

INSPECTION REPORT

**OGBOURNE ST GEORGE and ST ANDREW
CE PRIMARY SCHOOL**

Marlborough

LEA area: Wiltshire

Unique reference number: 126347

Headteacher: Mrs J Evans

Reporting inspector: Mrs A Johns
18579

Dates of inspection: 20 - 22 January 2003

Inspection number: 252949

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	High Street Ogbourne St George Marlborough
Postcode:	SN8 1SU
Telephone number:	01672 841318
Fax number:	as above
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Paul Hamill
Date of previous inspection:	8 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18579	Mrs Anne Johns	Registered inspector	English The Foundation Stage Information and communication technology Religious Education History Geography Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed?
9644	Mr Michael Whitaker	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
20614	Mr Don Kimber	Team inspector	Mathematics Science Art Design and technology Physical education Music Special educational needs	How good are curricular and the other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ogbourne CE Primary School is a voluntary controlled school that is smaller in size than most schools. The number on roll is 61 boys and girls, with slightly more boys than girls. There are four children in reception, most of whom have had some pre-school education. Attainment on entry is broadly average, although it is wide-ranging and because the size of each cohort is usually small, there is considerable variation each year. In some year groups, the percentage of pupils with special educational needs is above average and attainment on entry is lower. The percentage of pupils with special educational needs is above average at thirty per cent. The percentage of pupils with a statement of special educational need is broadly average. There are three classes; one for reception, Year 1 and Year 2; one for Year 3 and Year 4 and one for Year 5 and Year 6. The school is situated in an attractive village four miles north of Marlborough. Housing is expensive in the village and the number of families in the village is decreasing. An increasing number of pupils come from out of area. No pupils are known to be eligible for free school meals, which is well below average. There are no pupils who speak English as an additional language. The school has a stable staffing situation and the headteacher has been in post for seven years. The school has been successful in gaining the Investors in People award. Pupil mobility is low, although several pupils have not been pupils at the school from reception.

HOW GOOD THE SCHOOL IS

Ogbourne CE Primary School is an effective school, where there is strong teamwork and good leadership and management. No teaching is less than satisfactory and over half the teaching is at least good. The very good relationships and strong links with parents support the pupils' learning very well. Current standards in Year 6 are average and pupils make at least satisfactory progress through the school. Pupils learn in a stimulating environment, where each individual is valued. The school provides satisfactory value for money.

What the school does well

- There is a committed, hardworking staff team, well led by the headteacher, with an effective governing body.
- There is very good provision for social development and a high level of pastoral care, which strongly support the very good relationships and very positive attitudes to school.
- All pupils, including the more able and those with special educational needs, are successfully encouraged to achieve their best.
- There are very strong links with parents, who provide very good support for the school.

What could be improved

- Standards in English by the end of Year 2 and information and communication technology throughout the school.
- Medium term plans are not always sufficiently clear to support effective teaching and learning.
- The school development plan only covers one year and is not clear enough about how and when the priorities and actions will be achieved.
- Planning for the Foundation Stage¹ insufficiently focuses on the needs of the youngest children. There are not enough opportunities for purposeful play.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in June 1998, there has been satisfactory improvement overall. Standards have improved in music, reading, handwriting and spelling. In information and communication technology standards are slightly below expectations, although standards are improving because of increased resources, which means pupils have more 'hands on' experience. The quality of teaching has improved with no unsatisfactory teaching and with more regular monitoring. Schemes of work are in

¹ The Foundation stage applies to children from three years of age to the end of the reception year in the primary school.

place and provide useful guidance for staff. In relation to the key issues identified at the time of the previous inspection there has been satisfactory improvement.

STANDARDS

In 2002 there was a small cohort of pupils in Year 6 and Year 2. Standards vary considerably each year, because of the small size of the cohort. The trend of improvement over time in standards at the end of Year 6 in English, mathematics and science is above the national trend. The percentage of pupils achieving the higher levels in Year 2 and Year 6 increased.

Current standards in Year 6 are average in English, mathematics and science. In science, several pupils are working at levels above those expected. They are in line with expectations in art, music, history, geography, design and technology and physical education. In religious education, standards at Year 2 and Year 6 are broadly in line with expectations as set out in the Locally Agreed Syllabus. Statutory requirements are met. Standards in information and communication technology (ICT) are slightly below expectations at Year 2 and Year 6. Standards have improved in some aspects such as word processing, but there are still gaps in the pupils' skills and knowledge.

In reception, the children are in line to achieve the standards expected by the time they enter Year 1. In Year 2, current standards are average in mathematics and science. They are in line with expectations in music, art, history, geography, and physical education. In English, they are currently below average in reading and writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen and enthusiastic about coming to school and enjoy their work.
Behaviour, in and out of classrooms	Behaviour in and around the school is good.
Personal development and relationships	Relationships are very good and pupils show respect for each other and for adults in the school. Through the good opportunities, such as the School Council, pupils develop a sense of independence and responsibility well.
Attendance	Attendance is good.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall with a significant amount of teaching which is at least good in Years 3 to 6. It is satisfactory overall in reception to Year 2, although there was some good teaching in this year group in art and mathematics. Teaching for reception children is satisfactory in each area of learning.

Teaching in literacy is good in Years 3 to 6 and satisfactory in reception to Year 2. In numeracy it is good throughout the school. Teaching in science is good in Years 3 to 6 and satisfactory in Years 1 and 2. Teaching in ICT is satisfactory in Years 3 to 6. No overall judgement can be made on teaching in Years 1 and 2 in religious education, ICT, music, design and technology, history and geography, as there was insufficient evidence to make a valid judgement. In Years 3 to 6, the teaching observed in religious education, design and technology geography, and music during the inspection was good. The teaching in art is good throughout the school. The teaching observed in physical education was

satisfactory overall, with good teaching in dance. The teaching of pupils with special educational needs is good and most pupils make good progress because of the effective support which they receive.

The most successful teaching was when teachers had high expectations of what the pupils could achieve; they were confident about the subject they were teaching and put it across in a lively, stimulating way. The class was managed effectively and each individual was given enough challenge. All teachers know the pupils very well and the very good relationships have a positive impact, because pupils feel confident and are keen to 'have a go'. In a few lessons, which were less effective although not unsatisfactory, the management was not as successful. Objectives were not always clearly explained and pupils did not always fully understand the task and therefore sometimes they lost interest. The quality of pupils' learning is closely related to the teaching and is satisfactory in reception, Year 1 and Year 2 and good in Years 3 to Year 6. In reception, Year 1 and Year 2, there is limited extra support, which has a negative impact on the progress which pupils make. More able pupils, particularly in Years 3 to 6, are challenged by the work provided for them. The school makes increasingly good provision for these pupils.

The marking of pupils' work is not consistent. There are a few examples of good marking, but there are not enough comments which show pupils how to improve their work. The school has set realistic targets in English and mathematics. It meets the needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is an interesting and stimulating range of activities both in and out of school, which broaden the pupils' education. Science is a particularly exciting part of the school curriculum. The curriculum in reception is not currently planned according to the areas of learning, which makes it more difficult to measure the progress children make. There are insufficient opportunities for them to learn through purposeful play, for example, in role-play situations.
Provision for pupils with special educational needs	Good. Pupils with learning difficulties receive good support, which helps them learn effectively.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. The provision for social development is very good. Provision for spiritual, moral and cultural development is good. Pupils have a clear understanding of right from wrong.
How well the school cares for its pupils	The school cares well for its pupils with a high level of pastoral care. There is a supportive, caring environment where each pupil is valued and encouraged.

Medium-term planning is not always clear enough to support effective teaching and learning. There are very good links with parents and good links with the community, which have a positive impact on the pupils' learning. An interesting range of educational visits and visitors to school enhance the curriculum. Assessment procedures have improved and help to provide useful information for teachers, although assessment for the youngest children is not fully developed. The tracking of pupils' progress through the school is at an early stage of development. Personal, health, social and emotional development is good, promotes self-esteem and confidence and has a positive effect on pupils' attitudes and behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. The headteacher provides effective leadership and is well supported by the staff team. Although some staff are part-time, they all give very willingly of their time in order to manage subject areas effectively.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are well informed about the strengths of the school and areas for improvement. They fulfil their role as critical friend well.
The school's evaluation of its performance	Satisfactory. The school has begun to analyse data in order to identify what it does well, and where improvement is needed.
The strategic use of resources	The school makes satisfactory strategic use of resources. The principles of best value are applied appropriately.

