

INSPECTION REPORT

NYLAND SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 126544

Headteacher: Mr Paul Sunners

Reporting inspector: Janet Bond
2642

Dates of inspection: 27th – 30th January 2003

Inspection number: 249423

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special school for pupils with emotional and behaviour difficulties
School category:	Community School
Age range of pupils:	5 – 12 Years
Gender of pupils:	Mixed
School address:	Nyland Road Nythe Swindon
Postcode:	SN3 3RD
Telephone number:	01793 535023
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr. Paul Read
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2642	Janet Bond	Registered inspector	Mathematics Art Music Special Educational Needs	The school's results and pupils' achievements How well are pupils taught?
19693	Sally Hall	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
20024	Paul Wright	Team inspector	English Religious Education	How well is the school led and managed?
1987	George Davies	Team inspector	Information and communication technology Geography History Citizenship Educational Inclusion	Pupils' attitudes, values and personal development
29960	Wolfgang Hug	Team inspector	Science Design and technology Physical education Personal, health and social education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nyland is a special school for boys and girls with emotional and behavioural difficulties. It is designated to admit up to sixty pupils between the ages of five and 12. However, of the forty pupils currently on roll all but four are aged between seven and 11 and the majority are boys. All pupils have a statement of special educational need so it is not appropriate to compare the attainment of pupils with national expectations or averages. There are no pupils from ethnic minorities or who have English as a second language. Thirty five percent of pupils are eligible for free school meals, which is average for this type of school. Originally the school was for pupils with moderate learning difficulties but seven years ago it was changed to a school for pupils with emotional and behavioural difficulties. In the last two years 6 teachers have left and 6.8 have been appointed.

HOW GOOD THE SCHOOL IS

Nyland is a good school that provides a good standard of education for all those pupils between the ages of seven and 12. As a result of effective teaching pupils learn well and make good progress. The leadership and management of the headteacher are good and provide a clear educational direction for future school developments. Although the provision made by the school is good, because income per pupil is very high, this means the school provides satisfactory value for money.

What the school does well

- The quality of education for all pupils, apart from the two pupils under the age of seven, has improved because the headteacher and senior management team have led effective changes well.
- Pupils' attitudes to work are positive because teachers provide work that is relevant to their needs.
- Good teaching ensures that pupils learn well and consequently make good progress. In mathematics and art pupils make very good progress.
- The progress that pupils make in their personal development is very good. The curriculum in this area is very well thought out with the result that pupils' personal and social skills are very good.
- Relationships that pupils have with each other and staff are very good.
- The merit system in place is understood and valued by pupils and ensures that their behaviour improves.

What could be improved

- The teaching and management of the very few pupils under the age of seven is unsatisfactory and as a consequence they fail to learn well and make limited progress.
- Occasional outbursts of extreme behaviour are not dealt with effectively because staff do not always adopt a consistent approach when they occur.
- The time available for teaching and learning is not sufficient and is below recommended levels.
- Formal and planned links with mainstream schools to support and extend pupils' learning are insufficient.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in July 1997 has been good. The key issues identified at this time have been addressed and now

- the curriculum is relevant and balanced and information about pupils is used well in teachers' planning
- the unsatisfactory teaching in design and technology and science has been rectified
- an induction programme for new staff is in place and the improved training opportunities in the area of behaviour management are evident in practice
- child protection procedures are secure and health and safety concerns have been rectified

- Roles and responsibilities of teaching staff are clear and are monitored regularly

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year 7	Key	
speaking and listening	B	very good	A
reading	B	good	B
writing	C	satisfactory	C
mathematics	A	unsatisfactory	D
personal, social and health education	A	poor	E
other personal targets set at annual reviews or in IEPs*	B		

IEPs are Individual Education Plans for pupils with special educational needs

It is a strength of the school that pupils in Year 3 to 7 make very good progress in their personal and social development. Personal and social education (PSE) work is effectively taught in all subjects. Standards have risen and pupils make very good progress in mathematics because teaching and planning have improved, pupils have good attitudes to learning and the work is interesting to them. Pupils make good progress in English because they are benefiting from a structured approach to learning how to read and spell and many opportunities are provided for speaking and listening. Pupils achieve very well in numeracy and well in literacy. Teaching is effective and has been improved by the use of the National Literacy and Numeracy Strategies. Pupils make good progress towards the targets set in their IEPs because teachers plan effectively for them in lessons. Pupils achieve very well in art. Teaching is very good and pupils have a rich range of work. Pupils make good progress in history, geography, music, ICT (information and communication technology) and physical education because lessons are well planned, teachers make the work interesting and build on earlier learning. Pupils make satisfactory progress in science, design and technology and religious education. The school has set appropriate targets for pupils improved achievement. The progress of the very few younger pupils is unsatisfactory because teaching is unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and are enthusiastic to learn.
Behaviour, in and out of classrooms	Good. Pupils know what is expected of them. They think the school rules and merit system are fair and this helps them improve their behaviour.
Personal development and relationships	Very good. The very good relationships with staff help pupils improve their independence and their knowledge of the impact of their actions on others.
Attendance	Good. Pupils want to come to school.

Pupils are aware of their own targets for improving their behaviour and try hard to succeed.

TEACHING AND LEARNING

Teaching of pupils:	Years 1 – 2	Years 3 – 7
Quality of teaching	Unsatisfactory	Good

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

Teaching for pupils in Year 3 to 7 is good and as a consequence pupils learn well. Teaching is very good in mathematics due to teachers very good understanding of the subject. Work given provides a high level of challenge so pupils are actively involved in their learning. Teaching is good in English, ICT, music, history, geography and physical education. In these subjects teachers show a good understanding of the learning needs of the pupils, manage their behaviour well and make learning enjoyable. Pupils with additional special needs have full access to all learning because teachers have a good understanding of their learning needs. Very good relationships between staff and pupils and good teamwork between teachers and teaching assistants effectively support pupils in their learning. Teaching for the very youngest pupils is unsatisfactory because work is not made appropriate to their interests and learning needs.

Numeracy is taught very well and literacy well because teachers are skilled in applying the National Strategies for Numeracy and Literacy in mathematics and English lessons and in other subjects. Class discussions give pupils opportunities to use and improve their good speaking and listening skills. Teaching is very good in personal and social development and pupils are effectively encouraged to take responsibility for their own behaviour. High quality teaching in art helps pupils benefit from the rich range of experiences available and as a consequence they achieve high standards. Teaching in science is satisfactory and more opportunities are being provided for pupils to hypothesise and investigate in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils are provided with a wide and interesting range of learning experiences. The curriculum for the youngest pupils is not appropriate to their age and level of learning.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good provision for pupils' moral, social and cultural development is reflected in the pupils' very good personal development. There is good provision for pupils' spiritual development.
How well the school cares for its pupils	Good. The school provides a safe, secure learning environment where the majority of pupils are encouraged to do their best.

Parents and carers have positive views of the school which works in a satisfactory way with parents to support pupils' behaviour and learning, both in school and at home. Although parents are kept informed about the improvements in their child's behaviour and the work they are doing, they are less well informed about the good progress their child is making.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher	The headteacher and key staff have effectively led the school through changing and challenging times. As a consequence there have been

and other key staff	many valuable developments and improvements in the quality of education the school provides. Even though additional support and staffing have been put in place, the provision for the youngest pupils is not effective.
How well the appropriate authority fulfils its responsibilities	Satisfactory. Statutory requirements are met and governors contribute effectively to school improvements and financial planning. They have supported the headteacher well through difficult staffing issues. Governors are well informed about school developments but less so about standards attained by pupils.
The school's evaluation of its performance	Good and improving. The school is gathering information to monitor pupils' progress and using the information to set whole-school targets to further raise standards.
The strategic use of resources	Good. The budget is used effectively to improve pupils' learning opportunities.

