, and of those pupils for whom English is an additional language, is good. Many pupils' attainment is restricted by their below-average skills in writing.

5. By the end of Year 2, pupils' standards in information and communication technology are above national expectations. Most pupils are able to use simple word-processing programs to compose short pieces of writing and change the size and type of the font; for example, when producing posters. They show good control in using a 'mouse' to click on icons when using art or control-technology programs. Pupils, including those with special educational needs, make good progress and achieve well in relation to their abilities due to the good teaching and support they receive.
6. By the age of seven, pupils' standards of attainment in religious education are in line with the expectations of the locally agreed syllabus. They make satisfactory progress in their understanding of the main festivals of the Christian calendar and popular Bible stories, such as 'Joseph and his Coat of Many Colours'. They have made a good start in understanding the use of symbolism in religion, but insufficient emphasis is given to their understanding of how Christians live their lives based on events in the Bible.
7. By the end of Year 2, pupils' standards of attainment in art and design, design and technology, geography, history, music and physical education are in line with national expectations. All pupils, including those with special educational needs, make satisfactory progress.
8. The results of the 2002 National Curriculum tests in English at the end of Year 6 showed pupils' attainment to be in line with the national average for all schools but well below the average for similar schools. However, these results do not tell the whole story as many pupils had not been in the school a year and came from a number of different schools in the area. Teacher assessments of the progress pupils made during their short time in the school indicate that pupils made good progress. Evidence from the inspection indicates that pupils are making good progress in all aspects of the subject and attain standards in line with national expectations. They make satisfactory progress overall in their speaking and listening skills, but their progress in Year 6 is good. Most pupils are confident speakers who can put forward their point of view or explain their ideas during class discussions. They listen attentively and, although not always agreeing, take on board the views of other pupils in the class. Pupils make good progress in reading due to the good quality of teaching they receive and the many opportunities they have to read at school and at home. Lower-attaining pupils are given good support from teachers and teaching assistants and make good progress as a result. Pupils in Year 6 make good progress in writing due to the very high expectations of their teacher. By the end of the year, most pupils write extendedly in a range of different formats and are on track to reach expected levels for their age.
9. In the year 2002 National tests in mathematics at the end of Year 6, pupils' attainment was below the average for all schools and well below the average for similar schools. However, many of these pupils had only been in the school for a short period of time. Evidence from the inspection indicates that pupils' standards of attainment are in line with national expectations and that they make satisfactory progress. Provision for pupils with special educational needs is good. However, more-able pupils are not given enough opportunities to apply their mathematical knowledge to solve problems or to take part in more-open-ended mathematical investigations. Good use is made of homework to extend and consolidate work completed in class.
10. In science the results of the year 2002 National Curriculum tests at the end of Year 6 showed pupils' attainment to be in line with the national average for all schools but below the average for similar schools. The attainment of the current group of Year 6

pupils is in line with national expectations, but few pupils will achieve the higher Level 5. Good attention is given to pupils' scientific enquiry skills so that they make good progress in learning about different aspects of the subject and in planning, carrying out and controlling their investigations. The attainment of more-able pupils is satisfactory.

11. Pupils' attainment in information and communication technology is above national expectations at the end of Year 6. The school has made good progress in this area due to the excellent leadership of the co-ordinator and the good quality of teaching that pupils receive, particularly in the computer suite. Pupils make good progress in the skills of word-processing, data-handling, control technology, and power-point presentations. They make satisfactory use of their skills in information and communication technology across the curriculum.
12. By the end of Year 6, pupils' standards in religious education are in line with the expectations of the locally agreed syllabus. All pupils make satisfactory progress in their knowledge of the main Christian festivals and similar festivals in other world religions, with work on Islam and Judaism. Where teachers have a good knowledge and understanding of the subject pupils achieve very well and show their ability to attain standards above expected levels. Lower-attaining pupils are not always given sufficiently adapted work to be able to work independently and are often reliant on teaching assistants to access the curriculum. Pupils' literacy skills are insufficiently used to support learning.
13. By the end of Year 6, pupils' standards of attainment in art and design, design and technology, geography, history, music and physical education are in line with national expectations. Pupils make satisfactory progress except in design and technology, where their progress is good.
14. Pupils who are on the special needs register achieve well and make good progress in relation to their prior attainment and in meeting the targets set in their individual education plans. These targets are reviewed and revised on a regular fortnightly basis. The progress owes much to the prompt identification of problems and the sensitive and effective support given to these pupils.

Pupils' attitudes, values and personal development

15. Pupils have positive attitudes to school. The youngest children in the reception classes are secure and confident about leaving parents and carers in the mornings. They quickly learn and readily comply with the school's high behavioural expectations. They realise that, in their bright stimulating classrooms, learning is fun. Their positive attitudes result from the very good teaching, environment and support in the Foundation Stage. Throughout the school, pupils are keen and interested in lessons, whether it is a Year 3 class considering personal safety in a lesson on personal, social and health education, or Year 5 pupils making models of arm muscles in a science lesson. These positive attitudes have a good impact on pupils' attainment and progress. Pupils are proud of their school and keen to take advantage of the opportunities it offers, as was seen in the enthusiastic support for various extra-curricular clubs. Pupils are happy to come in early for a computer club, to give up lunch-breaks for a games club and stay after school to play football or study German.
16. Behaviour is good, which is a view shared by 98 per cent of parents who responded to the pre-inspection questionnaire. The school has a clear and consistent behaviour policy to which the great majority of pupils respond positively. Movement about the

school is orderly. Pupils are polite and friendly towards visitors, standing back and holding doors open for them. In assemblies, pupils are attentive and respectful. Play is lively and children mix well regardless of age or gender. Older pupils take care of younger ones or those with difficulties. The school is an inclusive community - all pupils are fully involved regardless of ethnic background or ability. There is no sign of any harassment towards any group of pupils. In some classes there are a small number of pupils with specific behavioural problems. These pupils can be disruptive, but their behaviour is well managed by staff. Their classmates demonstrate considerable tolerance and ignore the disruption and this leads to pupils making good progress in their learning. There have been two exclusions over the preceding 12 months.

17. Pupils with special educational needs are keen and well supported by effective teacher assistants. The pupils with behaviour difficulties are well integrated in classrooms and the daily life of the school. Pupils relate well to staff and show respect for each other and their supporting adults.
18. Personal development is good. Pupils respond well to a number of opportunities for taking responsibility, such as acting as computer-suite monitors, looking after the overhead projector in assemblies or helping younger children during paired reading sessions. Pupils show developing confidence; for example, by playing the piano or clarinet at assemblies, and an awareness of community by taking part in fund-raising activities. Though lessons in personal, social and health education they are beginning to appreciate the feelings of others. Independence and initiative are developed to a satisfactory extent, but older pupils are not given enough responsibility for their own learning
19. Relationships are very good and a strength of the school and this has a positive impact on pupils' learning. Adults in school present very good examples of co-operative working. Staff treat pupils with respect and consideration, thus promoting their self-confidence. Relationships between pupils with special needs and teaching assistants are of a very high quality and contribute significantly to the progress made by these pupils. Pupils themselves work together well in groups or pairs and are supportive of each other's efforts. Pupils in all year groups came to Fynamore from a variety of different primary schools; they have responded well to the school's ethos and headteacher's vision to form a cohesive entity.
20. Attendance is satisfactory. Although unauthorised absence is above the national average, it is largely due to a tiny handful of children with specific difficulties.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching is good overall, and varies from excellent to satisfactory. It was good or better in approximately eight out of ten lessons, of which approximately one in seven was very good. Teaching was excellent in one lesson. It is particularly good in the Foundation Stage and in the Year 6 class.
22. The overall quality of teaching in the Foundation Stage is very good, varying between excellent and good. Children receive a very good start to their education in the Reception classes and this is already having a significant effect on their standards of attainment. Teachers and the teaching assistant make regular assessments of pupils' attainment and progress through observations in the classroom. Children are involved in a good range of activities and there is high challenge to which they

respond well. All teachers and the teaching assistant have high expectations of behaviour and enjoy good relationships with the children.

23. The quality of teaching in Years 1 and 2 is satisfactory overall. It was good in two-thirds of the lessons observed. However, a scrutiny of pupils' previously completed work reveals that their progress and learning overall are only satisfactory, and that some are not always sufficiently challenged by the work provided for them as it varies little between different ability groups. The quality of teaching and learning in Years 3 to 6 is good and varies from very good to satisfactory. It was very good in approximately seven out of ten lessons.
24. Throughout the school, teachers have a good understanding of the National Curriculum. Generally, they have high expectations of what pupils can achieve and make sound use of the school's assessment and tracking procedures to provide suitably adapted work to meet the differing needs of individual pupils. However, the work planned for more-able pupils is not always challenging enough. There are missed opportunities for these pupils to work independently and to organise their own resources.
25. Teachers successfully increase pupils' self-esteem and confidence by the good use they make of praise and encouragement. However, pupils' involvement in their own learning through teachers clearly identifying what they hope the pupils will achieve in lessons and by evaluating how well these objectives have been achieved at the end of the lesson is inconsistent. In the better lessons observed during the inspection, teachers ensured a brisk pace to pupils' work by regularly changing activities or posing an additional question to maintain a tight time structure. Consequently, pupils made good progress. Where teaching is less satisfactory, the pace and challenge of the work provided, and teachers' expectations, are not high enough for pupils to make good progress in their learning. All teachers make satisfactory use of pupils' developing skills in information and communication technology to support their work in other subjects. The school's monitoring procedures have rightly shown this to be an area in need of further development.
26. Teaching and learning in English are good. Teachers make good use of the National Literacy Strategy in planning lessons. Through good questioning they ensure that pupils are listening attentively and understand the texts they are reading. Their enthusiasm and lively approach motivate pupils to take an active part in lessons and they make very good use of praise and encouragement. Pupils are fully involved in their own learning by teachers sharing with them what they are to have achieved by the end of the lesson and evaluating how successful they have been at the end of the session. In the better lessons, teachers maintain a good pace to pupils' work and make use of a range of resources such as letter cards and an overhead projector to stimulate their interest and involvement. The quality of marking is good and tells pupils how they can improve their work. Teachers make satisfactory use of pupils' skills in information and communication technology skills in promoting their mathematical knowledge.
27. The quality of teaching in mathematics is good and pupils' learning is satisfactory. Generally, teachers make good use of questioning to ensure that pupils understand what they are doing and are involved in their work. Good use is made of praise to increase pupils' levels of confidence. However, learning objectives are not always shared with pupils or evaluated at the end of lessons and this limits pupils' involvement in their own learning and their evaluation of how well they are doing. The quality of marking is satisfactory but often does not show pupils how they can improve

their work and this limits their progress. In some lessons opportunities are missed for more-able pupils to work independently on more-challenging tasks and this limits their progress. Teachers have a good understanding of the National Numeracy Strategy and use it well in planning lessons.