The current school development plan only covers one year and is not clear enough about how and when the actions and priorities will be achieved. The school is well staffed by teachers, although the extra support for the youngest children is limited. The accommodation is satisfactory, although storage space is very limited. The children in reception do not have their own secure outdoor play area, although this is planned. Resources for the youngest children are limited. The library has limited accessibility, as it is sometimes in use for pupils needing individual or group support. Book areas in classrooms are uninspiring and do not stimulate an interest in reading. There are insufficient attractive modern books, both fiction and non-fiction. Some aspects of ICT require further resources. Resources are adequate in other subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The curriculum is broad and interesting. Sport is a strong feature of the school. Parents feel welcome in school and there is good communication. The school deals quickly with any issues. The school has a positive ethos and friendly atmosphere. 	<ul style="list-style-type: none"> More consistency in the use of homework. The school could provide a more interesting range of extra-curricular activities. A few parents were concerned about the behaviour of a minority of pupils.

The inspection team agrees with the positive views of the parents. The range of activities, which the school provides, exceeds that found in many schools of this size. Homework is generally used consistently, although this varies slightly with each teacher. The inspection team judged behaviour to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- The school has made satisfactory progress in improving standards since the previous inspection. The cohort in each year group is small, which means there is considerable variation in the national test results each year. Trends over the past few years indicate overall improvement in core subjects at Year 6, with more pupils achieving the higher than expected levels. The school has an above average number of pupils identified as having special educational needs; they make good progress and achieve well. Results

for the 2002 national tests are not commented upon as there were less than ten pupils in Year 6 and five pupils in Year 2.

2. The school has begun to track results and to track pupil's progress through the school. The use of this to pinpoint exactly where improvement is needed is still at an early stage. The school has set realistic targets in English and mathematics and is making good progress towards achieving them. During the inspection, no differences in performance were observed between boys and girls in any subject. There are more boys than girls, especially in Year 5, but teachers ensure that both groups are given equal attention.
3. Standards have improved in music since the previous inspection, when they were below average. They are now in line with expectations. Pupils sing tunefully and many enjoy playing the recorder and they play it well. In ICT, standards remain below expectations at Year 2 and Year 6, because there are still gaps in the pupil's skills, knowledge and understanding. This is because resources and usage have been insufficient until last year. The resources have now improved and pupils are getting more 'hands-on' experience in the computer suite. They make satisfactory progress overall, although the use of computers in class to support work in a range of subjects is still underdeveloped.
4. Most pupils enter school with attainment which is similar to that found nationally, although it is wide ranging. The small number of pupils in each cohort means there is considerable variation in attainment on entry in each year. In some cohorts there is an above average percentage of pupils with special educational needs, which means attainment on entry was lower. Most pupils have had some pre-school experience. During reception, most children make satisfactory progress in their learning and are in line to achieve the standards expected in communication, language and literacy, personal, social and emotional development, mathematical development, knowledge and understanding of the world, creative development and physical development. This is similar to the findings of the previous inspection. They make satisfactory progress, overall, although this is difficult to measure because their curriculum is not currently explicitly organised on the recommended areas of learning.
5. Standards of work achieved in English, according to current inspection findings, are below average in Year 2. However the progress for most pupils is satisfactory in relation to the assessment on entry to school for this small cohort of pupils. Progress in reading is slower. The current range of books does not provide enough challenge or interest, and sometimes pupils remain on one book for too long. Standards of work in English in Year 6 are average and have improved in spelling, handwriting and boys' reading. The current boys in Year 6 enjoy reading and some talk enthusiastically about books they have read. Handwriting throughout the school is reasonably neat and work is usually presented well, which is also an improvement. Pupils have a reasonable range of strategies to help them with their spelling and by Year 6 most frequently used words are spelt correctly. Writing contains some imaginative work in poetry and story writing. Standards in speaking and listening are in line with expectations. There are good opportunities for pupils to speak in class, with partners or in a group.
6. Current standards in mathematics in Year 2 and Year 6 are in line with expectations for this age. Year 2 pupils accurately count sets of objects, and use recalled addition and subtraction facts to 10. Pupils can subtract, but some are less aware that subtraction is the inverse of addition. Pupils continue to develop their number and calculation skills soundly in Years 3 to 6, along with skills in space, shape and measure, with more limited experience in data handling. By Year 6, many pupils have developed their own strategies for solving number problems and they present their results in an organised way.

7. On the basis of evidence collected during the inspection, standards in science are average at Year 2 and Year 6, although the pupils in Years 5 and 6 produce some work at a higher level. Science is an important part of the curriculum, which most pupils thoroughly enjoy. They concentrate well and enjoy investigating and exploring.
8. Standards in religious education at Year 2 and Year 6 are in line with expectations as set out in the locally agreed syllabus. In art, design and technology, history, geography and physical education, standards are in line with those expected.
9. More able pupils make at least satisfactory progress. In most lessons the work is well matched to the pupils' different abilities and they have enough challenge. Pupils with special educational needs make good progress, especially when they have support. Where they have less support, for example, in Year 2, they do not make such effective progress.
10. In most lessons during the inspection in Years 3 to 6, the progress was good because most teaching was of a good standard and teachers had high expectations of what the pupils could achieve. In reception, Year 1 and Year 2 pupils' progress in learning was satisfactory, overall, with good progress in mathematics and art.

Pupils' attitudes, values and personal development

11. Pupils demonstrate very positive attitudes to school, which represents an improvement on the satisfactory attitudes noted in the previous inspection report. The youngest children in reception are content to leave their parents in the mornings and are secure in their daily routines. Older pupils respond well to lively teaching and stimulating material as was seen, for example, in a Year 3 and 4 science lesson on 'keeping things warm', where pupils expressed great delight as they shared what they had learned. Pupils are keen to take advantage of opportunities offered by the school, such as the range of after-school clubs, sporting activities and, for pupils in Year 6, the chance to go on a residential field trip.
12. Behaviour is good, an improvement on the satisfactory behaviour at the time of the last report. There have been no exclusions over the preceding twelve months. In lessons, pupils respond well when teachers have high expectations, there is positive behaviour management and a consistent approach to rewards. Movement about the school is orderly, and behaviour on the short (but potentially hazardous) walk to the village hall for physical education lessons, is particularly good. At play, pupils are lively but not aggressive or threatening. All ages play together well. Lunch consists of sandwiches, as there are no hot meals, and is taken at pupils' desks in a cheerful, chatty and sociable atmosphere. Pupils are friendly, open and polite with visitors and happy to talk about their school and their work. School resources and premises are treated with care; there is no sign of litter or graffiti.
13. Personal development is good. Older pupils take their responsibilities, for example, as members of the school council, seriously and show mature attitudes. Pupils with duties such as looking after the assembly music, carry them out diligently. Older pupils, especially girls, will take charge of new pupils or vulnerable small children without being asked. There is a small minority of pupils with behavioural problems; their classmates show tolerance and understanding of these children. Pupils demonstrate a growing awareness of the needs of others; for example, the Year 5 and 6 pupils decided that they would forgo Christmas Cards from their teacher and donate the money saved to a fund providing goats for African countries.
14. Relationships are very good and a strength of the school. This represents an improvement on the satisfactory relations reported at the previous inspection. Adults in school provide very good role models of inclusive and co-operative working; support

staff and parent volunteers are appreciated and fully included. Staff treat pupils with consideration and value their individuality, a point made by a number of appreciative parents. All contributions in lessons are valued, thus encouraging less confident pupils. Teachers know their pupils well. Pupils themselves are considerate and supportive of each other. They work together well in pairs and groups and share resources fairly.

15. Attendance is good, as was the case at the last inspection. Authorised absence is below the national average for primary schools and there has been no unauthorised absence over the preceding year.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching has improved since the previous inspection and there was no unsatisfactory teaching during the inspection, although in a few lessons the strengths and weaknesses were more finely balanced. Teaching is satisfactory overall, with a significant amount of good teaching in Years 3 to 6. In Years 5 and 6 it is at least good with some very good teaching. In Years 3 and 4 it is mainly good; in reception, Year 1 and Year 2 it is satisfactory overall, with some good teaching. The previous inspection indicated that in less effective lessons there was insufficient challenge and work was not always planned for the range of abilities. The school has tackled these issues well; work is well planned for a range of abilities and pupils have enough challenge, except in reading in Year 2. The teaching meets the needs of the range of pupils.
17. Teaching in English is good in Years 3 to 6 and satisfactory in Years 1 and 2. Pupils are encouraged to use their literacy skills in other subjects across the curriculum, for example, in history when they write evacuee letters. In mathematics, teaching is good throughout the school. In science, it was very good during the inspection in Years 5 and 6, good in Years 3 and 4 and satisfactory in Year 1 and 2. The good teaching ensures that pupils are keen and enthusiastic investigators. In the lessons observed during the inspection, teaching was good in Years 3 to 6 in art, music, physical education, geography and design and technology. In Years 1 and 2, lessons observed in physical education and music were satisfactory and were good in art. No overall judgement can be made in these areas as there was insufficient evidence to make a valid judgement. Teaching in ICT is satisfactory in Years 3 to 6; no teaching in ICT was observed in Years 1 and 2. No judgement can be made on the teaching in religious education, design and technology, history or geography in Years 1 and 2, as no teaching was observed.
18. The quality of teaching has a positive impact on the quality of learning in the school. Teaching was at least good in 18 out of 30 lessons and was very good in three lessons. It was at least satisfactory in all lessons. In Years 3 to 6 the teaching was at least good in 16 out of 20 lessons observed. In reception the teaching was satisfactory. In Years 1 and Year 2, the teaching was mainly satisfactory, with good teaching in two lessons.
19. Many pupils, including those with special educational needs, make good progress in lessons because of the effective teaching. The quality of learning is satisfactory in reception, Year 1 and Year 2 and good in Years 3 to 6. In a few lessons, the progress slows when the class management is less effective. A few pupils lose interest and this hampers the progress of others.
20. Pupils with special educational needs are given good support by the co-ordinator for special educational needs and the teaching assistants. Younger pupils currently have less support, which has a negative impact on the progress they make and makes class management more difficult. The classroom assistants have good relationships with the pupils and provide unobtrusive but effective support. As a result, these pupils make good progress when they have extra support. The classroom assistants have good

communication with the teachers and have useful weekly meetings with the special needs co-ordinator to discuss any concerns.