The aims of the school are reflected well in all aspects of school life. The school is beginning to use the information collected to more precisely evaluate achievements. The principles of best value which require the balancing of cost and effectiveness, are beginning to be integrated into the school's management systems. Staff are deployed effectively to support learning. Resources are good and used well. Accommodation is well maintained and the improvements made to the library and the ICT room have contributed to raising pupils' achievements.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress • Teaching is good and they are kept well informed • They feel comfortable about approaching the school and the school works closely with them • The school expects children to work hard and helps them become mature and responsible • The school is well led and managed 	<ul style="list-style-type: none"> • The amount of homework • Some parents do not feel behaviour in school is good

Inspectors agree with all but one of the views of parents. Inspectors judge that, for the most part, behaviour is good in school although staff do not always deal with isolated incidents of extreme behaviour in a firm and consistent way.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter school with very low levels of achievement, particularly in English and mathematics. They have poor personal and social skills and poor attitudes to school and learning. However, as a result of an effective behaviour management reward system, good quality teaching and a well planned and relevant curriculum, there has been an improvement in pupils' achievements since the last inspection. All pupils, apart from the two pupils under seven, make good and very good progress and achieve well in their behaviour, in their personal and social skills and in English and mathematics. Pupils' achievement is good because teaching and learning are effectively focused to ensure they build steadily upon their earlier learning. Progress against targets in pupils' Individual Education and Behaviour Plans is good. Lesson planning effectively focuses on individual targets in the majority of lessons. Pupils are tested each term in English and mathematics. The school is in the early stages of using the information from these test to inform subject planning and whole school target setting and planning, to provide a clear focus on raising pupils' standards in subjects.
2. There have been significant changes in the achievements of all but the youngest pupils in most subjects, since the last inspection. Pupils' achievements are improving because, in teachers' lesson plans, there is a good focus on what pupils will learn during lessons. Pupils make good progress in English, particularly in speaking, listening, reading and spelling. Teachers are skilful in delivering the National Literacy Strategy and this contributes to the good progress pupils make in English. Progress and achievement in writing is satisfactory. Pupils make very good progress and achieve very well in mathematics, particularly in number and in applying mathematics. This is because of the positive impact of effective teaching of the National Numeracy Strategy and improved curriculum planning. Pupils make satisfactory progress in science, which is an improvement since the last inspection when progress in science was unsatisfactory. Pupils make very good progress in art because they are provided with a rich and wide range of learning opportunities. Pupils make good progress in physical education, ICT, humanities and music because both planning and teaching are good. In Religious Education and design and technology pupils achievements are satisfactory. The youngest pupils are given work that is inappropriate to their age, interests and learning needs and so their progress is unsatisfactory.
3. Pupils with additional special educational needs make good progress throughout the school and achieve well. Individual and small group teaching means pupils receive the level of support they need. Teaching assistants play a valuable role in providing effective individual support. Pupils make very good progress in their personal and social development and in managing their behaviour because they understand and enjoy the reward systems that are consistently and fairly applied. Therapies, including music therapy, make a valuable contribution to the improvements in pupils' attitudes to learning.

Pupils' attitudes, values and personal development

4. Pupils' attitudes and behaviour are good and their personal development is very good. This represents a significant improvement since the last inspection when attitudes were considered satisfactory overall and behaviour was generally unsatisfactory.

5. All pupils enjoy coming to school, because as one pupil said, “ We like everything about it”, and parents confirm their children want to come to school. They arrive in the hall for breakfast in a very cheerful frame of mind and queue in an orderly manner. They show courtesy to serving staff and to those who share their breakfast snack with them. This first experience of the morning gives a good and positive start to the day. Pupils remember and use basic social skills. They listen well as they are gently reminded by support staff about the type of behaviour that will stand them in good stead during the day.
6. Pupils display attitudes, both in lessons and when moving around the school, that are consistently good. They respond positively and with enthusiasm to most of the demands made of them. They do this because teachers provide them with activities that are interesting and support them to succeed at tasks they have not done before. Great excitement was shown by Year 4 pupils as they stuffed “body parts” into their “body” during a humanities lesson about mummification. A Year 6 class sustained intense interest and concentration for the whole of an English lesson as they improved their understanding of alphabetical order. In an art lesson involving exploring the properties of different materials, pupils were so engrossed in the challenge set that they attended and behaved in an exemplary manner. The work provided for the youngest pupils fails to capture their interest. As a consequence they do not sustain attention or involvement with what they are doing. All pupils show good attitudes when in large groups such as assemblies, a whole school puppet show or when out at play. They listened well in assembly; showing confidence when providing examples of what is “right and wrong”. They are very clear about bullying and violence being wrong, and about sharing and saying please being right. Indeed, during the inspection no bullying was observed. At the end of this assembly pupils sang with gusto and sincerity “Thank you for my friends”. Pupils also showed very positive attitudes during the puppet show. They attended with concentration and real interest for the whole performance. When allowed to see behind the scenes after the show they responded with calm maturity and did not abuse the privilege.
7. Pupils’ behaviour is good. They show respect for each other and staff and are very careful when handling the school’s equipment or borrowed artefacts. This was clearly seen as pupils took great care when working with the very delicate Egyptian artefacts that had been brought in to help them with their current topic. Behaviour in lessons is good because pupils are interested in the sometimes very imaginative activities that teachers plan. Support staff play an important role in helping pupils behave well. They follow agreed approaches for changing behaviour and reinforcing the teachers’ and school’s code of conduct. Very young pupils’ behaviour is inappropriate and frequently prevents learning taking place. Although teaching assistants work very well with them, they do not understand what is required of them because they are managed in an inconsistent manner and in a way that is not appropriate to their age. For all other pupils the school’s merit system makes a significant contribution to their good behaviour. Pupils understand the system, consider it to be “very fair” and show significant personal social maturity as they accept in silence the loss of “Golden Time” minutes. One pupil in Year 4 who had lost three minutes of “Golden Time” showed significant initiative as he quickly got the class sand timer and sat quietly while the sand ran out. He knew that the sooner he started the sooner he would be taking part in “Golden Activity”.
8. Pupils’ personal development is very good. They respond very well in situations that provide opportunities for using social and personal skills. At breakfast and lunch they show regard for the welfare of others. They make sensible choices about what they eat and older pupils show increasing maturity and self confidence as they choose to sit at different tables, in order to talk with different friends and members of staff. In class, pupils show initiative as they help to tidy up after lessons, often unasked. Pupils

contribute well to the high quality of discussions which are key features of certain times of the day. They discuss personal issues and others that relate to the wider community and world in a sensible and thoughtful manner. They know of the need to wait their turn and are developing as good listeners when others are talking. As pupils progress through the school they improve in their ability to work independently and collaboratively, particularly in ICT, physical education and music lessons. Pupils take the many opportunities teachers and support staff provide, to improve and extend their personal and social skills.

9. Pupils' attendance is good and has improved since the last inspection when it was satisfactory. Nearly all pupils want to come to school and their level of attendance of just over 90 per cent is above that found in similar schools. Pupils travel to school by taxi and normally arrive at school on time. At the end of the lunch-time and breaks, pupils come into school from the playground quickly and without fuss, enabling lessons to begin on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. Teaching is consistently good and frequently very good for all pupils except the few very youngest pupils. As a result, all pupils between the age of seven and 12 achieve well and make good progress. This represents a significant improvement since the last inspection. Teaching is very effective in mathematics, art and personal, moral and social education and for Year 6 pupils.
11. A number of important developments have led to the significant improvement in teaching and learning in all subjects. The curriculum has been rewritten with appropriate work planned for each year group. The National Strategies for Literacy and Numeracy have been successfully introduced. These changes have resulted in teachers being more knowledgeable about what pupils need to learn. Literacy skills are taught well and numeracy skills are taught very well. Improvements in IEPs mean that teachers can more accurately plan work for individual pupils. Particular strengths of the teaching are the teamwork between teachers and teaching assistants, the consistency of teachers in applying the merit system to support good behaviour and the very good relationships between staff and pupils. Teachers know pupils well, and consequently work is planned for individual pupils. As a result, pupils are interested and eager to do their work, try very hard and make good progress.
12. Where teaching is good, teachers have a good knowledge of the subjects they teach and a good knowledge of the wide range of learning and behavioural needs of the pupils. They plan activities that allow all of the class to actively take part in each lesson. Where teachers are not fully confident, for example in science, pupils are not always effectively challenged or actively involved. Teachers use information from IEP's to plan work which is closely matched to pupils' needs and which provides the right amount of challenge to help them progress. For example, in a very good mathematics lesson each pupil was encouraged and supported to improve their own approach to mental calculations of adding, subtracting and dividing hundreds, tens and units. Pupils made very good progress because of the teacher's effective questioning, use of appropriate technical language, use of very good examples and allowing pupils opportunities to explain how they had achieved their answer. Pupils were fully engrossed in the activities, gained confidence in their own abilities and were delighted with their own achievements.
13. Even though the teacher has been supported with lesson planning, in the one class where teaching was unsatisfactory the work was not interesting or appropriate for the age and interests of pupils. This resulted in them not being engaged or sufficiently

involved. The management of poor behaviour was inappropriate and other pupils' learning was frequently disrupted. Although the teaching assistants worked very hard, the management and organisation of the classroom did not effectively support learning.