28. Teaching and learning science in lessons observed during the inspection were never less than good. Teachers have a good knowledge and understanding of the curriculum and make good use of a range of resources. However, teachers' expectations of what more-able pupils can achieve is not always high enough and the work provided for them is not challenging enough and this limits their attainment. All teachers adopt a practical enquiry approach to the teaching of science, but there are few opportunities for more-able pupils to organise their own resources or design their own tests in answer to a question posed by their teacher and this limits their independence.
29. Teaching and learning in art, geography, history, religious education and physical education are satisfactory. The quality of teaching and learning in design and technology, music, and information and communication technology is good, and good use is made of teachers' specialist knowledge in these subjects.
30. Pupils with some degree of special educational needs are well supported and generally teachers plan effectively to meet their needs, particularly in English and mathematics. This ensures they make good progress in relation to the targets in their individual education plans. However, insufficient consideration is given to planning suitable work for these pupils in subjects such as history, geography and religious education and this limits their progress in these subjects. A good effort is made to include all pupils in oral sessions through appropriate questioning. Pupils with emotional and behavioural difficulties are well managed. Effective liaison between the special-needs co-ordinator, class teachers and teaching assistants ensures appropriate support and challenge to enable pupils to make real progress in their literacy and numeracy skills. The skills of teaching assistants are used well to provide specific support for these pupils.
31. Homework is used well to support pupils' learning. The quality of marking is variable, being better in English than in mathematics. Satisfactory use is made of teachers' daily lesson assessments of pupils' attainment and progress to plan future work.

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

32. The overall quality and range of learning opportunities are good. The curriculum is broad, balanced and relevant, and meets the statutory requirements of the National Curriculum, including sex education and relationships, drugs awareness and the provision of religious education. The curriculum for children in the reception classes is well planned in line with the Early Learning Goals. The good curriculum for the Foundation Stage is beginning to have a positive impact on pupils' standards in Year 1.
33. The curriculum for Years 1 and 2 and for Years 3 to 6 is well planned to meet the interests of pupils. Except in English and mathematics the school works on a two-year rolling programme of topics. Schemes of work provide sufficient detail that effectively guide teachers' planning. The school has identified the need to personalise schemes of work to fully embrace a topic approach to learning by developing subject

links to support pupil understanding. The recognition of specific skills, knowledge and understanding to be taught are not consistently identified in all subjects to support teaching, learning and assessment effectively. At times learning objectives are too general and do not portray the purpose of the lesson. Planning for the use of information and communication technology across the curriculum is developing well, with good use of available software. Good use is also made of teacher expertise in areas such as information and communication technology, music, and design and technology. Pupils are set in ability groups in Years 1, 2 and 3 to help them to attain their full potential in English and mathematics. The school has a clear overview to ensure that the full curriculum is taught.

34. There is good provision for pupils with special educational needs, which fully complies with the Code of Practice. The identification of and provision for a range of special needs are high priorities. This is a very inclusive school. Parents have a high regard for its commitment, efforts and expertise. The special needs co-ordinator works closely with all staff and parents to support the effective learning and progress of pupils with special needs. Individual education plans are detailed, with suitable, achievable targets identified to help pupils. Pupils with special educational needs have very good support when withdrawn in small groups, or individually, to follow their specific learning programme. These sessions are suitably planned so that they have full access to all subjects of the National Curriculum and are involved in all aspects of school life. In their mainstream class, pupils with special educational needs are sometimes not given work which takes account of their needs and abilities.
35. The National Literacy and Numeracy Strategies have been successfully implemented throughout the school. These strategies positively enhance pupils' skills and interest in literacy and numeracy, but work in these subjects is not always sufficiently planned to meet the needs of more-able pupils. Literacy and numeracy skills are not used well across other areas of the curriculum.
36. The school creates a coherent programme that effectively develops pupils' knowledge and understanding appropriate to their needs, in personal, social and health matters. Pupils gain much from these sessions, when they share feelings and things that concern them. Pupils and teachers respect each other, and pupils are encouraged to develop a sense of self-esteem. Relationships between all members of the school community are very good and well supported through the programme of personal, social and health education and religious education. The school develops pupils' knowledge and understanding of drugs and their effects through the science curriculum. Appropriate visits from the police and nurse contribute well to this part of the curriculum.
37. Pupils have very good opportunities to take part in a very wide range of extra-curricular activities. These are strengths of the school's provision, and a conscious effort has been made to enable pupils of all ages to become involved in some of them. The range of activities is very broad and encompasses experiences that include sports, science, music, art, cooking, information and communication technology, and foreign languages. These clubs are well attended. Very good use is made of visits locally and further afield to enhance pupils' interest and understanding. Visits made from professionals, other experts and visitors very effectively enhance the curriculum for pupils.
38. The community makes a good contribution to pupils' learning. A wide range of community figures visit the school including a fireman, a vet, a lifeboat volunteer, an RAF dog handler, local artists, writers and musicians, and local people with a story to

tell. Pupils visit the parish church in support of their work in history and religious education, and the vicar visits the school to talk to children and lead assemblies. The school choir sings at the Methodist church. Pupils raise money in the community; for example, by packing bags at a local supermarket at Christmas. The town centre is used to support learning; for example, pupils carried out a traffic survey. Local businesses support the school by sponsoring netball kit or donating a Christmas tree. Community groups such as the judo club use the school premises.

39. The school has developed good relationships with partner institutions. There are good links with the pre-school nursery which shares the school site. Staff plan together, and nursery children join in some activities with the reception classes. Arrangements are in place to smooth the transition from nursery to school. The nursery premises also accommodate the before- and after-school clubs used by some of the school's pupils. Reception teachers have developed links with other pre-school groups in the area. Links with the secondary school are constructive and fruitful. Pupils from the school attend language days at the secondary school, whose science staff have organised science lessons for Year 3. Students from the Upper Sixth run a German club for pupils. Good arrangements are in place to ease pupils' transition from primary to secondary education.
40. The school's provision for spiritual, moral, social and cultural development is good. The school has worked hard on the moral and social aspects, and has successfully created an ethos of respect, caring and positive response.
41. There are a satisfactory range of opportunities throughout the school for pupils to reflect on and be made aware of their own and others' spirituality. Daily acts of collective worship provide some opportunities for quiet reflection. The overall planning of the curriculum gives few opportunities for pupils to marvel at such things as nature, art and music. Circle time is established to enable pupils to exchange deeply held views, to reflect on the opinions of others and to draw on the lessons that might be learned.
42. Good provision is made for pupils' moral development. The school is successful in promoting the values of honesty, responsibility, respect and self-discipline. From their entry into school pupils are taught to distinguish right from wrong. The school has successfully implemented an effective system of rewards and sanctions that has unquestionable results. Teachers' use of positive comments on a daily basis effectively makes pupils feel valued and secure. The use of the Golden Book to record significant pupil achievements that are shared with the school in the Golden Assembly enhances pupils' self-esteem. This results in good attitudes to learning and good behaviour in lessons and around the school. Pupils are polite and helpful to visitors and are keen to share their work and achievements. The behaviour policy invites pupils to reflect on their choices and make appropriate decisions.
43. Provision for pupils' social development is good. They are encouraged to work in small groups or pairs; for example, when Year 6 pupils discussed the concept of sacrifice and gave mature, thoughtful responses. Pupils carry out responsible jobs that support the daily life of the school; older pupils help younger ones at break-times, and there is a 'Buddy System' whereby pupils new to the school are paired with a classmate who help them settle into daily routines and make new friends. There is also good provision for social development through visits arranged to support history, geography and art, and there are residential trips for older pupils. The school participates in competitions and inter-school matches, successfully developing pupils' team spirit. It effectively supports a range of charities, encouraging pupils'

understanding of the needs of others. Pupils are given the opportunity to develop their own ideas, such as adopting a pony through organising an art competition inspired by a visit from an RSPCA representative.