21. Reception children are taught with Year 1 and Year 2 pupils. Their curriculum is not currently planned around the areas of learning, but is alongside that of the older pupils. This makes it difficult to assess if all areas are being covered, and that each child is sufficiently challenged and making enough progress. The teacher allocates time to work with the youngest children during the day, although this is difficult, as there is only additional support for part of the day. The teaching is satisfactory overall, although there are insufficient opportunities for good quality, purposeful play in order to develop early numeracy and literacy skills. The outdoor accommodation has been improved, although it has not yet been fenced. Longer-term planning does not indicate regular use of the outdoors to support the learning which takes place indoors.
22. Factors which contributed to the most successful lessons in the inspection were:
 - clear lesson plans
 - high expectations of behaviour and achievement
 - effective pupil management
 - lively, challenging lessons which captured the pupils' interest
 - good subject knowledge
 - learning objectives shared with the pupils, written on the board and referred to during the lesson and at the end
 - the lesson linked well with previous lessons and with the following lesson.
23. Less successful lessons had some weaknesses, which included:
 - there was less effective class management
 - there was less challenge
 - lower expectations of what pupils could achieve
 - less secure subject knowledge
 - learning objectives were not made clear enough
 - planning was not explicit enough.
24. Throughout the school, the very good relationships have positive effect on the learning, because pupils develop self-esteem, they feel valued and are not afraid to 'have a go'. Marking is inconsistent and there are too few examples which indicate how pupils can improve their work. This does not effectively support the learning.
25. The teaching of numeracy skills is good throughout the school and is having a positive impact on improving standards. The teaching of literacy skills is satisfactory in Years 1 and 2 and good in Years 3 to 6. The use of homework to support the learning is satisfactory. Teachers already spend a lot of time planning. However, their medium term planning for reception children and in the non-core subjects does not provide enough information to support effective teaching and learning or to ensure the progression of skills and knowledge in each subject. Class book areas are not stimulating or exciting and do not support the teaching and learning in English. In class, there is insufficient use of ICT to support effective learning.
26. Assessment procedures have improved and teachers are skilled at making individual helpful on going assessments of pupils during the lessons. The use of assessment in reception is not currently linked to the areas of learning, which makes it more difficult to track the progress which the children make. There has been some informative, useful monitoring of teaching, mainly by the headteacher. The teachers are given helpful verbal feedback, but there are no written targets, which could be used to identify improvement in teaching in the future observations.

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

27. The school provides a curriculum that is broad and balanced and relevant to the needs of all pupils. There is an interesting range of activities, both in and out of school, which broaden the pupils' education.
28. Statutory requirements are met for all subjects, and there are effective strategies in place for teaching the basic skills of literacy and numeracy. Science is a particularly stimulating part of the school curriculum. The provision for the music is now satisfactory and this represents an improvement since the last inspection. There have also been improvements in resources for information and communication technology, but they are not yet fully utilised to enhance many subjects like art, science, and geography.
29. At the time of the last inspection there were no schemes of work to sustain teaching and learning in five subjects including mathematics and science, and none for personal social and health education (PSHE). There are now basic schemes of work for all subjects, with some, such as music and physical education, drawing upon commercially produced schemes. The schemes of work vary in quality but are generally satisfactory. In the best examples, such as mathematics and English, there are detailed outlines of learning objectives, possible learning activities, key skills and understanding to be developed, and provision for the close tracking of pupils' progress as they work through the units of study. In many other subjects, schemes of work draw upon national guidance and the school is in the process of evaluating these. In reception and in the non-core subjects, the medium term planning does not provide sufficient, clear information to support effective teaching and learning. A strong feature of the curriculum is the fruitful links which are often made between subjects to enrich pupils' learning. There are now policies for all subjects, which is another improvement since the last inspection
30. The school has implemented the National Literacy and Numeracy strategies and these are improving pupils' basic skills. Other positive effects include the increased enthusiasm and enjoyment by staff, as well as pupils, especially in mathematics, and the adoption of a three-part lesson structure in some other lessons. The plenary, or review session, is well established in literacy and numeracy lessons. However teachers do not fully exploit the opportunities to involve pupils in their own assessment by asking them to show whether they have achieved the objectives set or whether they are still unsure. In Years 3 to 6, teachers have given pupils targets to work towards, and, when questioned, pupils are able to describe these and say how they are progressing, especially in relation to literacy. Inspection evidence also confirmed investigative work in science as a particular curriculum strength.
31. Provision for pupils with special educational needs is good throughout the school and pupils make good progress. Teaching assistants are very effective and staff feel valued. All statutory procedures are in place and there are detailed individual education plans, which are reviewed twice a term. The co-ordinator for special educational needs is very experienced and well qualified, and has a clear view of the direction forward. She works closely with parents to ensure that they know how their children are progressing. There is also close liaison with the governor for special educational needs, who also has a very good understanding of the provision throughout the school.
32. The school is successful in providing opportunities for more able pupils to enhance their particular areas of interest. A 'more able' register is kept, and enrichment strategies have been developed when appropriate for individual pupils. Examples include developing mathematics games, additional book reviews and attending specific courses

run by the LEA. The school has enabled particular pupils to take part in Science and Mathematics Challenge days or to attend a short residential writing course.

33. This good provision for pupils with special educational needs, and for those who are more able, is very much a part of the ethos of the school. Pupils enjoy a warm and secure learning environment, which is sustained by the concern to foster the personal and social development of all pupils, and to give all of them equal opportunities in all curriculum activities.
34. There is good provision for personal social and health education (PSHE). The PSHE scheme of work includes matters of sex and relationships education, citizenship, inclusion, racial equality and drugs awareness education. Good examples of the pupils' developing personal and social skills are found in 'circle time' lessons, when they are helped to develop their own self-esteem, along with having respect for others. Pupils have also become more involved in taking responsibility for their own learning through target setting. They are helped to develop a sound knowledge and understanding of health issues and are aware of choices relating to their health. Many topics are covered as part of the science curriculum. In Year 1, pupils learn about the needs of a human baby, and the care needed when taking medicines, and having substances such as bleach around the home. Older pupils identify various germs and describe ways of stopping them spreading. In relation to drug awareness, they are helped to develop a sound knowledge and understanding of health issues, of taking risks, and of making choices. Sex and relationships education is also fully covered, with the school nurse supporting as appropriate.
35. The school provides a good range of extra-curricular activities. This is contrary to the view expressed by a small minority of parents in the questionnaires response. During the year, 'after school' clubs, some run by teachers, others with help from parents and outside agencies, include football, tag rugby, gardening, and 'Club Francais'. The local authority run coaching courses in netball, dance, and Kwik Cricket. The weekly swimming club is open to all pupils, and is run by the Friends of Ogbourne School. The curriculum is greatly enhanced by visits to places of interest, and by visitors to the school. For example, the geography curriculum gains from the residential visit to Exmoor, and history is enriched by visits to a Tudor Manor and to the Merchant's House in Marlborough. Visitors to the school include the West Midlands Theatre Group, and visitors from Gambia.
36. The curriculum is accessible to all pupils, and lessons are generally well planned to meet the needs of all pupils. Planning for children in reception is not explicit enough, which hampers the progress some children make. Teachers, working with teaching assistants, conduct and organise the lessons so that all pupils are included and involved. Pupils with special educational needs are well supported by teaching assistants, and by their individual education plans. Teachers rotate lessons, so that those pupils who are withdrawn from the classroom do not always miss the same lessons.
37. The contribution made by the community to pupils' learning is good. There are strong links with the local church, and pupils have conducted local surveys of shopping. The school enjoys good links with other educational institutions. These include the local playgroups and primary schools, and older juniors have email buddies in a neighbouring school. The local secondary school offers a range of opportunities to support sports activities, as well as subject areas including use of the ICT suite. The school works closely with the local authority and other schools on various initiatives such as the music Eisteddfod, the School Council, and in sports and games activities.