14. Teaching for pupils with additional special educational needs is good. Teachers understand the individual learning and behavioural needs of pupils well and plan lessons that build systematically upon their achievements. All pupils have full access to the curriculum. The use of appropriate resources and teaching strategies supports pupils' interest, concentration and effort. For example, Year 3 and 4 pupils have their own token pot so they can see how well they are doing in their behaviour during each lesson. Speech therapists, music therapists and other visiting professionals provide additional support, which further enhances pupils' learning opportunities.
15. The effective partnership between teachers and teaching assistants contributes significantly to pupils' good progress. In nearly all lessons, teaching assistants are fully aware of the role they are to play and what pupils are to learn. In a numeracy lesson, for example, pupils made good progress in their learning because the teacher divided the class into three groups for part of the lesson, one led by her and the other two by teaching assistants. This ensured each pupil was given work appropriate to their needs and was provided with good individual support which helped them to concentrate and learn. Where teaching is particularly effective, teaching assistants contribute well to the ongoing monitoring of pupils' achievements and successes, which assists effective lesson planning. At the end of most lessons, time is available for pupils to explain to the whole class what they have been doing. This provides the opportunity for all to celebrate individual achievements and allows the teacher to check on what pupils have understood and remembered.
16. Pupils behave well in lessons because they find the work interesting and have very good relationships with staff, who manage their behaviour skilfully. If any pupil does react inappropriately, teachers manage unobtrusively to make sure the learning of others is not affected. Because appropriate activities are planned for, and pupils are actively involved, they are keen to participate and confident to try new challenges. In a well-paced English lesson, pupils responded to the high expectations of the teacher by using a dictionary and thesaurus, and by explaining story sequences. In the majority of lessons, teachers provide opportunities for pupils to make choices and decisions and pupils are treated with respect and consideration.

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

17. The school provides a broad, balanced and rich curriculum for all but the youngest pupils. This represents a considerable improvement since the last inspection. All statutory requirements are met, including full access to the National Curriculum, religious education and collective worship. Music therapy, outdoor pursuits, cultural visits and lunchtime and after school clubs give pupils an interesting and varied range of educational experiences. There is an appropriate emphasis on the teaching of literacy, numeracy and personal and social education with the teaching of these basic skills taking up over half of the teaching time. These core skills are effectively planned for in other subjects and in topic plans. The weekly timetabled teaching time falls considerably short of that recommended for pupils of this age and is much shorter than in similar schools. This results in pupils having less learning time in other subjects.

18. Appropriate long term curriculum planning ensures pupils receive a wide and balanced spread of subjects and that they progress as they move through the school. All teachers contribute to writing the programme of work for the term topic. Weekly plans are written by class teachers and monitored by a member of the senior management team for their breadth, balance and cross-subject links. Plans for individual lessons show what is to be learnt and are linked to individual pupil targets. PSE work is effectively incorporated into all subjects and aspects of school life. Daily circle time (group discussion) in all classes and a choice of earned rewards during 'Golden Time' help pupils reflect on their behaviour and encourages them to improve their social relationships. Weekly music therapy and daily assemblies effectively encourage the spiritual development of pupils.
19. Pupils with additional special educational needs, such as those with autistic spectrum disorders, are catered for well. Teachers are acutely aware of their special requirements. Many teachers have attended specialist courses to help them adapt their teaching to the needs of these children. The small numbers of girls in school have equal access to all areas of the curriculum. The school is currently planning additional activities to make up for their minority status in the school.
20. As part of its very good personal, social and health education (PSHE) programme, the school has made a very good start in developing programmes that help pupils become good citizens. It effectively provides pupils with opportunities to gain the knowledge and understanding to be informed citizens; it helps them develop the skills of communication and enquiry, and provides activities that help them to acquire the skills of participation in a responsible manner. Last summer, Year 6 pupils took part in a Junior Good Citizen Scheme that involved being tested in a wide range of activities that indicated how well they had developed citizenship skills. They came equal second out of 23 schools. To do this, pupils showed they could respond correctly in a range of situations that included knowledge and understanding of safety in the kitchen, road safety, fire safety and basic hygiene and safety at home.
21. Planned work on citizenship is effectively integrated into other work. Class rules that are linked to the schools' "Golden Rules" help pupils understand how local democracy works. Discussions about being fair contributes to their awareness of human rights issues, while debates about likes and dislikes are developed to include the acceptance of different people and different cultures. The school's merit system and the pupils' total acceptance of its fairness helps them know the difference between appropriate and inappropriate behaviour. During circle time, they increasingly show that they know that their behaviour is often a matter of choice. The high quality of discussion during these structured end of day sessions contributes to pupils' development as increasingly more responsible citizens.
22. The provision for pupils' spiritual development is good, it is very good for their moral, social and cultural development. Pupils' spiritual development is encouraged in many of the school's activities. During circle time in their classes they experience the comfort of friendship and mutual respect. They learn to talk positively about each other and appreciate the strengths and talents of their peers. Pupils learn to be silent and reflect quietly on events. In assemblies they regularly experience the combined strength of the school community. Appreciation and awareness of religious beliefs is fostered in assembly and religious education, in many displays and in the daily prayer before their midday meal.
23. A strong moral code influences the entire life of the school. "Golden Rules" referring to fairness, justice, equality and positive behaviour are displayed in classrooms and

common areas. Pupils are helped to resolve conflicts by referring to these rules. They are rewarded for adhering to them. Pupils say the system of rewards and sanctions, based on the "Golden Rules" is entirely fair. Pupils are frequently reminded to think of the consequences of their behaviour and the effect that their actions might have on others. In one classroom, a large poster invites pupils to 'stop and think' before they 'do'. Through the regular opportunities to reflect and the celebration of positive behaviour, pupils learn respect for others and adopt the moral code of the school.

24. Most pupils at their previous school had experienced difficulties in their relationships with other children and adults. As they move through the school they are increasingly able to engage in constructive friendships, co-operate with each other and work in teams. The wide range of physical activities, such as outdoor pursuits, residential experiences, games and sporting clubs make a particularly positive contribution to this development. Here pupils are challenged to support each other and to subordinate their own needs to those of the team. On the occasions when their difficulties with social relationships still surface, staff are quick to point out the consequences of anti-social behaviour and support pupils to behave more appropriately.
25. The school provides a rich cultural environment. Pupils understand that their own country has a multi-cultural and ethnic tradition. They visit places of worship from different faiths in their locality. Although there are few pupils from a non-white background on the school roll, there are no signs of racism or discrimination at the school. Pupils explore the traditions from other cultures in art, music, literacy and other subjects. Their art work is of a high quality and prominently displayed throughout the school. Many products of their artistic endeavours relate to objects, or styles, from countries they study, such as India or Egypt. Through visiting groups, such as Indian dancers, and visits to the theatre and museums, pupils' learning is enriched.
26. The school makes satisfactory use of the local area and community to support learning. Pupils enjoy visits to areas of interest linked to their work, such as the local Sikh Temple. Pupils also benefit from a good range of visitors into school, such as the community policeman. Links with other schools are satisfactory. When appropriate, the school works closely with individual schools to support the reintegration of individual pupils into their local school. However, there is no formal or systematic procedure in place for this.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. Procedures to ensure pupils' welfare, health and safety are good. Parents value the way in which adults working in school care for pupils, and pupils themselves say they can turn to their class teachers and the headteacher if they have problems. The school has good systems in place for monitoring and supporting pupils' personal development. Teachers and support staff carefully keep track of how well pupils make progress in their personal, social and emotional development through daily discussions with the pupils, especially during circle time. The headteacher and deputy headteacher are particularly supportive of pupils and their families who have difficulties, involving other support agencies, and making home visits as necessary.
28. The school pays good attention to health and safety. Since the last inspection, the school has drawn up a good policy in this area with detailed procedures. A member of the support staff has recently taken on the responsibility for overseeing health and safety issues on a day to day basis, and takes her duties very seriously. Appropriate systems are in place for emergency evacuations, reporting hazards, portable

appliance testing and risk assessment. The arrangements for first aid are satisfactory. There are good procedures for recording treatment, informing parents and administering medication. No members of staff are qualified in first aid, but five adults working in school have received basic first aid training.