44. The provision for developing pupils' understanding and appreciation of their own and other cultures traditions, values and beliefs is satisfactory. Pupils have opportunities to become aware of their own culture through subjects such as history, religious education and music. Visits to the local church, museums and heritage sites enhance their understanding. Through the religious-education curriculum pupils are introduced to the beliefs, values and traditions of other faiths such as Judaism and Islam. However, there is only limited planned provision in subjects such as history, art and music to open up and extend multi-cultural experiences. Pupils have an appropriate awareness of the wider world through the geography curriculum and the opportunity to learn French and German after school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Pupil welfare is central to the school's ethos. The governing body has an ethos committee that monitors behaviour and the content and reception of assemblies. Consequently, the standard of care provided is very good. The headteacher and deputy headteacher have been trained in child-protection procedures, and all staff, including lunchtime supervisors, know the procedure to be followed in cases of concern. The headteacher has effective relationships with other statutory agencies. Considerable senior staff time is spent on pastoral care matters, attending case conferences, preparing education plans and organising additional support for pupils with emotional and behavioural difficulties. Good use is made of outside support agencies. This ensures pupils feel valued and secure.
46. All necessary procedures are in place for ensuring pupils' health and safety. In addition to the usual health and safety committee of the governing body there is a road safety committee. Good arrangements are in place for meeting pupils' medical needs. Pupils' specific medical needs are known and catered for; staff are trained in the use of epi-pens for children at risk of anaphylaxis, for example, and nuts are banned from the premises. A number of staff are trained to provide everyday first aid, and parents are told of accidents, especially bumps to the head. Health and safety issues are addressed in the curriculum; for example, in physical education, and design and technology. Contracts are in place for regular safety inspections of electrical equipment, and PE and fire apparatus.
47. There are good procedures for monitoring and improving attendance. The school's administration officer makes good use of the facilities offered by the computer system to identify patterns of absence or lateness, which are then appropriately followed up. Where there are concerns, the school office will phone the home if a child is unexpectedly absent. The level of unauthorised absence is high, being double the national average for primary schools. However, the school knows precisely why this is so. The matter is being addressed in conjunction with the education welfare officer and other statutory agencies. The headteacher issues frequent reminders about the importance of regular and prompt attendance, via her regular newsletters. These are also used to remind parents about the undesirability of taking holidays in term time. Families do take such holidays, but the number is not yet so great as to cause the school a problem. Newsletters regularly comment on the importance of good attendance to ensure that pupils make good progress in their learning.

48. Procedures for monitoring and improving behaviour are very good. The school has expanded rapidly since opening two years ago, drawing in pupils from a number of different primary schools. The headteacher, staff and governors have succeeded in creating an atmosphere in which pupils are valued as individuals and their self-esteem is promoted. The school's policy for personal, social and health education is central to the promotion of good behaviour. Behaviour procedures are clear, consistent and firmly applied. For example, virtually all pupils, including the most difficult, comply with the school's practice of walking with their hands behind their back. In all classes pupils are consistently well managed. Pupils know what is expected of them; school rules are clearly displayed. Lunchtime supervisors have their own rewards; for example, table of the week. Constructive play at lunchtime is promoted by the provision of toys, games and play equipment. These measures ensure that all pupils take responsibility for their own actions and are aware of the impact of their behaviour on other pupils.
49. The school has created an atmosphere in which incidents of bullying and harassment of a racial or gender nature are rare. When they do occur, they are recorded and monitored, and the headteacher involves the parents concerned.
50. Procedures for monitoring and supporting pupils' personal development are good. Teachers, despite in many cases being very new to the school themselves, know their pupils well and most keep informal notes about personal development and discussions at parent consultation meetings. Teaching assistants have very good knowledge of and relationships with the children with whom they work, knowledge that contributes significantly to the support of those pupils. All members of staff run at least one extra-curricular activity; consequently pupils see staff in different, less formal settings and become known to more than one adult. The school provides a number of opportunities for promoting personal development, such as duties about the school, social and community activities, fund-raising and residential visits.
51. The early identification of pupils with special educational needs ensures effective support that successfully promotes good pupil progress. Pupils with special educational needs receive good support either in class with work, in small groups working on basic skills, in literacy or mathematics groups or through a very focused individual pupil session. This enables them to make good progress in their learning. There is very good liaison with external support staff for special educational needs and other agencies. Procedures in place continually assess pupils with special educational needs to ensure that work planned is sufficiently focused to enable them to make good progress. However, pupils identified as gifted and talented do not have individual education plans, and work is not always sufficiently challenging. The regular fortnightly reviews of individual education plans and regular reviews of Statements of Special Educational Needs give suitable, achievable learning steps which are used by staff to support planning.
52. Assessment procedures that have been developed in the school are good. When the pupils enter the school there is a carefully planned series of assessments and tests starting with an initial assessment of children's attainment on entry to the school. It is this assessment that establishes children's starting points against which progress can be measured. When pupils enter Year 1 a programme of assessments take place each term and continues for each year group. At the end of Year 2, pupils take the statutory national tests in English, mathematics and science. Apart from other termly tests, pupils undertake additional tests in Years 3, 4 and 5 in order to track progress. The results of all these tests are carefully analysed by the subject and assessment co-ordinators to provide the school with indicators of pupils' progress.

This data is also used to highlight any weaknesses in the curriculum that require more attention and this information is used to bring about improvements in provision.

53. This analysis and tracking help teachers to set individual targets for pupils in English, and group targets in mathematics and science. The process also helps to keep track of the progress of pupils with special educational needs, in order to provide them with the support they need. Although the school has been open for a short time, every pupil has an assessment file covering the time they have been in school and any other information from previous schools. These good and comprehensive files contain the results of tests and their analysis, as well as samples of work levelled against national expectations. These files make a good and readily accessible profile of individual pupils as they move through the school.
54. Teachers also carry out assessments at the end of each topic. Coherent systems for assessments in the other subjects of the curriculum are just being planned. Teachers evaluate the lessons they teach. They satisfactorily modify them to accurately target pupils' needs for subsequent lessons. The assessment co-ordinator is fully aware of what the school does well and is able to prioritise what needs to be planned next for further improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school has worked hard to create a productive relationship with parents. They are welcome in school. They are given the opportunity to stay on for the first fifteen minutes of the school day to work with their children on various activities, and many take advantage of the offer. Parents appreciate the opportunity to see what their children are doing and to have a quick word with staff about concerns. They are welcome to attend school events such as class assemblies or seasonal events, such as leavers' services, Harvest Festival or Christmas celebrations. The school provides parents with good information about their children's progress. There are three formal consultation opportunities a year and, in addition, school staff are always happy to discuss parental concerns at any convenient time. Children's annual reports are good. They provide good detail on progress in the core subjects of English, mathematics and science, together with targets for the next year and the child's view of the year's work. Parents are given advance information about the topics their children will be studying, and information evenings about literacy and numeracy are arranged. In addition to regular newsletters, written in a chatty, parent-friendly style, there is a bright and lively website. The school consults parents annually via a questionnaire.
56. Parents make a good contribution to their children's learning, both at school and at home and this has a positive impact on pupils' learning. Parent volunteers help in school and parents support their children's work at home; for example, they use home-school reading records well. There is a lively 'Friends Association' that organises social and fund-raising events. Their activities have helped purchase books and a stage for the hall.
57. Parents express positive views about the school. In the OFSTED pre-inspection questionnaire, 98 per cent said that their children enjoyed school, and 96 per cent considered that it was led and managed well. Ninety-five per cent stated that they would feel comfortable about approaching the school with a problem. Parents particularly appreciate the school's ethos and the friendly approachability of the staff.

58. Parents of pupils with special educational needs are fully involved in discussions about their children's progress, in regular reviews and, where necessary, in annual reviews. They speak very highly of the support the school gives to their children and to them as parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The very good leadership of the headteacher is demonstrated by the way that all the staff work together as an effective team. They share the aim of presenting the pupils with the best learning opportunities to raise standards, improving the profile of the school so that it is valued as an important part of the local community. The headteacher has a clear vision for the school and since it opened in September 2001 she has demonstrated her expectations for pupils, giving them a sense of pride in their school. The team has shown commitment to improving standards of behaviour over the last year and is now in a strong position to evaluate the quality of education in order to improve standards further.
60. The headteacher is supported well by her management team, some of whom have been with her since the school opened. All members of the team show a strong commitment to making their school the best in the area and achieving positive recognition from the community. Since her appointment the headteacher has dealt well with the complex issues of setting up a new school and the appointment of staff as the school roll has increased. She has been well supported by staff and governors. The turbulence caused by the growing pupil roll has resulted in increased responsibilities for the senior management team, but they have taken on these responsibilities positively, having the best interests of pupils at heart. All staff, including support staff, work well together as part of the team and show a strong commitment to the school. The role of the deputy headteacher has been central and he has provided important support for the headteacher during this time. The management team has been particularly successful in creating a school ethos of equality of opportunity and social inclusion. The behaviour of pupils and the partnership with parents are very good. The school's values are well articulated and embedded in the school's culture.
61. The governing body has very quickly organised itself into a committee structure which very effectively monitors the work of the school. Governors are well informed about the school's strengths and weaknesses through detailed reports from the headteacher and presentations from subject co-ordinators, as well as by their own visits to the school. A great deal of effort has been put in to improving, for example, the many problems the new school building had when it was first opened. In discussion, governors felt that having been reactive to the many changes and rapid growth of the school over the past 18 months they are now beginning to think more strategically in drawing up a five-year action plan for the school's future development. However, changes in the local education authority's admission procedures for the school have already required a rethink on the part of governors. Meetings are well attended and all governors have an area of the curriculum which they have adopted and, through training and visits to the school, are concerned to help with the provision of a broad and relevant curriculum for the pupils. Governors fulfil their statutory duties well.
62. The analysis of pupils' performance has begun to assess success and identify areas for improvement. There has been some monitoring of teaching and learning in classrooms. The school has already decided to involve all subject leaders in observations and support teaching and learning. At present subject co-ordinators monitor teachers' plans and assess pupils' attainment through recorded work. The

staff are proud of their school and there is a sound awareness of the importance of improving standards in relation to the national average and that in similar schools.