38. The school makes good provision for pupils' spiritual, moral, and cultural development, and very good provision for social development. This is a marked improvement upon that of the last inspection.
39. The provision for pupils' spiritual development is good. In school collective worship, pupils have opportunity for a moment of quiet and reflection, and with time for prayer. They are encouraged to reflect upon their own and other people's beliefs within the curriculum for religious education. Within lessons, teachers show pupils respect as individuals, and develop an ethos for all pupils to grow and be respected. Pupils are given space to share their own thoughts and innermost feelings. In other lessons, teachers show that they value pupils' ideas, and often lead class discussions well to ensure that all pupils are drawn in.
40. The provision for pupils' moral development is good. Pupils are helped to distinguish right from wrong in various ways, such as through stories told in assembly and in class; and through the day to day fostering of values of fairness and respect for others. Topics such as the Fair Trade fortnight also encourage empathy, and a considerate attitude to others and a respect for their needs. These values feature strongly in personal, social and health education lessons and in the well planned 'circle time' lessons. Pupils are well behaved and their actions help to create an orderly school.
41. Pupils' social development is very good. The school makes strong efforts to help build relationships between pupils, and between staff and pupils. The fortnightly meetings of the school council have been very successfully developed over the past two years, and pupils have given a presentation about this function to a group of headteachers. These school council activities, with related class councils, help to promote responsibility, confidence and self-esteem among pupils of all ages. Pupils respond positively to the supportive and inclusive ethos of the school. In classrooms, pupils consistently showed how well they could work with others, often within different groupings or pairs. The school supports social development in other ways such as in residential visits, opportunities to take part in school productions, and in gaining the Healthy Schools Award.
42. The provision for cultural development is good. Pupils gain insights into the beliefs and cultures of other peoples. The African Arts week involved literature, arts and foods from African countries, and Gambian visitors to the school. In religious education, pupils study Judaism and Hinduism, as well as Christianity. Pupils are helped to appreciate their own culture, with activities such as the summer drama and history day in the Forest, visiting theatre groups, and the school art and music Eisteddfod. However, the pupils' awareness of living and growing up in Britain today as a multicultural society is underdeveloped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. As was observed in the previous report, the school provides a secure environment and a high degree of pastoral care for its pupils. Its provisions for child protection and the health and safety of pupils are good. The headteacher is the designated person for child protection purposes; she has been appropriately trained. All staff are aware of the action to be taken in cases of concern. Parent volunteers have been appropriately screened. A member of the governing body oversees health and safety matters. All necessary procedures are in place. Apparatus and equipment is subject to safety checks and staff are responsible for assessing risk in their particular areas, including the Year 6 field trip. All staff have undergone basic first aid training and there are competent arrangements for dealing with pupils' medical needs.

44. Procedures for promoting good attendance are satisfactory. Registration is carried out at the appropriate times and registers are properly maintained. Parents value the school; children are happy to attend and consequently, attendance levels are good. Some parents do take children out of school for term-time holidays but the numbers involved do not currently present the school with a problem.
45. There are good procedures for monitoring and promoting good behaviour. The school behaviour policy places emphasis on encouragement and motivation and there is much evidence of this in the school; there is a 'pupil of the week' and 'work of the week' is displayed. There is a 'well done tree' in the hall. Achievement is publicly celebrated in assemblies. Consequently, the good behaviour arises largely out of teachers' high expectations and the school's positive ethos. Staff are consistent in their use of the rewards system. There is a house system and use of team points as rewards encourage pupils to consider others. Parents and pupils agree that there is little bullying but when such instances occur, they are effectively dealt with. Instances are recorded and monitored and the lessons derived from them are discussed in personal, social and health education lessons. The school is successful in creating an atmosphere free of oppressive behaviour and the harassment of any particular group. Whilst there are no ethnic minorities amongst the pupils, it seeks to promote positive images of diverse cultures, for example, by utilising Marlborough's African links.
46. Personal development is well promoted. The small size of the school, the good personal knowledge staff have of pupils and the very good quality of relationships are pivotal in ensuring that every child is well known to several adults in school.
47. The systems for assessing pupils' attainment and progress are satisfactory overall, and the data obtained is used well to guide planning in the core curriculum subjects of English, mathematics and science. This constitutes significant progress since the last inspection when arrangements for monitoring and assessing pupils' attainment and progress were unsatisfactory. In other subjects and in reception, the assessment and recording systems are inadequate for tracking pupils' progress, although improvements are currently being made in these procedures.
48. Particular progress has been made in English, mathematics and science where the assessment of pupils' work and the use made of assessment data is good. Advances in assessment procedures have been achieved in other subjects. Within the last year arrangements have been introduced for recording when the standard of a pupil's work reaches a particular national curriculum level of attainment in a subject. Pupils are aware of these steps in their progress when award certificates are presented each half term.
49. Much useful assessment is done on a short-term, day-to-day basis, and teachers modify plans in the light of this. Increasing use is made of the review session in English and mathematics lessons to check what pupils have learnt, but this practice is inconsistently applied. The school has begun to analyse the results of the statutory tests at Year 2 and Year 6; subjects co-ordinators analyse pupils' responses to test questions to identify common errors and weaknesses, and teaching programmes are amended accordingly for the following year. Pupils are provided with 'group targets' for mathematics and English based on assessment data, and these have helped to improve learning and standards. Pupils are also involved in agreeing individual targets for improvement in these subjects. Pupils spoken to during the inspection were able to discuss them but showed more confidence in talking about their English targets compared to their mathematics targets. Plans are in place to introduce non-statutory national tests in English, mathematics, and science for Year 3, Year 4 and Year 5 in 2003.

50. The procedures for monitoring and supporting academic progress are satisfactory overall. In English, mathematics and science, pupils are made aware of the learning objectives. In other subjects, they are not emphasised enough or written on the board to help to remind pupils and keep them on task. There is good use of assessment procedures to identify pupils with special educational needs. These pupils are supported well with their individual education plans. Pupils have been fully involved in agreeing their personal targets for their learning, and their progress is shared regularly with their parents. The special educational needs co-ordinator provides good leadership and support for colleagues and for pupils. She maintains a list of those pupils with special educational needs, and ensures the school complies with the Code of Practice. She also contributes to the provision for more able pupils. Colleagues work closely with her to provide enrichment opportunities for selected higher attaining and more able pupils in areas such as literacy, mathematics, science, music and some sports activities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school has developed good, effective links with parents. It provides good quality information for parents about the school, its activities and children's progress. The governors' annual report to parents is written in particularly lively and parent-friendly language. The school invites parents to meetings to discuss matters such as the child's induction into school and the national tests for children at the end of Years 2 and 6. Parents have three formal opportunities to meet staff; in the autumn and spring terms and after the issue of children's reports in the summer term. Over 90 per cent of parents take up these opportunities. The headteacher issues regular informative newsletters, serially numbered to ensure that none are overlooked. Parents particularly appreciate the easy, informal access they have to staff, thus ensuring that minor problems do not escalate. Parents like the format of pupils' annual reports, which provide them with the information they need. Reports meet statutory requirements.
52. Parental involvement makes a very significant impact upon the school's work. There was a very good response to the pre-inspection questionnaire. A number of parents work as volunteers in classrooms whilst others run a range of after-school activities. Others provide additional supervision for school visits, help to make resources for younger children and keep the school website updated. There is an active 'Friends' organisation that acts as a link between staff, parents, governors and community. Their fund-raising activities provided an appreciable contribution towards recent building work and bought the adventure play equipment enjoyed by all pupils.
53. Parents' views of the school are very positive. Parents attending the pre-inspection meeting, completing the Ofsted questionnaire and talked with during the inspection all identified:-
- The friendly atmosphere;
 - The treatment of children as individuals;
 - The extent of parental involvement and the value placed on it by the school;
 - The readiness of the school to address issues;
- as significant strengths.

There were concerns over; -

- The use of homework;
- The range of after-school activities;
- A few parents were concerned about the behaviour of a small minority of pupils.