29. Since the last inspection the school has adopted a whole school policy for child protection and ensures that staff are trained appropriately. The deputy headteacher is the child protection co-ordinator and carries out his duties effectively. Adults working in school are aware of the procedures to report any concerns. The necessary arrangements for pupils in public care are in place.
30. The school's arrangements for monitoring and improving attendance are good. Although good attendance is not rewarded, the school has successfully created an environment where the vast majority of pupils want to come to school and attendance levels are higher than similar schools. The school works closely with the educational welfare officer to follow up any unexplained absences. She knows the pupils and their families well and as a consequence, any poor levels of attendance are 'nipped in the bud'. As was the case at the time of the last inspection, the legal requirement to mark registers in the afternoon is not always carried out.
31. The procedures for monitoring and promoting good behaviour are good. Since the last inspection the school has developed a good and clear behaviour policy which emphasises the use of rewards. Nearly all the class teachers apply the rewards and sanctions consistently. Pupils understand the consequences of their actions; if they behave well they gain merit days and if they misbehave they lose minutes from their "Golden time". Parents and pupils value the way pupils are learning to manage their own behaviour both in school and at home. This good behaviour has a positive impact on the pupils' learning and self esteem. However, clear strategies to deal with isolated incidents of extreme behaviour are not in place. When these occur, the pupil is removed from the class and sometimes "rewarded" for his/her poor behaviour. For example, they are allowed to help set up equipment in the hall and given toys to take back to the classroom. In these instances staff do not always give firm messages that their behaviour is unacceptable.
32. The procedures for monitoring and eliminating oppressive behaviour are good. The school has drawn up a clear anti-bullying policy and bullying is discussed in circle time and assemblies. Incidents of anti-social behaviour, including those of a racist and sexist nature, are recorded and investigated. Pupils say that any incidence of bullying is usually dealt with effectively.
33. Arrangements for monitoring and recording pupils' achievements and progress are good. This is a good improvement since the last inspection when arrangements were considered to be poor. The school is gathering a large amount of evidence on individual pupil progress, and is now considering how best to manage and use this data to help to improve the quality of provision available.
34. Profiles of pupils' attainment when they start school are effective in providing teachers with information about what pupils know, understand and can do in English, mathematics, science and personal and social development. In addition, very relevant information is made available through the use of the Learning and Behaviour Management Assessment profiles that are used by teachers to develop approaches that will help pupils modify their behaviour. Testing takes place at least annually to check pupils' progress. This information, together with information from Statements and annual reviews, is effectively used to produce targets for pupils' well organised Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs). General

aims identified in these are good but some specific smaller targets are insufficiently precise to accurately monitor progress. Appropriately, pupils are being more involved in monitoring their own progress towards their targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. Parents and carers have positive views about many aspects of school life. They are pleased that their children like coming to school and see improvements in their children's attitudes. They have confidence in the way the school is led and managed. They feel that the school works closely with parents and appreciate that staff are very approachable. Parents say that their children are expected to work hard and are making good progress. They consider that the teaching is good and the school keeps them well informed about how their children are progressing. The inspection team agrees with these positive views.
36. A quarter of the parents who returned the questionnaires have concerns about behaviour. Inspectors found that generally the merit system is effective and encourages pupils to behave well. However, staff do not always deal with isolated incidents of extreme behaviour in a firm and consistent way. Nearly half the parents who returned the questionnaire are unhappy about the school's arrangements for homework. The inspection team judges homework to be generally satisfactory as pupils are encouraged to take reading books home and some staff provide homework.
37. The school has satisfactory links with its parents and carers. Staff contact home to share successes as well as talk through concerns. This is mainly by telephone, although there is some communication through the home-school books. The headteacher and deputy headteacher make home visits when appropriate. The school has not conducted its own survey of parents, but gathered some useful opinions at forums held at the start of the school year. Parents and staff have the opportunity to celebrate pupils' work at an open evening before the governors' annual meeting. The school issues parents with a well thought out home-school agreement but does not actively encourage parents to sign it.
38. The information the school provides to parents is satisfactory. The prospectus is informative and contains all the information it should. The governors' annual report to parents does not contain enough detail about finance, access for disabled pupils and the school's targets for national tests. A recently produced newsletter is of a high quality and celebrates the school's successes. However, as the previous publication was over two years ago, there are missed opportunities for families to share in the life of the school through a regular and more frequent newsletter. The annual review meetings allow a valuable exchange of information between parents and staff concerning pupils' work at home and school. The pupils' annual reports are generally satisfactory and inform parents about what their children can do, but there is not enough detail about how well their children are doing or what they need to do to improve. Parents value the frequent, and often daily, information which the school sends them about how well their children are behaving, through the home-school books and copies of their children's rewards.
39. The impact of parents' involvement in the work of the school is satisfactory. The parent governors are supportive of the school and families enjoy attending special events such as the Christmas play and Harvest service. There is no parent teacher association and no parents have returned the home-school agreement. The parents' contribution to their children's learning is satisfactory. Parents are not encouraged to

help in school, but most are very supportive and will come into school if their child is having extreme problems. About 60 per cent of the parents attend the pupils' annual review meeting and a few parents make comments in the home-school link books.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The effective leadership and management of the headteacher and senior management team are clearly shown in the improvements since the last inspection, particularly in the improvements in progress and achievement of most pupils. The headteacher plays the leading role in promoting a strong, caring philosophy, which values and celebrates the achievements of everyone within the school, while the deputy headteacher takes the lead in developing the curriculum. The governing body has a satisfactory view of the school's strengths and the ways in which it still needs to develop, and provides appropriate support to the headteacher. Most of the difficulties during the last few years with staffing in the school have been addressed successfully by the headteacher and governors.
41. Good leadership is reflected in the commitment, energy and teamwork of staff. The senior management has been significantly extended since the previous inspection to include three additional members. There is effective delegation to members of the senior management team (SMT). They work well together, test out ideas and plan developments. All staff have detailed job descriptions and are clear about their role in promoting the aims and values of the school, which they do well. The headteacher and deputy headteacher monitor teaching and provide support where appropriate. The recent allocation of an LEA support advisor has been helpful to the school, which has successfully implemented much of the advice given. The literacy and numeracy coordinators have had time to monitor teaching and work alongside other teachers. This has led to significant improvements in teaching and in pupils' progress. Although other subject co-ordinators collect and monitor teachers' planning, they have not yet had the opportunity to observe teaching and demonstrate teaching to their colleagues. Co-ordinators produce subject improvement plans that are used effectively in the school development plan and budget decisions.
42. The day to day management of the school has successfully supported good relationships at all levels and equal opportunities are positively addressed in all aspects of school life. Administration staff and systems are efficient, supporting senior staff well. Specific grants are used well to improve the education of pupils, for example the development of the ICT suite. The procedures for ordering equipment and resources are well known to staff and are managed efficiently. The school makes good use of technology to manage funding, maintain records and allow teachers to produce effective documentation. The school is also committed to the principles of best value whenever the opportunity arises. There is a finance sub-committee and the headteacher ensures that school governors receive regular updates on income and expenditure. However the governors have recognised LEA financial auditing as a weakness and have requested the LEA to undertake an up-to-date audit.
43. The strategies adopted to monitor the performance of teachers are good. These procedures involve senior managers observing lessons and giving written and oral feedback to colleagues, and where necessary providing more detailed support. Recently the school has been allocated a link adviser from the LEA and the senior management works closely with her to further support teaching and learning in the school. Teachers' performance management is an integral part of the school development plan; however support staff are not yet formally involved in this process. The headteacher's targets have been set appropriately and each teacher has annual performance targets, which are linked to the school improvement plan. This works well and provides a focus for improvement.