63. All elements of performance management and the induction of new teachers are in place and reflect a shared understanding of the school's priorities.
64. The school's written development plans are detailed, include considerations for all areas of the school's management and outline developmental needs. It includes appropriate action plans for all co-ordinators to cover immediate priorities.
65. The co-ordinator for special educational needs is new to the post, has made concerted efforts to support pupils and is suitably conversant with the Code of Practice. Documentation is well organised, up to date and easily accessible. Support staff and assistants are effectively deployed, and know and understand their responsibilities. This is proving to have a positive impact on pupils' learning. Good progress is made and pupils grow in confidence. Funds and resources for special educational needs are used effectively.
66. The match of teachers and support staff to the curriculum is good. All staff are appropriately qualified to teach subjects of the National Curriculum at primary level. All teachers other than the two recently-qualified ones have the responsibility of co-ordinating a subject. Good use is made of staff's specialist expertise; for example, in music, English, and information and communication technology. The provision of teaching assistants is particularly good and reflects the governing body's commitment to supporting pupils with particular difficulties.
67. The school's accommodation is very good. The building is two years old, light, airy and of strikingly modern appearance. The main building is bright and stimulating, decorated with high-quality displays that celebrate children's work. Classrooms are of the right size for the numbers and ages of pupils. There is an attractive central area between classrooms which accommodates the library and space for small-group teaching. There is a well-equipped computer suite. Because the school has expanded more rapidly than anticipated, it has been necessary to use two temporary buildings to accommodate three classes. It is understood that these will cease to be necessary when a second phase of the building has been completed. These are big enough for the numbers and ages of pupils, but one of the buildings has no toilet facilities. The grounds are extensive, and provide both a tarmac play area and a large grassed area. Children in the Foundation Stage have their own discrete, secure play area and the whole complex is accessible to disabled pupils increasing accessibility.
68. Learning resources overall are good. Resources for geography are less than satisfactory because of a lack of maps and aerial photographs. For all other subjects resourcing is satisfactory. In the core subjects of English, mathematics and science resources are good. There are good resources for the Foundation Stage and for the support of pupils with special educational needs. The school library is stocked with good-quality books and is centrally located, thus providing easy access for pupils.
69. Financial planning is very closely linked to the educational priorities that are identified in the detailed school-development plan. Currently the plan is for one year, but there is an intention to develop a five-year plan. Very good use is made of all available resources, and funds are carefully matched to the priorities that have been identified in the plan. Very good use is also made of specific grants, but the school is facing some difficulties with the ever-increasing number of pupils with special educational needs that are attracted to the school. This does affect its financial stability. The priorities are for staffing levels to be maintained to cope with the influx of pupils, many

with special educational needs, to ensure that class sizes are kept small. The headteacher and governors monitor the deployment of resources. Best-value principles are clearly understood. For instance, standards are compared with those in local and national schools, prices are carefully compared when purchasing resources, and challenging targets for improvements in standards are set. The day-to-day financial management and administration of the school are very good. The office staff make effective use of new technology to efficiently carry out administration procedures.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The governors, headteacher and staff, with the support of outside agencies as appropriate, should:
- (1) improve pupils' standards of attainment in English at the end of Year 2 by:
 - i. providing more planned opportunities for pupils to develop their literacy skills, particularly pupils' speaking and listening skills across all subjects of the curriculum;
 - ii. continuing to provide the extra, good-quality support that teaching assistants give to pupils with below average language skills;
 - (2) develop more-effective procedures for monitoring the quality of teaching and learning by:
 - i. developing the role of subject co-ordinators in monitoring teaching in lessons;
 - ii. ensuring that the monitoring of teaching and learning clearly identifies what works and what does not and successfully spreads good practice across the school;
 - (3) improve the consistency with which more-able pupils are suitably challenged by:
 - i. establishing more consistency in teachers' expectations of what they can achieve;
 - ii. providing more opportunities for these pupils to organise their own resources carry out their own investigations and enquiries independently.
71. In addition to the key issues above the following more minor points for development should be considered for inclusion in the action plan:
- Ensure that pupils' use of their literacy and numeracy skills is planned for across all other subjects of the curriculum.
 - Establish manageable and effective assessment procedures for tracking pupils' attainment and progress in subjects other than English, mathematics and science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	42	17	0	0	0
Percentage	1	15	60	24	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	226
Number of full-time pupils known to be eligible for free school meals	20
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	54
English as an additional language	No of pupils
Number of pupils with English as an additional language	5
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	59
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	7	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	15	12	16
Percentage of pupils at NC level 2 or above	School	60 (n/a)	48 (n/a)	64 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	16	14
Percentage of pupils at NC level 2 or above	School	48 (n/a)	64 (n/a)	56 (n/a)
	National	85 (85)	89 (89)	89 (89)

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

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	4	11	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	9	15
Percentage of pupils at NC level 4 or above	School	73 (n/a)	60 (n/a)	100 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	7	13
Percentage of pupils at NC level 4 or above	School	73 (n/a)	47 (n/a)	87 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	177	2	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	3	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)	11.4
Number of pupils per qualified teacher	19.8
Average class size	22.6

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	290

FTE means full-time equivalent

Financial information

Financial year	2001 - 2002
	£
Total income	223616
Total expenditure	204581
Expenditure per pupil	2234
Balance brought forward from previous year	19035
Balance carried forward to next year	38070

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	14

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	226
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	1	0	1
My child is making good progress in school.	60	36	3	0	1
Behaviour in the school is good.	55	42	1	0	2
My child gets the right amount of work to do at home.	45	42	7	3	3
The teaching is good.	64	31	3	0	2
I am kept well informed about how my child is getting on.	46	46	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	75	21	3	1	0
The school expects my child to work hard and achieve his or her best.	72	25	1	0	2
The school works closely with parents.	45	46	6	0	3
The school is well led and managed.	80	15	1	0	4
The school is helping my child become mature and responsible.	60	35	2	0	3
The school provides an interesting range of activities outside lessons.	36	39	15	4	6

Other issues raised by parents

There were no further issues.

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

72. Children start full-time education in the reception classes in the term of their fifth birthday. The school ensures a smooth start for children through part-time attendance in the previous term and close relationships with parents, keeping them closely informed. Teachers encourage parents to come in to school with their children, adopting an “open door” approach. Initial assessment shows that children enter school with skills which are below expectations. Teaching and learning overall in both reception classes are very good and already having a marked effect on standards in the Foundation Stage. Teachers and the teaching assistant make regular assessments of pupils’ attainment and progress through observations in the classroom, and the simple tests carried out in the first week of school to see what children can do. The quality of teachers’ planning is comprehensive and detailed, addressing all areas of learning effectively.
73. Evidence from children’s work and observations during the inspection shows that they are making good progress and will attain at least the standards expected nationally in all the recommended areas of learning. The two teachers and the teaching assistant plan together well and this emphasises the team ethos. The children receive pre-school experience from a range of settings in the area. A large number attend the nursery which is on site and there are regular meetings with staff from this nursery to ensure continuity.
74. A good range of learning opportunities are provided. All children are included and no children are left out, including those with special educational needs. During the week of the inspection great care was taken to ensure a happy start for a new child who had joined the school. The quality and range of resources are very good.

Personal and social development

75. By the time children leave the reception classes they are likely to achieve the standards expected in this area of learning as a result of the very good teaching. Both teachers are effective in encouraging children to develop confidence in their relationships with both adults and children, and there are clear expectations for behaviour, including saying “Please” and “Thank you”. Children play and work together well in a variety of activities, such as taking turns when using the wheeled vehicles in the outdoor area or rolling the dice and counting on a number line to 10 and beyond. As a result, they build sound relationships with others and begin to understand one another’s point of view. In a “story sack” session they showed enjoyment and interest when telling the story of “Itchy Bear” with the support of their teacher. They showed growing confidence when taking on the voices of different characters, identifying well with feelings, giving opinions and reasons with clear involvement. There are regular opportunities for children to make independent choices. In physical education most children are beginning to change independently, receiving only occasional help from an adult.
76. In the classroom, equipment is easily accessible and children work well together to tidy up at the end of each session. Teachers share snack time with the children, using this time to talk to and get to know the children better.

Communication, language and literacy

77. Most children are likely to achieve the Early Learning Goals when they leave the reception class. Teaching and learning are very good and children are able to suggest rhyming words such as “hen”, “Ben” and “den”. There is evidence that most children know the sequence of the story “We’re going on a bear hunt” and describe the bear as “lonely” and “sad”. They can give opinions about why he should be sad; for example, “Maybe he doesn’t have a mum or dad.” They have a firm understanding of the importance and relevance of print, and in the shared writing session are able to create and read simple sentences with support. Staff are competent in using opportunities to reinforce language skills through questioning. They make effective interventions, often using deliberate mistakes to keep children on task. When writing postcards to Bear, children are beginning to use early writing skills with recognisable letters and words with capitals; for example, “Dr ber cum hom luv”
78. Elements of the Literacy Strategy are used well in both reception classes, preparing children for learning in Year 1. There is a structured approach to learning letter sounds and names, and teachers use puppets effectively to motivate children’s learning. There is evidence of different role-play opportunities, such as the use of appropriate resources for a bear hunt in the classroom, and an area transformed into a castle, which has clothes for characters such as the king, queen and maid. However, there is a lack of multicultural resources for this area of learning and this limits the opportunities for teachers to promote this area of learning.