54. Inspection findings support all the positive comments made by parents. The use of homework is satisfactory and the range of after-school activities, having regard to the size of the school, is considered to be good. The behaviour of the pupils was judged to be good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management are good, overall. The headteacher provides purposeful leadership with a clear vision for the school. She combines a regular teaching commitment with the leadership role very well, and has monitored the teaching and learning in each class, so has a thorough over-view of the school. Although there is no deputy head or senior management team, responsibilities are delegated and shared. She is well supported by the staff, governors and parents with a shared vision and commitment to further development. The potential for further improvement is good. The quality of leadership and management, overall, has improved since the previous inspection when it was judged satisfactory. The management of the curriculum has improved and is satisfactory, with increased monitoring and evaluation of teaching and learning. Subject co-ordinators have developed their roles satisfactorily. Thorough systems for induction and performance management are in place.
56. The governing body is well informed about the work of the school by frequent visits and contact. They are clear about the strengths of the school and priorities for improvement. They are effective in their role of critical friends by asking relevant questions and gathering 'first-hand' information. Governors are allocated different curriculum areas and because they are well informed, for example, in special educational needs, they provide a good level of support. The different committees get to grips with urgent matters and report regularly to the full governing body. The governors regularly monitor attendance and the impact of policies such as the behaviour policy, which is an improvement since the previous inspection.
57. The current school development plan covers only one year, which does not provide a longer-term over-view with regard to strategic planning. The current plan is not sufficiently clear about how and when the actions will be achieved or by whom and does not provide enough information to help move the school forward. The priorities are not easily measurable, which makes judging the progress made in meeting the plan more difficult. The school aims are very clearly reflected in the work of the school.
58. The management of special educational needs is good. The special educational needs co-ordinator is well qualified and provides good leadership for all colleagues. She works closely with other teachers, meeting regularly both with teaching assistants and the governor with responsibility for special educational needs, in order to provide good support for pupils with special educational needs and more able pupils.
59. The school has developed the analysis of data but the use of this data to pinpoint areas where improvement is needed is at an early stage. Inclusion is good; the school strives to ensure that all pupils are included in the educational provision.
60. The subject co-ordinators are enthusiastic and hardworking. The previous inspection indicated that curriculum management was unsatisfactory; this has improved and is now satisfactory. All teachers have more than one area of responsibility. In some subjects there are useful action plans, which indicate the main priorities to be tackled. Co-ordinators have a clear understanding of the standards, strengths and weaknesses in their subjects. They have undertaken limited monitoring in the classroom but have met with pupils to identify standards and discuss their attitudes. There are staff meetings where work is moderated and discussed, but there is no consistent system for monitoring teachers' planning or analysing pupils' work. The headteacher monitors each

class during the term and provides informative verbal feedback. There is no written feedback with helpful targets, which could be used as a useful basis for measuring the improvement made in subsequent visits.

61. The school is well staffed with suitably qualified teachers to teach the age range of pupils and all subjects of the National Curriculum. The support staff work well with teachers in providing extra support. There is limited support in the youngest class, which makes it more difficult to provide effective provision for the wide range of ages and abilities. There are appropriate systems in place to help ensure that teaching assistants understand the aims of the lessons and have regular communication with teachers including the special educational needs co-ordinator.
62. Budgets are based on the needs identified in the school development plan. The school has budgeted very carefully in order to fund and maintain three classes. The rollover for 2001-2002 was for this purpose. This means that there is very little spare funding for other purposes. The 'Friends of the School' work very hard to raise a significant amount of money for the school. The finance committee monitors the budget on a regular basis. Care is taken to obtain good value for money on all purchases and the principles of best value are applied satisfactorily. Smooth and efficient administrative support is carried out with the minimum disruption to teaching and supports the teachers well. The expenditure per pupil is higher than the national average. However, taking into account the standards achieved, the positive ethos and the very good relationships, the school provides satisfactory value for money.
63. The overall range of resources is just about adequate, except for the range and number of good quality books in the school, which limits the progress some pupils make in this area, resources for reception and some aspects of ICT. Accommodation is satisfactory, overall. Storage space in the school is very limited. The school uses the village hall for physical education, as the school hall is too small, especially for the older pupils. The children in reception do have direct access to the outdoors, but the area for them has not been sufficiently developed, for example with fencing, and this limits the activities which take place outdoors.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to build upon the many strengths and continue the improvements made, the headteacher, governors and staff should:
 - (1) Improve standards in English in Years 1 and 2 and continue to improve standards in information and communication technology throughout the school.
(paragraphs 3, 5, 74, 77 and 104)
 - (2) Develop clear, manageable systems of medium-term planning for reception and the non-core subjects.
(paragraphs 25, 29, 36, 66, and 108)
 - (3) Improve school development planning; ensure there is clear information about how and when the priorities and actions will be achieved and develop the plan so that it covers a longer period of time.
(paragraph 57)

- (4) Strengthen the curriculum in reception, both indoors and outdoors, including the provision for good quality, purposeful play.
(paragraphs 65 and 68)

The following areas for improvement have also been identified and should be considered by the school:

- Improve the library facilities, classroom book areas and the range and quantity of books.
(paragraphs 25, 63 and 76)
- Improve the quality of the marking of pupils' work.
(paragraphs 24 and 79)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	15	12	0	0	0
Percentage	0	10	50	40	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	61
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	17
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	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	4	1	5

The results are not included as there were fewer than 10 pupils in the cohort.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	5	4	9

The results are not included as there were fewer than 10 pupils in the cohort.

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	61	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	17.1
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	43

Financial information

Financial year	2001/2002
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	£
Total income	224,463
Total expenditure	195,380
Expenditure per pupil	3,311
Balance brought forward from previous year	28,901
Balance carried forward to next year	29,083*

The school has this carry forward to help ensure that three classes can be maintained.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	0.4

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	59
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	2	0	5
My child is making good progress in school.	43	43	7	0	7
Behaviour in the school is good.	34	48	14	0	5
My child gets the right amount of work to do at home.	36	45	14	2	2
The teaching is good.	55	41	0	0	5
I am kept well informed about how my child is getting on.	36	50	2	0	11
I would feel comfortable about approaching the school with questions or a problem.	75	23	0	0	2
The school expects my child to work hard and achieve his or her best.	43	45	5	0	7
The school works closely with parents.	36	55	2	0	7
The school is well led and managed.	45	41	7	0	7
The school is helping my child become mature and responsible.	52	43	2	0	2
The school provides an interesting range of activities outside lessons.	30	45	14	7	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. Provision for children in reception is satisfactory, overall. When children enter reception their attainment is generally in line with that found nationally, although there is a range of ability. They make satisfactory progress in each area of learning and are in line to achieve the standards expected in each area of learning by the time they enter Year 1. Standards are similar to those at the time of the previous inspection. The children are taught in a mixed-age class with Year 1 and Year 2 pupils. At the time of the inspection there were four children in reception, two of whom had only just started school. Although the provision is satisfactory, overall, and the curriculum is broad, the planning is not explicit about how the areas of learning and stepping-stones, leading to the Early Learning Goals², will be covered. This makes it difficult to assess the progress which the children make and to fully ensure that all aspects of the Foundation Stage curriculum are included. The provision and facilities for outdoor play require further development, in order to ensure that outdoor activities promote effective learning in each area of learning. No children have been identified as having special educational needs, and all children, including boys and girls, are included in the provision. There are insufficient good quality resources for this age group.
66. The quality of teaching is satisfactory in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical and creative development. Although the teaching is satisfactory, overall, there are weaknesses in the planning. Judgements are made on limited observations, discussions and analysis of past work and planning. Staff have a reasonable understanding about the Foundation Stage curriculum. Current assessment procedures in relation to judgements about children's development and achievement in the areas of learning are not sufficiently developed, which hampers the progress some children make. The children are taught in a mixed-age class and the teacher works hard to try and ensure that the curriculum is suitable for the different age groups and ability range. There is an appropriate mix of direct teaching and some self-chosen activities. A range of practical activities reinforces the learning, for example, sorting activities in mathematics. Clear explanations are given about the tasks and consequently the children feel secure in the environment. The use of purposeful play to support effective learning is underdeveloped. There is good liaison between staff and parents, which also helps the children to feel more confident. There is limited extra classroom support in this class, which makes the management of a mixed-age group more difficult, for example, when using the computer suite, which is situated in the hall, or making full use of the outdoor area.

Personal, social and emotional development

67. There is a clear priority given to this area of learning. The children respond well to the teacher; they are polite to each other, take turns and listen appropriately to what others have to say. They quickly learn the accepted behaviour code, for example, by not calling out and by helping to tidy away after an activity. They try to get themselves changed for physical education, making sure that their clothes are tidy. The children are made to feel special by the teacher, which helps them to grow in confidence. Quiet moments in the day help the children to respect the thoughts and feelings of others. Stories from other countries, such as Africa, help them to respect and understand other cultures than their own.

² The Early Learning Goals set out what most children should achieve by the time they join Year 1.

Communication, language and literacy

68. The children listen appropriately to each other and join in with discussions, making relevant contributions. They talk in sentences and are beginning to write their names. There are good opportunities to develop language and speaking skills, for example, in a whole class session when looking carefully at a tangerine and then trying to describe it and how it tastes. Effective learning is fostered by the way in which the children's early attempts at writing are valued by staff. The staff know the individual children well, which helps to promote their learning, particularly in speaking and listening skills, because staff make time to listen to the children and respond to what they are saying. The use of play to develop early language skills is not sufficiently developed. The role-play area is uninviting and children are not encouraged to write independently for a purpose. There are not enough written signs and notices to make the children want to read. Imaginative play and role-play, both indoors and outdoors, are not used sufficiently to develop skills in communication, language and literacy. There are insufficient good quality reading and non-fiction books for this age group. The class book area is under-developed, which does not provide enough stimulation to make the children eager to read.