The school has recently had its “Investors in People” successfully renewed. This highlights the importance the school places on training and supporting all staff.

44. The school's development planning has improved and is now good. Targets for development are appropriate and they are costed and prioritised for action over several years. Planning provides a clear focus on how to raise standards and identifies the necessary actions needed. Both staff and governors play a part in contributing towards school developments. Governors take a keen interest in the school's development and give the school satisfactory support. They are keen to carry out their duties conscientiously and have recently undergone training to clarify their responsibilities and role. Governors are knowledgeable about the curriculum, staffing and accommodation and finances, which helps them to make informed contributions to the school's planning and decision making. Governors are not as well informed about the progress and standards achieved by pupils. The governors have great confidence in the headteacher and the decisions that he makes. Governors operate through a number of committees and those on the staffing committee have been particularly active, as the school has been involved in resolving a long standing staffing issue. However, although statutory responsibilities are carried out, parents would benefit from increased detail in the annual report to parents.
45. There are sufficient numbers of teachers and support staff to meet the needs of the curriculum for pupils in Years 3 to 7. They are experienced and most are well matched to the subjects they teach. There are a generous number of teaching assistants and some very good examples were observed of support staff working closely with teachers in supporting pupils' learning and behaviour. Support staff feel valued and the school has established effective channels of communication through which they can express their views. All staff benefit from the school's desire to improve and they are provided with good opportunities to undertake training. These arrangements have had a positive impact on the quality of education and the standards which pupils achieve. Procedures for the induction of new members of staff are good and the school has good potential for training new teachers.
46. The school's income is still based on having 60 places, although the current number of pupils on roll is forty. The school is preparing to provide “outreach support” for 14 pupils in mainstream schools. Consequently there is currently a large carry forward which has been identified by the governing body to support the school in establishing this service.
47. Good improvements have been made to the accommodation since the previous inspection. A very good library, well used by most pupils, with a computerised system to record the loan and return of books, has been imaginatively created. A new ICT suite has been established to improve pupils' access to ICT. The school accommodation is spacious, clean and well maintained. Attractive displays of pupils' work and other learning materials contribute significantly to the working atmosphere of the school. No evidence of damage or graffiti was noted during the inspection.
48. The good range of learning resources is used well to support teaching and learning in all the subjects of the curriculum. Most subjects have an allocated budget, the spending of which is decided by the co-ordinator according to needs which have been identified in the subject and the school development plan. This is an improvement since the last inspection when resources were satisfactory. Because the school is funded for more pupils than are on roll, the cost for each pupil at the school is high compared to other similar schools. Pupils achieve well and make good progress because the quality of teaching and learning are good. The headteacher, governors and staff work effectively to achieve the school aims. Because of the high costs, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49 In order to continue to improve the quality of education provided, the headteacher and governors should

- I. Improve the provision for pupils aged five to seven years by
 - Planning an effective curriculum including areas of learning
 - Using approaches and resources appropriate for the age
 - Making what is taught interesting and fun
 - Using management strategies that the pupils understand and to which they respond
 - Using the good support available from the teaching assistants more effectively
 - (1,13, 17)
- II. Improve the management of the occasional incidents of extreme behaviour by
 - Putting an agreed system in place that all staff and pupils understand
 - Using approaches in a very consistent way ensuring the behaviour is not rewarded by extra positive attention and activities
 - (31, 36)
- III. Increase taught time to be in line with similar schools (17)
- IV. Develop a formal and systematic procedure for planning, placing and supporting pupils' return, if appropriate, to mainstream school (26)

The following should also be considered for inclusion in the action plan

- Ensure afternoon registers are completed (30)
- Give more details to parents, in the annual reports, of the progress their child has made (38,81)
- Complete the work for monitoring pupils' achievements in music, design and technology and religious education (74, 90, 98)
- Support co-ordinators in monitoring teaching of their subject (41)
- Further extend the use of ICT across the curriculum to support pupils' learning (55, 67, 98)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	14	24	12	1	2	0
Percentage	5	25	44	21	2	3	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	No of pupils
Number of pupils on the school's roll	40
Number of full-time pupils known to be eligible for free school meals	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	7.7

Unauthorised absence

	%
School data	1.9

Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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	34	46	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	3	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Financial information

Qualified teachers and classes: Y2 – Y7

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	3.5
Average class size	5

Education support staff: Y2 – Y7

Total number of education support staff	13
Total aggregate hours worked per week	362

FTE means full-time equivalent.

Financial year	01/02
	£
Total income	653,825
Total expenditure	512,779
Expenditure per pupil	14650
Balance brought forward from previous year	141,046
Balance carried forward to next year	119,170

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	35
Number of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	12	0	0	0
My child is making good progress in school.	50	44	6	0	0
Behaviour in the school is good.	19	44	25	0	12
My child gets the right amount of work to do at home.	38	19	31	12	0
The teaching is good.	88	12	0	0	0
I am kept well informed about how my child is getting on.	69	31	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	87	13	0	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	62	31	7	0	0
The school is well led and managed.	93	0	7	0	0
The school is helping my child become mature and responsible.	60	33	7	0	0
The school provides an interesting range of activities outside lessons.	63	25	0	6	6

Other issues raised by parents

No other issues raised

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

ENGLISH

49. Pupils' standards in English are good and they make good progress. This is an improvement since the last inspection, when progress was satisfactory. This is due to the successful introduction of the National Literacy Strategy, with the emphasis on a structured approach to the teaching and learning of reading, and speaking and listening. However, progress is slower in the range of writing opportunities available to pupils because there is no whole-school approach to developing and teaching pre-writing skills. As a result of this, pupils' achievements in writing are satisfactory. Work in pupils' books, in many subjects, is not always well presented. Pupils make good progress towards the targets in their Individual Education Plans because teachers plan effectively for them in lesson plans.
50. Pupils make good progress in reading because there is a clear focus on developing pupils' understanding of text and there are specific lessons for literacy. Pupils are systematically learning the sounds of letters and are using what they learn to help them when they spell or read. Pupils enjoy reading and take pleasure in stories and poems. Pupils see that books can be fun because they share and enjoy big books together regularly, during literacy lessons. They read to an adult every day and are encouraged to take books home to read to an adult or on their own. When they read aloud, pupils in the early stages of reading try hard to make use of the pictures and the repetition within the story to help them.
51. Achievement in speaking and listening is good. Pupils ask and answer questions sensibly and clearly. They are willing to contribute and they are not afraid to make mistakes in lessons as they know that their contributions will be valued. In a good Year 6 lesson pupils enjoy reading extracts from "The Book of Thoth". In a Year 5 class they use expressive and exciting language to describe the rats in "The Pied Piper of Hamelin" with "long pink tails" and "scuttling around". Speaking and listening is also well developed during personal, social and health education sessions. Pupils have confidence to articulate their feelings in front of others. For example, in circle time, they discuss aspects of racism and equal rights. They understand the rules about talking in turn and listening. They speak clearly, use socially appropriate language and make sensible contributions to discussions while listening attentively to each other's point of view. In a very good whole school assembly, pupils describe their feelings when listening to Vivaldi's "Four Seasons" with words such as "comfortable", "relaxing" and "meaningful". They do this speaking clearly and confidently.
52. Pupils' achievement in writing is satisfactory. However, the school recognises there is a need to develop this skill further for all pupils. Pupils receive a high level of individual support and encouragement from teachers or support staff when carrying out writing tasks. Year 3 pupils are beginning to spell simple words, and can suggest words that begin with particular letters. Older pupils develop their writing skills using a variety of styles, such as letters, descriptions and poems. By the end of Year 6, higher attaining pupils' writing develops well. They print or use cursive writing neatly and clearly and they appreciate the importance of capital letters and full stops. For example, pupils in a very good Year 6 lesson write in a range of styles that are lively and interesting when sequencing a story. Lower attaining pupils learn to write over a guide or to copy words

from the board. However, they are not always able to read back what they have written. This is because their writing is not usually independent but is a written copy of the words that they have asked adults to write for them. Pupils in the older age classes make independent use of dictionaries and thesauruses to support their own writing and understanding.