Mathematical development

79. The quality of teaching and learning is good, and children achieve well in their development of numeracy skills. Most are likely to achieve the Early Learning Goals when they leave the reception class. They are able to count up to 20 and back to zero with teacher support. Teachers use questioning well to assess children’s understanding and provide a good variety of activities for ordering numbers to ten, such as a programmable toy, balancing equipment for adding one more, and using dice to count to ten on a number line.
80. Most children are accurately matching digits to the number of objects and are using vocabulary such as “more” and “less”. Games such as the fishing game are used well to support children’s recognition of numbers to ten. Sand play was also used as a supporting activity during the inspection, but it was evident that children were not stimulated to use this for the planned activity and did not remain on task. Songs such as ‘Ten Cuddly Teddies Sitting on the Wall’ provide a good link with the current topic, reinforcing the concept of ‘one less’. Other opportunities such as registration are used well to reinforce counting skills and check, using different strategies.
81. A scrutiny of previous work shows that mathematics is used well across the curriculum; for example, constructing robots linked to knowledge of two- and three-dimensional shapes, and using repeated patterns when printing Christmas paper. Construction toys are used for a purpose when building roadways.

Knowledge and understanding of the world

82. Most children are likely to achieve the Early Learning Goals when they leave the reception class because teaching and learning in this area of learning are very good. Teachers plan a wide variety of activities to support children’s learning and they make good progress. A scrutiny of work shows a good range of experiences, such as

using honey for activities such as painting, tasting, making appropriate labels, and investigating the qualities of different fruit and vegetables. A discovery table in the classroom raises children's awareness of their senses of touch, smell and sight, by using convex mirrors and magnifiers to examine materials such as soil, grass and coconut.

83. Teachers are skilled in using the environment effectively to stimulate learning. In one lesson observed during the inspection the teacher took the children on a bear hunt in the school grounds. He used dramatic effects very well when presenting the situation and encouraged the children to find solutions to the problem. They were able to look for clues and explain their strategies such as "looking for his honey" or "making a map". In a lesson in the computer suite, children show confidence, working independently using a variety of lines to add features to their paintings of teddies. They are able to log on to a programme, make improvements to their work and close down at the end of the lesson. There is only limited evidence to show that effective use is made of visitors to introduce children to traditions and festivals linked to other cultures.

Physical development

84. Teaching is good and children make good progress. Most are likely to achieve the Early Learning Goals when they leave the reception class. They are aware of expected standards of behaviour as they move around the school. In a lesson in the hall, children were able to demonstrate a sequence of balances and jumps. They show a good awareness of space and are able to work independently and in groups. They show a good level of concentration and perseverance, and are well supported by the teacher and teaching assistant through demonstration. In a joint lesson using beanbags to improve co-ordination linked to improving skills in reading and writing, children persevere well to achieve success in the four challenges.
85. The outdoor play area and the provision of wheeled vehicles are helping children develop their physical skills. However, the area provides no opportunities for developing further physical skills such as climbing, sliding or balancing. However, children demonstrate a good range of skills on the equipment, steering, climbing and peddling, sharing the wheeled vehicles effectively and co-operating well together. The school has already identified this as an area for development in the future and wants to provide an area for growing and cultivating plants, and raise funding to cover the area for use all the year round. In the classroom, children use a range of tools, scissors and writing equipment with increasing dexterity.

Creative development

86. Most children are likely to achieve the Early Learning Goals when they leave the reception class. Children make good progress because of the good teaching they receive. They use a range of materials such as foil, cardboard and buttons when making their model robots. A scrutiny of children's work shows the use of a range of colour in bubble paintings and collages of snails. They are able to select and match colours when using a computer programme to paint a portrait of their teddies. Work on display shows that children have worked with clay to make a model of their teddies and used paint to add further detail. Teachers use opportunities during lessons to make informed assessments of individual progress. During the inspection, children use untuned instruments, and are supported well by the teaching assistant when exploring sounds to represent swishing grass, oozy mud and 'splishy, splashy' water. Teachers use music effectively to encourage children to explore their feelings and

also as part of their work on moving in different ways. They sing a range of songs with increasing confidence, and music was used during the inspection to accompany clearing-up activities.

ENGLISH

87. Standards attained by pupils at the end of Year 2 are below average. Standards at the end of Year 6 are average. This is an improvement on last year's National Curriculum test results in both year groups and reflects the changing nature and size of different cohorts of pupils as the school continues to grow. It also reflects the generally good quality of teaching and learning observed during the inspection.
88. In Year 2, standards in speaking and listening are below average. Approximately a third of pupils are on track to achieve national expectations by the end of the year. In Year 6, the vast majority of pupils will do so. Pupils listen carefully in lessons and are interested in what others have to say. Good teaching and appropriate pace in lessons encourage pupils to listen well. Teachers frequently provide opportunities for them to speak during all parts of lessons, both in whole class and group discussions. However, many pupils in Year 2, a significant number of whom have only been in the school a short time, lack confidence in extending their spoken replies. They are keen to answer their teacher's questions, particularly when it has a single-word answer, but lack confidence when they need to give an explanation. Gradually, through encouragement and valuing each child's answers, teachers are improving their self-esteem and their confidence in explaining their ideas and views. Pupils in Year 6 are confident speakers who can explain their reasoning, such as when justifying why they will use certain colours in their paintings in art or what attributes make a particular person famous. Teachers' planning identifies the key vocabulary they want pupils to learn in a particular lesson. These words are given good emphasis in lessons and ensure that pupils begin to make use of them when talking about their work, such as when, in a Year 6 literacy lesson, pupils talked about why they needed to use 'conditionals'. Throughout the school pupils make satisfactory progress and sometimes it is good, such as in the Year 6 class.
89. Standards in reading are below average in Year 2. A third of pupils read simple, known texts confidently and use a range of strategies, such as picture, context and the sound to symbol relationship to read unfamiliar words. Higher-attaining pupils express their likes and dislikes in the books they like to read and can explain the reasons for their choices. They correct their own mistakes when their reading does not make sense. Lower-attaining pupils and those with special educational needs recognise some simple words in familiar texts but need much adult support to read independently. However, they are successfully building up a list of words they know by sight. Most pupils make use of the contents and index pages when locating information in reference books, and higher-attaining pupils can explain how to find a book in the central library. By the end of Year 6 the vast majority of pupils read confidently and fluently and are reaching expected levels for their age. Higher-attaining pupils read expressively a range of challenging texts and can use inference when reading beyond the literal meaning of the words in the text. Throughout the school, teachers and teaching assistants ensure that lower-attaining pupils and those with special educational needs are supported when reading texts so that they can take a full part in activities.
90. Teachers and teaching assistants manage reading well. Pupils make good progress as a result and are achieving well in relation to their attainment on entry to the school. The range and level of books provide a good challenge in lessons and in guided

reading sessions. There is a good balance between reading-scheme books, books from children's literature and non-fiction texts. Teachers involve parents in their children's reading through home-to-school reading records, which are generally well used. Good support is given to pupils in Years 1 and 2 whose reading is below average. They are withdrawn on a regular basis for one-to-one support by teaching assistants, who successfully encourage them to increase their sight vocabulary and are enthusiastic about reading. Certificates are issued when pupils try hard or when they are successful, and this ensures that they are fully involved in their own learning. By the time they leave the school at the end of Year 6, pupils are familiar with the library system and can confidently explain how to find books. School tracking records of attainment and progress show that most pupils, including those with special educational needs or those who have English as an additional language, make good progress and achieve well.

91. Pupils' standards in writing are below average at the end of Year 2 and average at the end of Year 6. However, from a scrutiny of Year 2 pupils' previously completed work, it is clear that they made good progress in their writing, but few are working at the higher Level 3 of the National Curriculum. Work is marked well and pupils' targets are clearly indicated in the front covers of their books. Teachers mark to these objectives and the date that a particular target is achieved is clearly indicated to pupils. Higher-attaining pupils are now writing extensively in a range of different writing formats, such as stories, poems, letters and reports. They punctuate their work correctly and are beginning to make use of speech marks when writing dialogue. Their work is presented well and they use a fluent joined script. Most pupils are working towards Level 2. They still make inconsistent use of capital letters and full stops in their work, but have made good progress in their spelling of simple words and in writing simple sentences grammatically correctly. Pupils are able to write short stories, but their writing lacks description and uses a limited vocabulary. Lower-attaining pupils, who were only making marks on the paper at the start of September, can now write simple words and phrases on their own and are making good progress in relation to their prior attainment. This is due to the good support they receive from teachers and teaching assistants.
92. Pupils' progress in writing in Years 3 and 4 is satisfactory but below national expectations. They can write more-extended pieces of work and their writing is more structured. However, their spelling is poor and sometimes their presentation is untidy. They have had experience of writing in a wide range of different formats, but generally their work does not include description. Year 5 pupils make satisfactory progress in extending their story structure to include better characterisation and more use of description, such as "The farm was surrounded by large fields glistening in the morning dew," or "One beautiful morning in the middle of April when birds were wrestling in the trees....". However, only a few higher-attaining pupils are able to keep up this level of description throughout their work. By the end of Year 6, most pupils write extendedly in a range of different formats and are on track to reach expected levels for their age. Their work is generally correctly punctuated and they make consistent use of speech marks when writing dialogue. They have yet to consistently structure their work through the use of paragraphs, but they use a mixture of complex and simple sentences to create atmosphere and engage the reader. Higher-attaining pupils' writing contains good ideas, a good use of vocabulary and a clear structure. They describe a magic box as "lined with cold, furry feathers" and make good use of features such as alliteration in their work, such as "A stupid, silly sausage sitting silently in the garden." All pupils' standards of presentation have improved significantly since September and they now show pride in their work. Pupils make good progress in writing in Year 6.