Mathematical development

69. The children are developing a sense of the order of small numbers and some can already count and recognise numbers to ten. They sing number songs and can recite number rhymes. When using sand and water most children successfully use words such as 'more than' and 'less than'. They understand the concepts of 'full' and 'nearly full' and can explain the differences in pouring sand or water. The understanding of shape is developed through play with construction materials. There are useful opportunities for counting and sorting but the use of purposeful play to extend these skills is under-developed.

Knowledge and understanding of the world

70. The children have a wide range of experiences in this area. They enjoy finding out about the world in which they live and this is fostered well by walks around the school and the local environment. They begin to develop their knowledge about the wider world through the travels of 'Marvin the Monkey', who recently went on a skiing trip. They begin to think about different weather conditions and the impact this may have, for example, on the clothes people wear. They learn about their senses and use them in different situations. They search for 'mini-beasts' and compare their different living conditions. They grow plants in different situations and compare their growth. During the inspection, no children were observed using computers, but the children showed confidence and enjoyment when programming a 'moveable toy'.

Physical development

71. There is regular use of the village hall for physical development. The children move in different ways and directions, making appropriate use of space. They use the climbing frame sensibly and most can balance appropriately. Fine manipulative skills are developed through activities involving scissors, paintbrushes, and small construction toys. There was no opportunity to observe the children on wheeled toys during the inspection. The outdoor area is not fenced which makes it difficult for full use to be made of the outdoor area to support learning in physical development and other areas of learning.

Creative development

72. The use of imaginative play to support the learning is underdeveloped. There is scope to develop this further by giving it a higher priority and involving adults to help develop the play, when possible. The children explore colour through paint, dough and drawings. They develop the use of colour in their paintings. They develop their skills through collage making using an attractive range of different materials. They sing reasonably tunefully and are beginning to identify high and low sounds.

ENGLISH

73. The cohort of pupils in Years 2 and 6 in 2002 was small, which makes national comparisons and comparisons with similar schools unreliable. In addition, the number of pupils identified as having special educational needs was well above average. Trends over the past few years indicate improvement, although there is considerable variation due to the small cohorts of pupils taking the tests each year. The percentage of pupils achieving the higher levels in Year 6 has improved.
74. Standards of work, based on inspection evidence indicate that at the end of Year 2 standards are below average, but at the end of Year 6 they are average. In Year 6, standards have improved in spelling, reading and handwriting. The small cohort in Year 2 makes it difficult to compare standards with those at the time of the previous inspection. Throughout the school most work is neatly presented, which is an improvement. During the inspection, no significant differences were noted in the performance of girls and boys. The percentage of pupils with special educational needs is above average and in relation to prior attainment, pupils in Years 1 and 2 make satisfactory progress, overall, and they make good progress in Years 3 to 6.
75. By the end of Year 2 and Year 6, attainment in speaking and listening is average. There are good opportunities for pupils to develop speaking skills, for example, they often discuss their ideas with a partner. Many are keen to answer questions and contribute to discussions. Most pupils listen appropriately to adults and to each other.
76. By the end of Year 2, reading standards are below expectations and pupils make slow progress. They read regularly but lack enthusiasm and interest in what they are reading. They do not enjoy discussing the books they read, although most do have a satisfactory range of strategies to help them tackle unfamiliar words. The use of the library is limited in helping to meet the objectives in the National Literacy Strategy. The school has recently cleared out a lot of old and unattractive books. There are insufficient modern, exciting and stimulating books to encourage the pupils to read. The 'book areas' in the classrooms are under-developed and do not promote reading as an exciting activity. The attainment of pupils in reading by the end of Year 6 is average. Most pupils read confidently for a range of purposes. Most pupils, including boys, enjoy reading and can explain why certain authors and books are their favourite.
77. Current standards in writing at the end of Year 2 are below average but in relation to attainment on entry to school most pupils make satisfactory progress. They do not have confidence in writing independently and are unsure about how to spell simple words. Their use of punctuation, such as capital letters and full stops, is not consistently accurate. There are some examples of imaginative writing but, overall, it does not grip the reader's imagination. In Year 6, standards in writing are average and pupils write for a range of different purposes. A significant number of pupils make good progress. They write the Christmas story from the viewpoint of different characters and there is some lively and thoughtful work. Higher attaining pupils can vary their style to convey meaning clearly in different forms for different readers. Vocabulary choices are more imaginative and many pupils are beginning to join their handwriting. Pupils identified as having

special educational needs make good progress, because of the support they receive in English.

78. The quality of teaching is satisfactory overall, with a significant amount of good teaching in Years 3 to 6. The quality of teaching observed during the inspection was satisfactory overall in Years 1 and 2 and good in Years 3 to 6. In Years 1 and 2, a few pupils took too long to settle to the writing task or spent too long drawing pictures rather than writing. Management is more difficult in this class, because there is a wide age range and limited extra support. There is sometimes a lack of pace, which slows the learning. The literacy strategy is taught satisfactorily in Years 1 and 2 and taught well in Years 3 to 6, which has a positive impact on the pupils' learning. Where the teaching of literacy is good, praise is used effectively to support pupils' learning, there are clear and effective explanations about the task and high expectations of what pupils can achieve. The quality of learning is closely linked to the quality of teaching; it is satisfactory in Years 1 and 2 and good in Years 3 to 6. Good use is made of teaching assistants to support pupils with special educational needs, which ensures that all pupils are involved. Parents give effective support with hearing their children read at home, which has a positive impact on standards in reading. Teachers use literacy well to promote spiritual, moral, social and cultural development.
79. Assessment procedures are satisfactory. The school is beginning to use data to support the raising of standards in English although teachers are not yet in the habit of predicting what level they hope each pupil will achieve by the end of the year, using assessment information. Examples of work are collected and discussed by staff so that there is agreement on expected levels of attainment. Marking is inconsistent and does not provide pupils with an indication of what they need to do to improve their work. There are good cross-curricular links with other subjects, particularly religious education, history and geography but regular use of ICT to support English is under-developed.
80. Management is satisfactory. The co-ordinator meets with colleagues to share ideas and has also met with pupils from Year 6, but does not regularly monitor planning or pupils' work. The headteacher has monitored some English lessons and given useful feedback. Book resources are too limited, which has a negative impact on pupils' learning, although the school makes good use of the LEA lending service to extend the range of books.

MATHEMATICS

81. Standards of attainment are average in Year 2 and in Year 6. This maintains the satisfactory standards of attainment recorded in the last report. Pupils make at least satisfactory progress throughout the school. Pupils with special educational needs are supported well in lessons, and make good progress.
82. The National Numeracy Strategy has been implemented well throughout the school. This has helped to develop teaching styles, including those which encourage pupils to recognise that there are often different approaches to a calculation or problem, and help pupils to share their different methods with the rest of the class. Test results have been analysed and used to identify topics needing greater coverage in lessons, such as co-ordinates, and developing pupils' mathematical vocabulary to help in explaining their reasoning. The encouragement of the careful use of vocabulary makes a useful contribution to pupils' development of literacy skills, as do the frequent opportunities for pupils to speak and to listen attentively to each other, when sharing their ideas about mathematics. The use of ICT skills in mathematics is at an earlier stage of development. The school promptly draws upon new government initiatives and maintains fruitful links with the LEA numeracy consultant. This openness to new ideas and suggestions has a positive impact upon standards achieved.

83. Year 2 pupils count sets of objects and use recalled addition and subtraction facts to 10. Pupils can subtract but a few are less aware that subtraction is the inverse of addition. Several pupils can sequence numbers to 100, and are developing a sound understanding of the place values involved. Many also use informal jottings to support their mental calculation strategies.
84. Pupils continue to develop their number and calculation skills soundly in Years 3 to 6, along with skills in space, shape and measure, with more limited experience in data handling. Pupils enjoy mathematics and this is boosted by the inclusive approaches of teachers, so that all pupils take part confidently in lessons. Year 6 pupils worked with great enthusiasm as they responded to the 'challenge' of developing from a known fact a number web of closely related facts. In another lesson, pupils worked with equal enthusiasm to solve the problems in deciding the correct amounts of food required for a dinner party of 10. In these lessons, some pupils showed they were working at levels above those expected for their age. However, pupils have less opportunity to work with data handling, and also to engage in practical and investigative work.
85. Pupils respond keenly to the teaching, and pupils of all ages can work very well together. Older pupils are confident in sharing their strategies and other ideas with the rest of the class.
86. The overall quality of teaching and learning is good throughout the school. Teachers have good knowledge and understanding of mathematics. They typically use questions well to assess pupils' levels of understanding, to prompt their thinking through topics, and to include all pupils in the ongoing activities. Teaching approaches, which encourage pupils' interaction and motivation, provide good support for pupils with special educational needs, and promote the social development of all pupils in class. Pupils are often spurred on by effective routines, such as 'I've got a little challenge for you'. Teaching assistants also work well with teachers to support pupils' learning. The introduction of personal targets in mathematics at the beginning of the year is also having a positive impact upon learning. In some lessons, the introduction of the learning objectives and the consequent review of them to assess learning at the end of lessons, are not sufficiently stressed. Resources are generally used well, but some opportunities are missed to support the development of pupils' mental imagery of mathematics by using a wider variety of visual activities.
87. The management of the subject is good. The co-ordinator is knowledgeable and aware of strengths and areas for improvement in the subject. The regular assessment of pupils has been introduced, and planning is assisted by the analysis of assessment data. Marking is inconsistent and does not sufficiently inform pupils about how they can improve their work.