53. Pupils make good progress overall in English, because teaching is mostly good, sometimes very good, and occasionally excellent. In the best lessons, teachers maintain a good pace and display very firm, calm management, which contributes to keeping the pupils on task. Teachers and teaching assistants know their pupils well and effectively use this knowledge in lesson planning and in assessing and recording the progress pupils make. In most lessons pupils are able to co-operate, work in pairs and share resources. They are proud of their work and are keen to show it to visitors. Some teachers make good use of information and communication technology (ICT) in their classrooms to support and reinforce skills. For example, pupils in an ICT literacy lesson are able to use the Internet to access information linked to their study of "Ancient Egypt". However, the planned use of technology to support all aspects of English is in the early stages of development.
54. Leadership of the subject, described as poor at the time of the previous inspection, is now good. The subject leader has a clear view of what needs to be done next. She is enthusiastically promoting the implementation of the National Literacy Strategy. Through regular assessment of pupils' progress she has started to analyse patterns of pupils' achievements. Pupils' reading ability is assessed twice yearly and useful samples of pupils' writing from each term are kept. The main areas for development can now be clearly identified. However, not all of this information is being effectively used to modify day to day teaching plans. The library, although not ideally sited, is a pleasant and well used resource with sufficient books of good quality. There is good use of a software package, which pupils can use independently, for borrowing and returning library books. Visits and visitors are selected with thought to enhance learning in English, motivate pupils and contribute positively to their spiritual, moral, social and cultural development.

MATHEMATICS

55. Pupils make very good progress in mathematics, particularly in using and calculating numbers. This is an improvement since the previous inspection. The school has successfully introduced the National Numeracy Strategy which has had a significant impact on improving teaching and learning in the subject. Teaching is very good and lessons are well planned so that all pupils have work that is appropriate to them. Pupils are confident and enthusiastic in lessons and try very hard to succeed because they enjoy the work and are building on their earlier learning. Pupils make good progress towards the appropriate targets set for them in their IEPs. There are no marked differences in the achievements of boys and girls. Pupils with additional special needs are well supported and make very good progress.
56. Teachers have high expectations of the work and behaviour of pupils in lessons. Pupils respond well to this and to the high level of challenge in the work provided. All pupils have individual learning targets for mathematics, which allows teachers to plan appropriate work for them. Pupils are very effectively supported in using and building on previous learning and in most lessons pupils work at a brisk pace. Because lessons are well planned with appropriate activities for individuals, pupils behave well, are engrossed in their work and enjoy what they are doing. Pupils try their best because they receive regular praise and encouragement. Teachers know and understand the National Numeracy Strategy, which they apply effectively.

57. Teachers plan activities that are appropriate to the age and interest of pupils and ensure they learn and use the appropriate mathematical terms. Year 3 pupils, looking at their shape of the week, used the term “perimeter”, “radius” and “diameter” correctly. One pupil made the comment “three dimensional means stretched in three directions” to show his understanding. He was confident to do this because he knew his response was valued. Year 4 pupils had great fun working with multiples of five and 10 and enjoyed the dice game and doubling numbers. By Year 5, pupils enjoy completing mental addition of three digit numbers and finding different patterns in the nine times table.
58. For Year 6 pupils teaching and learning in mathematics is consistently very good and sometimes excellent. Lessons go at a very good pace and are very well planned with a very high level of challenge for each pupil. Teachers constantly check how pupils have arrived at their answers and pupils enjoy explaining their calculations. There is a sense of urgency and a great sense of enthusiasm and fun, for example as pupils enjoy finding different ways of mentally subtracting two two-digit numbers. Higher attaining pupils enjoy completing problems while lower attaining pupils, with support, subtract two two-digit numbers ending in zero. Pupils are very supportive of each other, as one pupil commented about a boy new to the school, “He’s doing very well since he came”.
59. Teaching and learning for pupils with additional special needs are very good and all pupils have full access to mathematics. Teaching assistants are very effectively deployed to provide individual support and they contribute significantly to the good progress pupils make. Because staff know pupils very well, all available opportunities are taken to extend pupils’ learning. Good use is made of questioning and prompts at an appropriate level with sufficient challenge for each individual. The use of interesting resources and activities keeps pupils actively involved and helps them sustain their concentration.
60. Very good leadership and management of the subject, and the priority given to it by the school in the last two years, have resulted in a significant improvement in pupils’ achievements. Good quality training for staff and support with planning and teaching have assisted all teachers in improving their teaching of mathematics. Resources are good and are used effectively as is the use of ICT. Planned opportunities for pupils to use mathematics throughout the curriculum, for example applying their skills to time lines in history, are developing well. A useful portfolio of work is being collated to help teachers’ judge what level individual pupils have achieved. Clear and appropriate targets for continued improvement in mathematics are in place, pupils’ attainments are monitored and the information analysed and used to assist planning.

SCIENCE

61. Pupils make satisfactory progress in science. This represents an improvement since the last inspection when progress was judged to be unsatisfactory. The appointment of a science specialist has resulted in improved planning for science and improved teaching. Last year the science specialist took all science lessons, this year teachers are being supported in teaching science to their own class.
62. Pupils are interested in scientific activities. They enjoy using a microscope to examine the detail of leaves, and as part of their scientific enquiry, suggesting what will happen to the plant growth under different growing conditions. By Year 6 pupils correctly name parts of a plant and explain the functions of roots, stems and leaves.

They understand the conditions of plant growth and consider the consequences if a plant is deprived of light or water. Pupils in Year 4 and 5 explain how the use of batteries and electric cables make torches and televisions work. They construct simple electric circuits, name materials which are good conductors of electricity and explain the roles of switches and circuit breaks. They understand how light travels and is diffused, halted or reflected by solid surfaces. Through their work on Egyptian mummies pupils have an increasing knowledge of parts of the body and take great delight in looking at “intestines”.

63. Many science activities are brought to life through practical activities such as growing plants from seed under different conditions. Pupils enjoy constructing torches, light boxes and experimenting with different sources of energy. Where teaching is good they respond with enthusiasm to practical lessons where they are active, involved and keen to learn. In some classes teachers are not confident in teaching science and are sometimes insufficiently organised and prepared for the questions pupils ask. Occasionally more time is spent on managing pupils than is spent devoted to the science content of the lesson. Where teaching is better and pupils make better progress, sufficient time is spent by the teacher on explanations of the methods of scientific inquiry and the systematic organisation of an investigation. Although teachers use an appropriate scientific vocabulary, the formal teaching of this vocabulary to pupils is under developed. In some lessons there are no banks of key words available for pupils to use.
64. Teaching in science is generally satisfactory, although the subject knowledge of a few class teachers is limited and they are not confident in teaching the subject. Planning for science lessons is generally satisfactory and is effectively supported by the science co-ordinator. Related programmes of study are clearly identified and form elements of the topic planning process. Satisfactory assessment of pupil's work is mainly based on the results of end of term tests, end of topic tests and the evaluation of key pieces of individual pupils' work.
65. Most class teachers have now taken responsibility for teaching the subject, though they are still assisted at the planning stage. The change in the arrangements for the teaching of science came before all class teachers were sufficiently confident to teach all aspects of science and the school has recognised that further support for science teaching is needed. The accommodation for teaching science is adequate and the school has a large number of good science resources. Although ICT is used to record pupil data this aspect is not sufficiently developed.