93. The quality of teaching and learning is good overall and varies from very good to satisfactory. It was good or better in seven out of ten lessons. Teachers have a good knowledge and understanding of the curriculum and make good use of questioning and praise to encourage pupils to respond to the questions they ask. They are enthusiastic and lively in their manner and fully involve pupils in what they are to have learned by the end of the lesson. Summary discussions are used to evaluate how successful pupils have been in achieving learning objectives. In the better lessons, teachers keep up a good pace and use a variety of resources to stimulate pupils' interest and involvement. The quality of marking is good. Teachers are supportive in their comments and indicate how pupils can improve their work.
94. The management of the subject is good. The co-ordinator monitors teachers' reading records and has informally monitored teaching in some classes. Together with the headteacher and the senior management team, she has scrutinised pupils' performance in the 2002 National Curriculum tests and has instigated a range of support systems to help the many pupils who are entering the school with poor language skills. Many pupils only entered the school just before the tests took place and did not have time to improve. Monitoring highlighted the need for teachers to plan more discreetly for developing pupils' speaking and listening skills, and their use of information and communication technology in literacy. Looking at samples of pupils' work has led to the identification of a whole-school focus on writing which includes regularly assessing pupils' independent writing and the work of groups of pupils targeted as needing extra support. Regular assessments are made of pupils' attainment and progress, and clear tracking systems have been established. This is having a very positive and effective impact on standards throughout the school. Resources are good and the library contains a good range of books to suit the ages of the pupils.

MATHEMATICS

95. Standards in mathematics are average at the end of Year 2 and Year 6. Provision for pupils with special educational needs is good, but there are not enough opportunities provided for more able pupils to apply their mathematical knowledge to solve problems. Overall, boys performed better than girls, but during the inspection no significant differences were found between the performance of boys and girls. Evidence from classroom observation and work scrutiny shows that by Year 2 and Year 6 pupils make satisfactory progress.
96. Pupils of all ages use numbers well and are gaining confidence in sharing their methods. By the age of seven, pupils are developing skills in using numbers to 100 and are beginning to recognise patterns in their work, using multiples of ten. In a class of lower-attaining pupils they are able to count in twos to 20 with support. During the inspection it was evident that pupils are beginning to develop strategies for calculating in their heads, using appropriate language to explain their methods. In a Year 2 lesson pupils share their strategies when buying two items and giving change from 50p, but many are insecure in their knowledge of number bonds. Lower-attaining pupils in Year 1 are becoming familiar with mathematical terms, starting to use words such as "altogether", "total" and "addition". In a Year 3 class pupils collected data from others to produce a tally chart of information. However, more-able pupils were not given sufficient challenge to apply their knowledge and work independently as the task is the same for all pupils.

97. By Year 6, pupils use words accurately when working with areas and perimeters, such as “inverse operation” and “repeated addition”, and are able to explain the meaning clearly in their own words. They make good links between fractions, percentages and decimals. A scrutiny of their work shows that pupils in Year 2 have a satisfactory range of mathematical experiences, and in Year 6 the range was also satisfactory, with a heavy emphasis on number work.
98. The introduction of the National Numeracy Strategy has had a positive effect on teachers’ planning. The school has used its results to identify areas for development and during the inspection some teachers were giving pupils strategies to identify clues in word problems and related processes. However, there was little evidence overall of pupils applying their mathematical knowledge in more open-ended enquiries. There is evidence of the use of computer skills, and mathematics is used successfully in other subjects, but there are not enough opportunities to extend pupils’ learning by providing extension work for more-able pupils. The National Numeracy Strategy has been established and planning is good, although the plenary does not provide many opportunities for pupils to measure how successfully they have achieved the lesson objectives. There is some evidence that good use is made of homework and this is often used to continue the work completed in class.
99. The quality of teaching and learning overall is good. Generally, teachers manage pupils well and support their learning through constant praise. Learning objectives are clearly identified on planning but are not always shared with pupils or used at the end of the lesson so that they can assess their own learning. Where teaching is good, teachers use their questioning skills effectively to ensure that all pupils are taking an active part in the lesson, having high expectations of all pupils. In lessons where teaching is not so effective, opportunities are missed for more able pupils to work independently on more-challenging tasks.
100. The quality of marking is satisfactory overall, but there is little intervention from the teacher to move pupils’ learning forward or to provide further challenge. The school is at the early stages of identifying gifted and talented mathematicians. Pupils have a positive attitude towards their work and enjoy numeracy sessions. When given opportunities to work in groups or in pairs, they co-operate well together. However, they are given few opportunities to select appropriate resources or to seek solutions by trying out their own ideas. Nevertheless, the school is providing satisfactory opportunities for pupils to demonstrate a range of strategies used in making the same calculation. A good example of this was in Year 6 when pupils were using mental calculations involving multiplication of two-digit numbers and were keen to explain their methods. This was not well managed so that the ability of some pupils overshadowed the efforts of others.
101. Leadership and management of the subject are satisfactory. The co-ordinator has been in the post for almost two terms. She makes regular monitoring of teachers’ plans and pupils’ work but at the time of the inspection is not involved in the assessment of teaching and learning in the classrooms to identify needs or provide support for teachers. An analysis has been carried out following last year’s attainment tests to identify areas for development and individual targets, and sampling of pupils’ work has begun but has yet to have made a significant impact on pupils’ standards of attainment. Formal assessments are carried out regularly, and results are tracked to show individual progress and evaluate curriculum provision. The school has identified mathematics as an area in need of development in the current school-development plan. The quality and quantity of resources are satisfactory.

SCIENCE

102. Standards by the end of Year 2 and Year 6, are in line with national expectations. After the good start that children make in the reception classes, their progress is satisfactory in Years 1 and 2. Once they are in the junior classes from Year 3 upwards their progress accelerates and is good. The progress of pupils with special educational needs and of those pupils for whom English is an additional language is good across the whole school. Both groups of pupils are fully included in all lessons.
103. The attention given to experimental and investigative science throughout the school is good. The three mixed Year 1 and 2 classes are exploring materials. The stimulus for the work has come from a story 'Harry and the Bucketful of Dinosaurs'. The pupils are trying to mend a hole in the bucket with a variety of materials. They are aware of a range of materials and can also explain some of their properties. When testing they make good suggestions for making a test fair such as using the same amount of water in each bucket. The pupils use the same amount of tape to stick the various materials to the hole, and predict which material will be best to mend the hole. When their test the outcomes are not as predicted, good teaching ensures that pupils discuss what happened in the test and make good suggestions about how they will do the test next time.
104. In a good lesson investigating the effects of light on materials Year 3 pupils can explain what is meant by natural and artificial light, and can give examples of each. These pupils demonstrate a satisfactory link with literacy when they explain the terminology "opaque", "transparent" and "translucent" when describing materials. Their explanations are satisfactory orally but are less when written down. When questioning how pupils will investigate, the teacher is very effective in reinforcing procedures and ensuring that pupils know what to do.
105. The school has a two-year cycle for its curriculum, and Year 4 pupils are also investigating light and materials. The teacher is good at reinforcing the terminology relating to light and materials and ensuring that pupils know what each word means and can use them in context. When pupils record what they have done, average and lower-attaining pupils have difficulty in writing it down. However, some of these pupils can satisfactorily explain their findings orally.
106. Year 5 discuss in pairs how muscle action in the limbs of the human body works. In this good lesson the working of muscles was demonstrated well on a model made by the teacher. Pupils applauded the demonstration before getting down to satisfactorily recording the task in their science books.
107. Year 6 pupils investigate frictional forces when toy vehicles are made to move down a slope and across a variety of surfaces. These pupils are aware of fair testing and are able to satisfactorily plan, implement and control their investigation. Pupils make good use of their computer skills when they put the data they have recorded onto a computer to form a graph so that they can interpret it.
108. Pupils' attitudes to science are good in spite of some of them providing challenging behaviour in some classes. Throughout the school, teachers are careful to include pupils of all abilities, including those with special educational needs. This is evident, during question-and-answer sessions at the start of the lesson. The lessons usually end with another question-and-answer session to find out what pupils have learned during the lesson. This enables all of them to progress satisfactorily in the infant classes and accelerate their progress in the junior classes.

109. Teaching in science is never less than good. Teachers manage pupils very well, and this contributes to their good behaviour. Teachers are knowledgeable about science and their pupils' abilities. They show confidence in what they do and plan lessons to include the different ability ranges in each class. However, whilst more-able pupils are mentioned in the planning, there is insufficient emphasis on what is to be provided for their learning. Insufficient time and targets are given when these pupils embark upon their tasks.
110. Computer skills to support science are developing well, particularly in the computer suite. However, there are insufficient occasions when graphs and word-processed reports are in pupils' science books, and the profile of information and communication technology as a tool for science is not sufficiently explicit.
111. Resources for science are very well organised, managed and maintained. The co-ordinator for science, who is giving a very good lead to the subject, has a good vision and plans for the future development of the subject. He has only been in post a short time and has yet to monitor the quality of teaching and learning in science.