SCIENCE

88. Inspection evidence shows that overall standards of attainment are in line with expectations at the end of Year 2 and Year 6. This maintains the position noted at the time of the last inspection. Some Year 6 pupils are working at levels above those expected. There has generally been an upward trend in levels of science attainment in Year 6, although dipping from a peak achieved in 2001.
89. Achievement is satisfactory, overall, throughout the school. However, some pupils, including those with special educational needs, make good progress in Years 5 and 6 in their knowledge and understanding in the main areas of science. There is no significant difference between the achievement of boys and girls.

90. Pupils in Year 2 develop their investigation skills as they work with magnets and objects such as a book, bead, and fork. They predict which will be attracted to a magnet, and then make a simple recording of their observations. They show their growing appreciation of fair testing when, in relation to their work on 'gravity', they explain why it is important to drop things from the same height.
91. By the end of Year 6, pupils know how to plan and record an investigation, using a simple sequence. Studying solids, liquids and gases, they test how easily some materials dissolve, and whether changes to materials are reversible or irreversible. In a lively lesson, in which they made butter and a slime mixture, they worked in small groups and made predictions concerning the reversibility or otherwise of the butter or slime. Some were able to contribute their knowledge of molecules to support the discussion. In suggesting tests involving heating, freezing, sieving, pupils demonstrated their ability to use their knowledge of how a mixture or substance might be separated. Some also showed their understanding of how molecules also would affect the changes in butter and slime.
92. The quality of teaching and learning observed was satisfactory in Years 1 to 2 and good, with some very good teaching, in Years 3 to 6. Teachers have good subject knowledge, and their enthusiasm transmits to pupils. Older pupils cited science among their favourite subjects and described how much they enjoyed the practical aspects, and found it stimulating. Teachers make good use of resources, conduct lessons with good pace, and are able to get pupils co-operating well when working on investigations. This organisation, linked with the valuable work of teaching assistants, helps to ensure all pupils are effectively included and motivated. There is a good level of challenge to pupils, including the more able, and they are encouraged to be independent in some investigations. Currently there is insufficient use of ICT in science to support effective learning. Pupils do not always have enough opportunity to choose appropriate or relevant equipment from a range of materials 'on offer'. Investigative work in science makes a significant contribution to the pupils' enthusiasm for learning.
93. The subject co-ordinator provides good leadership and enthusiastic support for colleagues. There are good assessment procedures to support learning. Standards are also helped by the good use made of in-service training opportunities and the close links with the local authority adviser. In 2001, the school won a national competition for primary schools and an award from the Royal Astronomical Society. Resources are satisfactory, overall, but there is insufficient data logging equipment.

ART AND DESIGN and DESIGN AND TECHNOLOGY

94. Only three lessons were seen in art and design and one in design and technology. From these observations, displays around the school, teachers' planning, photographs and from discussion with teachers and pupils, it is evident that standards in both subjects at the end Year 2 and Year 6 are in line with expectations. Standards have been maintained since the last inspection. There is no significant difference in the levels of attainment of girls and boys.
95. Pupils make satisfactory progress in all aspects of their work and pupils with special educational needs make good progress, because of the effective support which they receive. Pupils respond well to the supportive class environments, and enjoy their work in both subjects. Teachers make good use of opportunities to encourage pupils to work together and to 'have a go'. Inclusive approaches, which get all pupils interested and active, are fostered in both subjects. Pupils in Years 1 and 2 develop their skills of using and arranging collage materials in fabric. Year 2 pupils choose fabrics of different colours and textures and then plan a patterned design before they glue the fabrics to the

base. They make and design images and comment upon differences in their work and that of other pupils.

96. Pupils in Year 6 continue to use their drawing skills in a variety of contexts. In their sketchbooks they have records of previous work with many of the originals on display. These include observational drawings of a vase in pencil, designs for an Aztec shield, and pop art inspired from the 1960's. In class they demonstrated their skills in using a variety of media and colouring techniques to produce different effects when creating pictures in the style of Monet. Many achieved impressive results. When working on plans for making a fairground vehicle, they show they understand the correct vocabulary used by the teacher and experiment with wheels working in different ways. They then record their observations and ideas in drawings.
97. The quality of teaching and learning in art and design is good. Insufficient teaching was seen in design and technology to make a rounded judgement, but that which was seen was good. In the lessons seen for these subjects, teachers had good subject knowledge and had good classroom management skills, which helped get pupils interested. They made effective use of resources. The work of famous artists is used well to support pupil's learning, and these represent many different styles. However, there is little work of artists from non-western cultures, which limits pupils' understanding of world art.
98. Basic schemes of work are in place for both subjects. However, the medium term planning is under-developed and does not fully support progression in teaching and learning. Sketchbooks, used in Years 3 to 6, provide a useful record of work completed by pupils. However they are under-used as a working document in which pupils can experiment and practise skills and techniques. Art and design makes a good contribution to pupils' spiritual and social development. Pupils express delight at effects they have created and work harmoniously in lessons. Opportunities to contribute to pupils' cultural awareness are not fully exploited.

GEOGRAPHY and HISTORY

99. No geography or history lessons were observed in Years 1 and 2 during the inspection. From discussion and the work available in pupils' books, standards are broadly in line with expectations. One geography lesson was observed in Years 5 and 6 but no history lessons were observed. However, a range of pupils' work in geography and history was analysed. By the end of Year 6, standards are in line with expectations for this age and pupils make at least satisfactory progress in their learning. Standards, for this age group, have been maintained since the previous inspection.
100. By the end of Year 2, pupils use appropriate geographical language to explain features of their neighbourhood, which they pass on their way home from school. They satisfactorily make a plan of their route. They can explain why some teddies and toys are older than other ones and identify differences in the old and newer ones.
101. By the end of Year 6, pupils have an appropriate range of knowledge, skills and understanding about places in the locality and beyond. In relation to history and geography they make interesting educational visits which strengthen their knowledge and stimulate their interest. A good example is the pre-Christmas visit to the 'Merchant's House' in Marlborough, when the pupils dressed and behaved 'in-role'. Much good quality work in geography is done during the annual residential visit for Year 6. There is a range of well-presented and interesting work, which also develops skills in literacy, for example, evacuee letters and individual topics related to work on the 'sixties'. In a successful geography lesson, pupils demonstrated good knowledge and understanding about the stages of the journey of a river, using correct geographical terms. This was

later consolidated and extended very well, when pupils made papier mache models of journey of a river from its source, and also in a dance lesson when they moved to music to represent the movement of the water. History and geography promote pupils' spiritual, moral, social and cultural development well through the stimulating range of activities and frequent opportunities for pupils to work together.

102. In the one geography lesson, which was observed in Year 5 and 6, the teaching was good and pupils made good progress in their learning. The teacher's own enthusiasm helped to fire the pupils' interest and imagination. Objectives were made clear to the pupils and during the lesson they were reminded about the aims of the task. The final plenary session reinforced the learning well, as pupils evaluated each other's work. Pupils in Years 5 and 6 enjoy these subjects and in the lesson observed they behaved well, working together in a sensible and mature way.

103. The management of the subjects is effective. The co-ordinator has met with pupils as part of the monitoring of the subjects and has a clear understanding of the strengths and weaknesses of the subjects. There is a policy and scheme of work to provide support and guidance. The teachers' own medium term planning does not always provide sufficient information to ensure clear progression in the pupils' skills, knowledge and understanding. The school's own resources are limited but they are supplemented to a satisfactory level by the LEA lending scheme.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Since the previous inspection the school has made satisfactory progress in ICT, although standards remain slightly below expectations in Year 2 and Year 6. Resources have improved during the past year and there is now a suite of computers in the hall. Pupils have more 'hands-on' experience and are catching up. There is still insufficient use of ICT across the curriculum to support learning in different subjects and enhance the work done in the computer suite.