ART AND DESIGN

66. Pupils achieve very well in art. They receive high quality teaching from a specialist art teacher and are provided with a very good range of opportunities that systematically develops their skills. As they move through the school they build on these skills and this enables them to achieve at a high level. Achievements have improved well since the last inspection.
67. Pupils use a wide range of media and techniques to create imaginative work of high quality. Pupils in Years 3 and 4 found images of the Ramajana story from the Internet to help them in their most attractive mask designs and construction. Frequently, art work supports other subjects such as design and technology. As part of their design work pupils considered a wide variety of features of chair design before planning and constructing their own model. They worked purposefully, with great care and deliberation, applying their experience of materials to their structure. Very good

questioning and support from staff helped pupils consider alternative ways while allowing the choice to be theirs. Pupils enjoy experimenting with and selecting appropriate materials. After looking at aerial photographs, maps, Aboriginal art and Native American art pupils very thoughtfully designed most attractive pieces of art work, based on a journey, which showed a liveliness, confidence and enthusiasm. Older pupils produce very good sketches and portraits that indicate very good skills of observing people and details. In their three-dimensional work making and decorating ceremonial Indian elephants there is a delicate touch and a bold approach to the intricate and colourful designs. Everyone produces work of high quality because they develop their ideas well and take a pride in their work.

68. Teaching and learning are very good because the teacher has an expertise and enthusiasm in the subject which she effectively shares with pupils. Planning is good and pupils use the Internet, books, natural materials and visiting artists as sources of inspiration and are clear about what they are to learn. Pupils are helped to celebrate what they have achieved and are encouraged to respond well to time targets within lessons. This helps them learn how to organise their work and materials. Preparation and clearing away are important aspects of lessons. Teaching assistants work very well to help pupils gain confidence and improve their skills. Pupils look forward to art lessons and are proud to talk about their work, which is displayed so attractively and effectively in school. They concentrate very well in lessons and work extremely hard because they know their achievements are valued.
69. The subject is very well led and managed and pupils are provided with a rich and broad experience of artistic activities. Good monitoring of individual achievements means work is planned that is appropriate for pupils. Art and design makes a significant contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

70. Pupils make satisfactory progress in design and technology. This is an improvement since the last inspection when progress was judged to be unsatisfactory. The improvement is due to an improvement in planning, particularly in lesson planning, enabling pupils to have a wider range of appropriate experiences. Design and technology is successfully linked to, and planned for in other subjects such as history, art and science.
71. By Year 6 pupils develop their ideas and list what they need for their design, for example when building three-dimensional models from photographs of objects, using cardboard, glue and paint. They enjoy testing the durability of their constructions, drawing conclusions about different materials and suggesting how they might strengthen and improve their models. In the construction of models of Egyptian pyramids for example, they talk about the original construction methods of the actual pyramids and test their own models for strength. Pupils use scissors and other cutting equipment confidently and carefully. In food technology they choose and independently use appropriate tools such as knives and peelers.
72. Teaching of design and technology is satisfactory. Teachers plan their lessons well and use many opportunities to teach pupils new skills using a range of tools and a variety of materials and equipment. In food technology, teachers ensure appropriate links are made with science lessons. For example, when pupils prepare, cut and chop vegetables they are asked to identify the roots, stems and seeds in the plant. On occasions, however, teachers miss opportunities for teaching pupils greater accuracy with measuring, timing and planning. In a lesson where pupils were making soup

there was no measuring, weighing or predicting what would happen when the soup started to boil. Pupils are keen and eager to join in and sustain concentration very well, even when they find the task difficult. Learning opportunities are missed, however, when pupils are not systematically taught to plan and evaluate during lessons.

73. Attractive design and technology work is well displayed prominently in school and pupils are proud of their achievements. The co-ordination of design and technology is in the early stages of development. Assessment of pupils' learning and progress in the subject is not fully in place. Health and safety rules are well adhered to in lessons. Pupils wear protective clothing and are aware of the dangers if rules are not followed.

GEOGRAPHY and HISTORY (HUMANITIES)

74. Pupils achieve well and make good progress in humanities because teaching is good and sometimes very good. Teachers plan lessons well and motivate pupils through the use of a good range of imaginative activities. They make particularly good use of lesson introductions to recall previous work and summaries of lessons to check on learning. Teachers and support staff work well together to respond effectively to pupils' different learning styles and rates of learning. This represents good improvement since the last inspection when teaching varied from good to poor. The focus in humanities during the week of the inspection was upon Ancient Egypt. Therefore, judgements about pupils' achievements and progress in the geography element of humanities are based upon detailed scrutiny of work, analysis of the programme of work and discussions with pupils.
75. The units of work for geography and history have been carefully developed to provide an integrated programme of work. This effectively helps pupils understand how the world has developed over time as a result of human influences and physical changes. Care has been taken to make sure that long term plans for both subjects complement each other as well as reflect National Curriculum guidelines. In addition, both subjects are linked to other subjects through the term topic. The quality of planning represents good improvement in both subjects since the last inspection.
76. Year 3 and 4 pupils have a good understanding of the passing of time. They can explain that certain events took place long ago, such as the events that took place in Egypt during the time of the Pharaohs. They understand the Vikings invaded the British Isles after the Romans but before the 2nd World War. In geography, pupils use globes and maps with understanding. They identify the location of their own country, Egypt and Italy. Their detailed study of the importance of the River Nile, particularly for agriculture, links effectively with their study of water and water use. Teachers have made sure that maps of the Nile used to support their current topic provide basic information. This includes clear marking of the river, land, sea, desert and a few key locations. Appropriately maps for older pupils contain significantly more detail.
77. Pupils' early mapping skills are effectively used in their study of the geography of the Indus valley. They looked at homes, daily life, food, agriculture and dress. This prepared Year 5 pupils well for the use of the same approach when looking at Ancient Egypt. Their study of Victorian holidays at the seaside was well linked to their work on weather as they compared local weather to the weather of other places, particularly that of hot countries. They learn how different climates affect daily life and work. Pupils used their skills in art, design and technology and mathematics to use hieroglyphs to produce their own names. The impact of the lesson about Howard Carter was such that one pupil, after stating with mock seriousness that "Hell was but another form of life", successfully wrote a very good poem about the "Curse of the Tomb Robbers."

78. Pupils respond with excitement and effort to imaginative teaching. In one Year 4 lesson the teacher's use of a skeleton for mummification, followed up by making clay Canopic jars was very effective in maintaining pupils' interest. With confidence and "gruesome" delight they explained the process to their visitor. The use of the Internet to provide information about the temperature in Egypt and Swindon on a given day provided pupils in Year 6 with a very good and exciting example of how history, geography and other subjects are linked.
79. Older pupils have a good understanding of chronology in history and geography. Pupils in Year 6 enjoyed placing a range of natural materials such as ammonites, and man made artefacts from Egypt, in a time line. In addition, they had the understanding to place the Roman period and the English Civil War in their correct position. Their map reading skills have developed well. They use map keys to interpret a wider range of symbols such as those for villages, towns, airports and ruins with the result that maps in history contain much more detail. Their improved interpretation skills are used well when they find information from a wider range of sources such as atlases, photographs from history and geography reference books and when handling real objects. Their use of appropriate words such as fossil, investigate, sequence and impression is good and they use these words in both subjects when asking what, when and why questions. Their study of river flooding in geography, including drawing a cross section of the Nile, linked very well with their study of Egypt as did their more detailed study of weather when interpreting column graphs of rainfall.
80. The recently appointed co-ordinators for geography and history work well together. Programmes of work are effectively linked and good resources are available. Pupils' achievements are well recorded and indicate clearly what pupils know, can do and understand. However, this information is not sufficiently well used in annual reports to parents to show pupils' progress over time. The very good displays in school show pupils interest and good progress in their study of Ancient Egypt.