ART AND DESIGN

112. Standards in art and design are at the expected levels at the end of both key stages. Progress in all classes is at least satisfactory, and a few pupils make good progress.
113. Throughout the school, pupils are given a good range of opportunities to learn a range of skills and techniques and to use a variety of media. Overall, attitudes and responses to art and design are good and all pupils, including those identified as having learning difficulties, make sound progress.
114. The work of pupils in Years 1 and 2 is displayed throughout the school. Working on the good foundation in art skills gained in the reception classes, pupils used a wide range of media, such as tie-dye, collage, fabric crayons and paint printing to create Joseph's coat of many colours. Pupils' creativity is encouraged when they use a range of wools and ribbons when creating Mexican weaving patterns. Three-dimensional work in creating dinosaur models shows that pupils' colour-mixing skills are good. No lessons in art were observed in Years 1 and 2, but teachers' planning and art work displayed around the school demonstrate that provision for art is good and that pupils' standards of work are improving.
115. Pupils in Year 3 make African masks using papier-mâché and paint, and learn about the symbolic meaning of different masks. They develop good colour-mixing skills and talk about the feeling of particular colours and the moods they inspire. Similar work in Year 4 has been based upon Egyptian masks. Other work has centred on designing a logo, creating a sequence of images and using pastels. Pupils use computer art programs to create front covers for their sketch books. They develop satisfactory sketching skills, making use of shading and a variety of pencils to create depth in their work. Year 5 pupils demonstrate sound technique when using shading to create perspective in their work. By the end of Year 6 pupils have developed a sound foundation of skills and apply them well in their work. For example, pupils are currently studying three-dimensional shapes and skylines. In applying colour to their drawings they are emulating the work of Mondrian in his use of bold colours and sharp lines of paint.

116. Teaching and learning in art and design are satisfactory. Throughout the school, pupils' work is displayed very attractively; this enhances pupils' learning and helps to raise their self-esteem. Good opportunities are provided for pupils at the end of the lesson to evaluate their work. Teachers have good subject knowledge and, when successfully communicating their enthusiasm for art to the pupils, as seen in a Year 6 lesson, they raise the standard of pupils' work and the progress they make.
117. The co-ordinator is knowledgeable about art and design and successfully manages the subject. A whole-school scheme of work is developing successfully and teachers' planning is satisfactory. All staff have high expectations of what pupils can achieve, and basic skills and techniques are taught very carefully and standards are rising as a result. Resources are satisfactory. The school holds an annual art week and after-school clubs in art and craft for all age groups and this ensures that the subject has a high profile in the school and that pupils' standards of work are improving.

DESIGN AND TECHNOLOGY

118. From the lessons seen, the scrutiny of pupils' work on display and talking to pupils, standards in design and technology are judged to be in line with national expectations by the end of Year 2 and Year 6. The pupils carry out 'design and make' projects throughout the school and have a good range of experiences in all areas of the design and technology curriculum, including food technology and construction. There is a good range of examples such as models and projects present in the school. These include a good example of Mexican weaving with a variety of colours, and in Years 1 and 2 pupils have made models of dancing dinosaurs in connection with their topic. Pupils make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6.
119. Pupils in Years 1 and 2 are being introduced to moving mechanisms in toys. The teacher demonstrates the way pupils are to look at them and observe their movement. Pupils sketch carefully and indicate the direction of movement by drawing arrows.
120. The classes of Year 3 pupils and a Year 4 class are finishing relief maps of Africa they have made in connection with their geography project. Some groups are still making the map with papier-mâché and others are painting it. They later set up electrical circuits to set into the map bulbs which will light up a particular area. This is a good link with science. These good lessons show that pupils have satisfactory cutting and painting skills as well as being able to put bulbs and batteries together, make a switch and light up the bulbs. In these lessons some pupils use information and communication technology to research information on Africa that will be highlighted on the relief map. Pupils work in mixed-ability groups, co-operating well, sharing tasks and solving problems themselves as they arise.
121. In an after-school art-and-craft club pupils have been painting and making a collage from fabric. They are now making a surround from card and papier-mâché with which to frame it. Pupils from several year groups show sound cutting and colouring skills.
122. The teaching of design and technology is always good. In order to make use of teachers' expertise some classes are taught by the same teacher whilst another teacher who has expertise in music teaches a parallel class. This is having a positive impact on standards in both subjects which are rising, particularly in Years 3 to 6.

Teachers are aware of health and safety requirements when handling tools such as scissors. All pupils are provided for and tasks take into account both the age and ability of the pupils. Assessment procedures in the subject are not yet in place. The co-ordinator is giving a good lead in developing the subject.

GEOGRAPHY

123. Standards of attainment are in line with those expected nationally at the end of Year 2 and Year 6.
124. Pupils make sound progress as they develop their knowledge of places, and their fieldwork skills, as they progress through the school. Pupils with special educational needs make sound progress with support of the teacher or teacher assistant. Tasks set do not always take into account their needs and abilities as these pupils are very dependent on the extra-support they receive rather than by being encouraged to work independently by adapting the work to meet their needs.
125. Years 1 and 2 have sound knowledge and understanding of places around the world such as Mexico and India through comparisons with their locality. They identify features of a place, the weather, clothes and food. Pupils' express likes and dislikes related to the locality or an environment, but their use of geographical vocabulary is limited, leading to very simplistic explanations. Teachers use a good range of personal resources and artefacts to support pupils' learning. Pupils in Years 3 and 4 have studied in depth Matinyani in Africa. They use suitable geographical vocabulary to compare Matinyani with their own town of Calne. They are familiar enough with a map of the world to identify the main continents and countries, and know that Africa is made up of different countries. Pupils show pride in their work displayed in the classroom. Pupils in Years 5 and 6 make observant points about their locality. They recognise and describe physical and human processes, and are beginning to understand how these can change the feature of the locality and how these changes can affect the lives and activities of the people. Pupils analyse with care and interest photographs and pictures of their locality taken and collected by teachers, identifying similarities and differences over time and this aids their understanding of the changes that have occurred in their locality.
126. The quality of teaching is sound. Learning is enriched by good links with other subjects, particularly with history. However, insufficient emphasis is given to key vocabulary to support pupils in Years 1 and 2 in their written work and this limits their correct use of geographical vocabulary. Strengths include good management of classes and of resources, and good use made of the local area as a resource. The breadth of studies allows enquiry skills to develop progressively as pupils learn first hand about their own locality and then make use of secondary resources to find out about the wider world. However, there are insufficient maps in a range of scales or aerial maps to support this work.
127. The subject is managed on a two-year rolling programme of topics. The scheme of work gives sufficient detail to guide teachers' planning. However, the progression of pupils' geographical skills is not backed up by assessment procedures which monitor individual pupils' progress. The lack of a suitable collection of work to indicate the standard to expect in each year group means that teachers have no opportunity to arrive at a common understanding of what to expect of pupils in each year group. Appropriate use is made of the locality and beyond for field studies.

HISTORY

128. Although no history lessons were observed with pupils aged six and seven during the inspection, it is clear from a scrutiny of pupils' work and from displays, teachers' planning and talking to pupils, that they make satisfactory progress in knowledge, skills and understanding, and that standards are in line with national expectations.

Pupils continue to make sound progress in acquiring appropriate knowledge and understanding of the past as they move through the school. By the time they are eleven years old, pupils attain standards in line with national expectations.

129. By the age of seven, pupils develop a sound grasp of chronology; most can sequence the age of toys, showing an understanding of “old”, “older” and “oldest”. They have a growing awareness of the differences between the past and the present, and can compare toys of today with those of their parents and grandparents. At the ages of eight and nine, pupils show a developing sense of chronology through their study of the Victorian era. They make clear comparisons between houses then and now. A Victorian Day in school organised by teachers gave lasting memories to pupils of the difference between Victorian schools and modern ones. By the age of eleven, pupils have sound factual knowledge and understanding of events in Britain since 1930. They show a growing understanding of the causes and effects of a range of aspects of World War II; for example, the reasons for rationing food and clothes, and the effects this had on the lives of the British people. They are encouraged to develop their skills of historical enquiry through examination and evaluation of a range of artefacts and written evidence related to World War II. Pupils make good use of information and communication technology to present their findings in moving graphical forms.
130. Pupils make satisfactory progress in both key stages. When topics are well targeted to arouse interest, perceptive questions challenge the pupils and tasks are devised to reflect pupils’ needs and abilities, progress is good. This was evident in Year 6, where pupils showed a lot of interest, competent research skills and the ability to work independently or in small groups. They enjoy class discussions and are able to visit a number of local sites of interest and museums to encourage the development of their enquiry skills.
131. Teaching overall is satisfactory, and there is some very good teaching in Year 6. Most teachers have a sound subject knowledge and understanding of the subject. The use of literacy skills to develop pupils’ ability to write persuasively and descriptively is insufficiently developed. On occasions, useful links are made with geography.
132. Resources are adequate to deliver the curriculum. There are a variety of reference books accessible in classrooms and pupils can examine artefacts and other source material. Wall displays are colourful and add a further dimension to pupils’ knowledge and understanding. The scheme of work gives sufficient guidance to support teachers’ planning but there are no assessment procedures in place to give a clear picture of individual pupils’ progress. This makes it difficult for teachers to plan work that will identify and address areas of difficulty and for pupils to know what they need to do to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. After the good start made by reception children, pupils in the infant classes make good progress so that by the age of seven their standards in the subject are good and above national expectations. This good progress is continued in the junior classes and by the age of 11 their standards are above those expected nationally.
134. Pupils with special educational needs and pupils for whom English is a second language also progress well and many pupils with learning difficulties show skills that are well up to the standards of other pupils.