105. In Years 1 and 2 pupils are developing sound keyboard skills and use the computer for simple word processing, for example, when writing about their toys. They know how to move the computer mouse and choose options on the screen. They can draw, using lines to create pictures of their toys. They program a toy to move in different directions. The pupils are less confident about how to find things out, develop ideas and make things happen, modifying and evaluating their work as it progresses. Year 5 and 6 pupils use the Internet to search for information, but several pupils still lack confidence when doing this. They communicate by email with pupils from a neighbouring school and record the findings of a survey about the length of hair in chart and graph form. Pupils lack sufficient understanding about modelling and control aspects of ICT. There is insufficient use of ICT to support work in other subjects, including mathematics, science and music.

106. Pupils enjoy working on the computers and most behave well, working together in a sensible way. No direct teaching was observed in Years 1 and 2, so no overall judgement can be made of teaching in this age range. The teaching in the two lessons observed in Years 3 to 6, was satisfactory, overall. Good questioning kept the pupils fully involved and provided challenge. A clear explanation at the beginning of the lesson helped to ensure that pupils understood what they had to do. Classes are split for computer sessions, which means that time available is fairly limited. Sometimes too much is packed into one lesson and there is not always enough time for a meaningful plenary session to reinforce the learning. Pupils, including those with special educational needs, make satisfactory progress with their learning. There is a timetable but this is not displayed clearly so that all are aware of when the computers are in use.

In Years 1 and 2, there is no teaching support in the afternoons, which makes it difficult to make the maximum use of the computer suite.

107. The co-ordinator is new to the post but is enthusiastic and well informed about the subject. As yet she has been unable to monitor the teaching and learning in each class to ensure the curriculum is being covered throughout the school. The scheme of work provides helpful guidance. The school does not make maximum use of all the computers in school, because teachers do not identify opportunities in their planning where ICT can be used to enhance the learning. Although standards have improved, more resources are required for modelling and control work, in order to develop these aspects of the subject.

MUSIC

108. Pupils throughout the school attain the standards expected for their age. The school has done much to improve the provision since the last inspection and this has helped to raise standards, which were unsatisfactory at that time. The sound and often good teaching in the school is enhanced by the very good teaching from a visiting specialist music teacher. The school has now developed a basic scheme of work, which draws upon a commercial scheme and is enriched following discussions with the local music adviser. However, the medium term planning lacks sufficient detail to fully support teachers in their planning, and to set out clearly assessment opportunities and the progression in pupils' learning. Pupils' musical experiences have widened to include composing, and the playing of percussion instruments, since the last report.
109. Pupils enjoy music making and make satisfactory progress through the school. In lessons all pupils are drawn well into the activities, with boys and girls both making satisfactory progress. Pupils with special educational needs are well supported and often make good progress. In assembly, pupils join in singing with great enthusiasm and most sing in tune with good tone. This is also an improvement since the last report, which noted that many pupils could not sing in tune.
110. Year 2 pupils, in discussion, show they understand the difference between tuned and untuned instruments. In pairs, they work together to make high and low sounds with instruments. Most Year 4 pupils can sing notes in tune, reading from a conventional notation. In Years 3 and 4, pupils develop their singing and playing skills well during their weekly lesson featuring recorder playing. They all enthusiastically join in the singing and the playing and accurately follow clapping rhythms while singing.
111. The quality of teaching and learning is good in Years 3 to 4 and satisfactory in Years 1 and 2. No teaching of music was observed in Years 5 and 6. Insufficient teaching was seen to make a secure overall judgement but the teaching quality has improved since the last inspection, when it was noted that expectations were too low. In the better quality lessons teachers maintained a good pace which enthused pupils, made good use of resources, and gave confidence to all pupils who participated fully without fear of 'making a mistake'.
112. Music makes a good contribution to pupils' social and cultural development. Pupils' musical experiences are enriched by opportunities to take part in the annual school music and arts Eisteddfod, and in the school musicals. During the African Week, Gambian visitors provided opportunities to hear Gambian music and to use their instruments. The range of musical resources is satisfactory, but the use of ICT to extend provision in music and to enhance pupils' opportunities in music is at an early stage of planning. The range of musical resources is satisfactory. The subject is managed effectively.

PHYSICAL EDUCATION

113. During the period of the inspection it was not possible to observe all aspects of the physical education programme. An examination of planning documents shows that pupils are taught all aspects of the subject. Evidence is drawn from an observation of indoor lessons during gymnastics, and dance, and from discussions relating to games, athletics and swimming. By the end of Year 2 and Year 6, standards in physical education are what would be expected of pupils of that age. This is similar to that at time of previous inspection. A strength noted then, which still remains a strength, is the good range of extra-curricular games activities such as tag rugby, Kwik Cricket, football, netball, and dance which enrich pupils' physical education. Lessons now take place in the village hall, which is larger than the school hall. Resources now include larger apparatus, which is appropriate for older pupils. These are further improvements since the last report.
114. Pupils in Years 1 and 2, respond promptly to the teacher when travelling around the hall space in different movements, including hopping, stepping, and rolling. They use the climbing frames to develop body skills, and the less confident pupils are given sensitive support from the teacher and assistants. Year 5 and 6 pupils showed great enthusiasm in their dance lesson, after their initial disappointment that wet weather had caused the cancellation of the originally planned rugby. Pupils responded well to the music. They showed good discussion skills as they sorted out their ideas in small groups and they listened well to each other's suggestions. There was strong inclusion of all pupils in this lesson, and good encouragement and support for pupils with special educational needs. In addition to the support for English in developing speaking and listening skills, there was a helpful cross-curricular link with geography, which underpinned pupils' learning.
115. Insufficient teaching was seen across the range of physical education to form a secure overall judgement on the quality of teaching and learning of physical education. In the lessons observed, teaching was satisfactory in Years 1 and 2 and good in Years 5 and 6. Features of the good teaching include maintaining a good pace, allowing adequate time for warm up and warm down and giving due emphasis to health and safety aspects, to which pupils of all ages respond well. Overall, there are insufficient opportunities for pupils to evaluate how their own level of performance might be improved. There is a weekly swimming club after school, and transport is provided to Marlborough. This has a positive impact on the standards of swimming. The club is organised by the 'Friends of the School'; no pupils are barred from attending on financial grounds. The management of the subject is satisfactory.

RELIGIOUS EDUCATION

116. Standards in religious education are broadly in line with the Locally Agreed syllabus by the end of Year 2 and Year 6. Standards have been maintained since the previous inspection. As at the time of the previous inspection, there is little evidence of in-depth study of other world religions in addition to Christianity. Pupils, including those with special educational needs, make satisfactory progress in their learning.
117. By the end of Year 2, pupils begin to understand the significance of some of the important beliefs and practices of Christianity. They know some of the stories in the New Testament about the life and work of Jesus. They know about the importance of such festivals as Christmas and Easter. They discuss what makes something special and share their feelings with each other. There is very little recorded work in Year 1 and 2, but discussions indicate that standards are broadly in line with those expected.
118. By the end of Year 6, most pupils have a broader understanding of Christianity and can recall some of the important stories found in the Old and New Testaments of the Bible. Their knowledge about other religions is more limited, although they have a basic

knowledge about Judaism. They think about the deeper meaning of life and discuss what is most important to them after reading part of 'I am David' by Anne Holm. In art, the pupils create 'fear and beauty' masks as a result of reading this book. They explain their thoughts and ideas about what the masks represent. In discussion, they show that they understand what symbols are and make good suggestions, such as using a 'padlock' to represent 'worry' and a 'medal to show 'learning'. Pupils develop thoughtful and sensitive attitudes to each other. From their reading of 'I am David' and from class discussions, they realise what it feels like to be misunderstood and they empathise with others.

119. No judgement can be made about teaching in Years 1 and 2 as no religious education lessons were observed. One lesson was observed in Years 5 and 6 and the teaching in this lesson was good. Careful planning ensured that all pupils were interested, challenged and behaved well. They made good progress in their learning during the lesson. The skilful questioning ensured that there was an interesting and thought provoking discussion. Behaviour management was good and as a result pupils listened attentively and were enthusiastic about their work. The teacher ensured pupils had opportunities to reflect and express their own feelings. Analysis of pupils' work and discussion indicates that pupils in Years 3 to 6 make satisfactory progress in their learning over time. There is good provision in religious education, for pupils' spiritual, moral, social and cultural development. Visits are made to the local church to support learning in religious education. The good links with other subjects in Years 3 to 6 support effective learning, because they develop pupils' interest and enthusiasm for the subject.
120. The management of religious education is satisfactory. The monitoring of teaching and learning is limited because the headteacher, who is currently the co-ordinator, has many other responsibilities. Statutory requirements are met and the school uses the Locally Agreed syllabus for planning lessons. The planning sheet over-view does not always provide enough information to ensure that there is sufficient progression in pupils' knowledge and understanding. Assessment procedures are in the early stages of development. There are insufficient books related to religious education, particularly in relation to world religions.