INFORMATION AND COMMUNICATION TECHNOLOGY

81. Pupils' achievements and progress in information and communication technology (ICT) are good because teaching is good. This represents good improvement since the last inspection when provision for ICT did not meet statutory requirements. Teachers' planning is good; they have high expectations and they make good use of resources in class and the ICT room. In addition, the planned use of ICT in other subjects is developing well and is good in some subjects such as humanities.
82. Year 3 and 4 pupils know how to switch on, load, use programmes and close down safely. Their mouse and keyboard control is developing well and they know the functions of the different elements of a computer including the difference between the hard drive and "floppy" disks. They use word processing programmes to produce labels and simple sentences and as their ability to "read" the icons on the tool bar improves they highlight and change font size. They import text or images from other sources, higher attaining pupils independently and lower attaining pupils with support. They use these skills, for example, to produce simple greeting cards. Pupils showed good effort when researching on the Internet for additional information about "mummification" and with significant pleasure and pride they called on their teacher and support staff to see what they had found. A very good feature of all teaching in ICT is the teamwork of teachers and support staff, in particular their consistent use of correct terminology. Pupils' knowledge of correct terms is put to good use during end of lesson summaries when they explain what they have done and how they did it.
83. As pupils get older they continue to improve their word processing skills in ICT lessons and in other subjects. Pupils in Year 5 made very good use of these skills

when they edited a piece of work during an English lesson. They enjoyed being able to correct work through deleting and inserting a “better” word and using the spell checker. This increasing confidence in the use of the icons on tool bars enables pupils to use cut and paste techniques to create multi-media images. Their ability to insert data into the teacher’s carefully prepared data files leads to the production of data based graphics, while their increasing confidence when exploring the Internet supports their ability to search for, and handle, information.

84. Year 6 pupils know and observe the routines that apply when working in the ICT room; they understand the need to take care of the equipment and work independently and collaboratively. They start their computers correctly, find their own folders and access the Internet with confidence. When working, they listen carefully to the teacher’s constant use of correct terminology with the result that they successfully use a “search engine” and “select” appropriate “files” for study. In addition, they confidently copy files to their “clip-board” and use “cut and paste” techniques to add information, images and text, to their “document”. Not only is there enjoyment when using adventure games to model and learn to make predictions, pupils are also very aware of the role of computers as tools that can contribute to their work in other areas.
85. The subject is well managed by an enthusiastic and knowledgeable co-ordinator. A well considered policy and programme of work reflects the school’s aims and the requirements of the National Curriculum, and in addition identifies the need for pupils to have planned opportunities to use their ICT skills in other subjects. The co-ordinator supports the use of ICT in other subjects through the school’s shared planning system and the provision of software that is suitable for the current topic. Assessment in the subject is good and each unit of work is effectively monitored. A carefully compiled checklist enables teachers to make sure that all aspects are covered and provides a very good focus when identifying key skills. Resources for information and communication technology are good. As a result of attending courses, and of training provided by the co-ordinator, the majority of teaching and support staff have a good knowledge and understanding of the needs of the subject.

MUSIC

86. Pupils make good progress in music, particularly in singing, and enjoy their music making activities. The part-time specialist teacher and the visiting teacher from the music service work well together to provide a varied and rich range of musical experiences for pupils. Pupils sing very well in assemblies and this makes a significant contribution to the ethos of the school. The good progress made by pupils at the time of the last inspection has been maintained.
87. Because teaching is good pupils listen well, try very hard and show good control of pitch, dynamics and rhythm. Most recognise a song by listening to the introduction being played and are keen and eager to join in. All participate fully in singing and are pleased with their own achievements. They are effectively introduced to an appropriate range of instruments from their own and other cultures and they are enthusiastic to play them. Lessons are well planned to enable all to work at an appropriate level, and music plays an important part in the development of pupils’ language and communication skills. For example, pupils have great fun with leading and being led, with producing the pulse and then the rhythm when working with the teacher.
88. The series of lessons are appropriately planned to enable all to participate and build on and develop their skills, knowledge and understanding. Achievements in composing and performing are good, and pupils take great pleasure in performing

their own compositions. Most pupils are confident to perform either solo or as part of a group and enjoy, for example, taking part in musical festivals. Pupils sing a variety of songs showing good voice and pitch control. They learn to control sounds through playing tuned and untuned percussion instruments and enjoy building up dramatic tension. Opportunities for individual and co-operative work are well planned for and good relationships support pupils' participation and confidence. Pupils enjoy listening to a range of music and are confident to talk about how it makes them feel or what it makes them imagine.

89. Music from other cultures and ages is effectively introduced to extend pupils' experiences. For example, Indian dancers are visiting school on a weekly basis this half term. It is planned for information and communication technology to be further developed to support music. Music therapy for individual pupils is effective and much enjoyed by pupils. Teaching and learning in music are good although monitoring of pupils' achievements are not sufficiently detailed. Music makes a significant contribution to pupils, spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

90. Pupils make good progress in physical education. This is an improvement since the last inspection when progress was satisfactory. This improvement is the result of better planned lessons and more effective teaching which makes good use of praise and encouragement to raise pupils' expectations of what they can achieve.
91. Year 3 and 4 pupils enjoy a rich variety of physical experiences. Themes such as body shape, travelling and balancing help pupils become aware of their bodies and how they work. With encouragement pupils can find a space and follow simple instructions. They enjoy the opportunity to run and skip and stop when instructed. Good teaching helps pupils find their own shapes, for example when stretching some stand and stretch up, others lie on the floor and stretch as wide as possible. Some balance with hands and feet on the floor, others on one hand and two feet. Pupils show good concentration and effort through all of these activities. Because of good support and encouragement from staff, pupils are confident to attempt more challenging activities, such as passing another pupil while travelling along a bench. Year 6 pupils enjoy team games such as short stick hockey, and follow rules well. Good demonstrations from teachers help pupils develop their looking and passing skills well. In one lesson pupils showed great enthusiasm for the game, behaved sensibly, co-operated well with team members and showed a good team spirit.
92. Pupils are provided with a wide range of physical activities, which range from games, gymnastics and dance to circuit training, swimming, rock climbing, horse riding, football club and general outdoor pursuits during residential trips. They learn ball control during hockey and football games and improve their co-ordination skills, strength, endurance and persistence in the other activities. They learn about parts of the human body during well conducted exercises and improve their social skills during team games. They visibly gain in self esteem when they progress in their swimming skills. Physical education makes an important contribution to the personal and social development of pupils. All pupils participate in physical activities with great enthusiasm. They stay engaged for long periods, concentrate and accept the frustration of losing in a team game.
93. The subject is well planned and managed. It follows a comprehensive programme of work which enables pupils to build on their skills and links, when possible, with current

classroom work. Good regard is paid to health and safety. Assessment is satisfactory and is based on recorded observations as well as pictorial evidence.

RELIGIOUS EDUCATION

94. Pupils make satisfactory progress in religious education. The plan of what is to be taught each year is good and based on the Locally Agreed Syllabus which is comprehensive and provides good examples and guidelines to cover the full range of learning ability. The work appropriately promotes spiritual, moral, social and cultural education and personal social and health education. This fits well with other aspects of school such as PSHE.
95. It was only possible to observe a few lessons during the inspection but these, together with a scrutiny of teachers' plans, show that teaching and learning are satisfactory. Where teaching is good, lessons are well planned and the activities meet pupils' needs and interests. Most importantly, relationships are good and pupils want to please. For example, in a very good Year 6 lesson, the teacher made sure pupils were clear about the purpose of the lesson. Through discussing the story of Zaccheus and linking it to their own experiences they developed a very good understanding of friendship. Pupils were confident to contribute to the discussion because they knew their ideas were valued.
96. Teachers' planning follows a series of themes that provide a good focus for lessons and activities for pupils of all ages. Aspects of all world faiths are included in the themes and pupils have opportunities to gain a good understanding of different beliefs. These opportunities are enhanced when the school invites representatives from different faiths and groups into school and when teachers take pupils to visit places of worship; for example, pupils' write vivid accounts of a visit to a Sikh Temple. The traditions and festivals associated with different faiths are recognised and celebrated during the year. These are promoted further in the school by good quality displays in classrooms and public areas. School assemblies link with the work in religious education, they provide good opportunities for shared worship and are used effectively to mark the celebration of religious and other festivals.
97. The management of the subject is satisfactory. The development of assessment procedures and more use of computers in religious education lessons have already been appropriately identified by the co-ordinator as the main areas for the development of the subject. Resources are satisfactory and used effectively to support pupils' learning.