135. Teachers in the very good computer suite teach the skills of the subject well. Features of the teaching are the enthusiasm, confidence and competence that all teachers have for the subject and they in turn are able to impart this enthusiasm to the pupils. They also develop and reinforce good co-operative skills when pupils are working.
136. Pupils in Years 1 and 2 use a computer art program to draw toys. This work is inspired by their history project on old toys. Before embarking on the task the teacher is good at eliciting pupils' current knowledge of how to open the program. As a class they can collectively recall their previous lesson. The teacher is good at demonstrating how to select colour and tools on the computer in order to make a picture of a rocking horse. Pupils' confidence in controlling the mouse is developing, but most copy the demonstration toy. However, less able pupils, supported by a competent teaching-support assistant, show good mouse skills in drawing a Jack-in-the-Box.
137. In a good lesson Year 3 pupils are using the Excel program to produce a graph. The skills for opening the program are very clearly explained. The teacher then demonstrates how to operate the program well so that pupils are interested and eager to learn. Pupils are entering the data from a survey of favourite foods that they have carried out earlier in the class. At the end of the lesson most have been able to enter data and produce a graph. At the end of the lesson the teacher asks good questions to reinforce the skills that have been learned. The teacher is also good at explaining what will happen in the next lesson. This illustrates that the skills in this subject are progressively developed through the school and why pupils' progress is good.
138. Year 5 pupils are able to use the "search and replace" command in connection with their literacy work. They are taught how to use this command and are quite good at this procedure by the end of the lesson. In another good lesson, Year 6 also combine literacy and computer skills when they edit a piece of text to alter the tense. They learn how to tile the screen and to use the "find and replace" tool.
139. There is a well-attended weekly computer club before school. Here pupils from Years 4, 5 and 6 learn a variety of skills. They are currently learning all the skills necessary to make a power point presentation and some of their presentations are very good. The co-ordinator, who is highly skilled in the subject, teaches the club very well. Much emphasis is given to boosting pupils' confidence.
140. Teaching is never less than good in the subject, and work is well planned. Tasks are provided for the differing ability ranges within the class, including pupils with special educational needs.
141. In the taught sessions information and communication technology is closely linked with other areas of the curriculum. For example, in a good numeracy lesson in Year 3, two pupils use the computer to enter their data when sorting in order to produce a graph. In a very good literacy lesson with another Year 3 class two pupils who have problems with writing take it in turns to type words on a screen specially prepared by the teacher. Higher-attaining Year 6 pupils prepare a project based on chocolate in connection with the numeracy lesson. The subject is also used as homework. For example, Year 6 pupils research someone that they admire, using the Internet.
142. Whilst the cross-curricular links occur in lessons, and work is kept in portfolios, too few examples of computer-generated work appear in pupils' books.

143. Whilst there is only one computer in each classroom, the suite with its interactive board is very good. The co-ordinator who is highly skilled in the subject, enthusiastic and able to inspire others, is giving an excellent lead in developing the subject and this is having a good effect on standards.

MUSIC

144. Standards attained by pupils at the end of Years 2 and 6 are in line with national expectations. Music is an important part of the school's curriculum and all pupils are encouraged to take part in music lessons and extra-curricular music. There is no significant difference between the attainment of boys and girls.
145. The school is following the national guidelines as well as a commercial scheme which has been chosen to support the non-specialist teachers and help them to teach music to a satisfactory standard. The co-ordinator, who has been in post for less than two terms, has provided some support for teachers and has ensured that the five members of staff who have specialist knowledge are used effectively throughout the school and this is having a positive impact on standards, particularly in Years 3 to 6.
146. In a Year 1 and 2 class, pupils are able to recognise similarities and differences in rhythm linked to the chant "Mrs White had a Fright". Most pupils are able to clap accurately following syllables but find difficulty in following more difficult rhythms. There is a strong sense of enjoyment, and listening skills are developing in a satisfactory way. In Year 3 classes, pupils are beginning to create simple tunes using the pentatonic scale. Most of them are able to recognise the five notes of the scale, but there is still confusion between the names of notes and alphabetical order.
147. In a Year 6 lesson led by the subject co-ordinator, pupils are able to enjoy and express their reactions to mood music by a modern composer. There is evidence of their knowledge of sustained notes and dynamics in music, and they demonstrate good listening skills.
148. Throughout the school, pupils' attitudes to the subject are good and they show enjoyment and commitment in their work. The quality of singing in assemblies is satisfactory. In a junior singing session pupils show a good awareness of rhythm, but in both infant and junior singing sessions teachers do not raise pupils' awareness of dynamics and tempo.
149. The quality of teaching and learning during the inspection was good overall. Three of the lessons observed were led by teachers with specialist knowledge and this is beginning to have an impact on the quality of music throughout the school. In one lesson a non-specialist teacher was implementing the rules effectively when using instruments and bringing pupils in together on the beat to extend their learning. When the teaching was good, teachers had clear control and shared their knowledge and understanding well, encouraging pupils to listen carefully for rhythm and musical content. In a Year 3 class the teacher encouraged good practice when developing pupils' recorder playing, and they are gaining the confidence to change their compositions using a variety of instruments and performing their work to the rest of the class.
150. Some pupils receive specialist tuition from local authority music teachers in the guitar, piano, saxophone and violin. The extra-curricular provision for music is a positive

feature of the school's work. There are opportunities for pupils to sing in a choir and also to learn to play the recorder. The co-ordinator has not yet monitored teaching or had the opportunity to share her expertise in lessons and her knowledge of standards throughout the school is, therefore, limited. Teachers make assessments of pupils' attainment every term, but there are no whole school assessment procedures in place as yet. The range of resources for music is satisfactory and includes multi-cultural instruments.

PHYSICAL EDUCATION

151. Standards in physical education are in line with national expectations at the end of Year 2 and Year 6. Pupils make satisfactory progress. The good number of school clubs to support the subject is having a positive impact on standards and the progress pupils make.
152. Pupils in Years 1 and 2 demonstrate satisfactory co-ordination and control as they move to music inspired by the story of 'Handa's Surprise' that they have heard in literacy lessons. They are well-behaved and teachers insist on attentive listening as they issue instructions and commands to ensure pupils work safely. This is necessary, as many of these pupils generally do not listen well. Pupils work hard to copy the animal movements from the story and are imaginative in their responses. They had heard the music before in a previous lesson and show that they had retained a lot since that lesson. The teacher was able to take their learning further as a result. Pupils show obvious enjoyment in physical activities and their movements are becoming more co-ordinated. All pupils took a full part in the lesson, including those with special educational needs. One such pupil showed enjoyment in his movements as he was supported by a teaching assistant. After practising the movements each year group watch the other as they move to the music. The Year 2 pupils spontaneously applaud the Year 1 pupils and made supportive comments about their performance.
153. Year 5 pupils were practising ball skills appropriate for netball and basketball. In this good lesson the teacher demonstrated well the various catching and passing skills to be learned. The behaviour of this class was generally satisfactory, although there were a minority of pupils who required constant attention and this slowed the pace of the lesson. Pupils' movement and co-ordination are satisfactory and they show enjoyment in physical activities.
154. Pupils have swimming lessons at a nearby sports centre and most of those that go can now swim 25 metres.

RELIGIOUS EDUCATION

155. Standards are in line with the requirements of the locally agreed syllabus at the ages of seven and 11. Little work is recorded with pupils under seven, but judging by their responses in the lesson observed, they have sound knowledge of Christian celebrations. Pupils listen attentively to stories such as that of the Last Supper. They know that Jesus had twelve friends who were called His disciples. Pupils are beginning to understand the use of symbolism in the Christian faith when they talk about bread being the body of Christ, and wine His blood. Pupils have sound knowledge of the Creation, the Christmas story and the prophet Joseph and his dreams. Stories are appropriately told and books and pictures successfully shared. Suitable emphasis is given to the importance of specific stories

156. By the age of 11, pupils demonstrate sound progress, moving from factual learning to raising issues and making judgements. On occasions when the teacher demonstrates very secure knowledge and understanding and sets good questions pupils achieve very well and show their ability to attain standards above those expected. This was evident in Year 6, where pupils responded with thoughtful ideas and mature answers to the questions set. They demonstrated a growing understanding of the feelings for and against the idea of sacrifice in worship. Pupils are expected to think for themselves and to make connections between stories they hear and everyday life. For example, pupils in Years 3 and 4 demonstrate a secure understanding of right and wrong in their thoughtful writing of their own ten commandments. Pupils understand why charity work is important. The most able pupils give thoughtful answers to questions. This results in more questions being asked. All pupils are familiar with some Bible stories. However, a scrutiny of pupils' previous work shows that little use is made of pupils writing skills in recording their work. Although teaching of other faiths, values and beliefs was not seen during the inspection, pupils have satisfactory knowledge of the Jewish and Muslim religions.
157. The quality of teaching is satisfactory, although one lesson observed was very good. Teachers have a sound knowledge of the subject. Religious education makes a good contribution to pupils' moral development by providing frequent opportunities for pupils to discuss the need for rules in life and developing their sense of right and wrong. The contribution to pupils' cultural development is satisfactory, as they are encouraged to learn about faith traditions, and gain insights into ways of life and belief systems different to their own.
158. Subject co-ordination is satisfactory. The recently appointed co-ordinator has not yet had time to make a significant impact in the development of the subject. However, she has ensured that teachers' planning follows the locally agreed syllabus and gives support to colleagues. Resources for the subject are satisfactory.