

INSPECTION REPORT

CORSHAM PRIMARY SCHOOL

Corsham

LEA area: Wiltshire

Unique reference number: 126184

Headteacher: Mrs Fiona Allen

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 9th – 12th June 2003

Inspection number: 254415

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Ruth Hopkinson
Date of previous inspection:	2 – 6 March 1998

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31754	Mrs Charlotte Roberson	Lay inspector		How well the school cares for its pupils How well the school works in partnership with parents
22397	Mr Stuart Fowler	Team inspector	Mathematics Physical education	Educational inclusion
22352	Mrs Frankie Gaywood	Team inspector	Science Art and design	Pupils' attitudes, values and personal development Special educational needs
18709	Ms Nina Bee	Team inspector	History Geography Areas of learning for children in the Foundation Stage	The work of the special educational needs unit
27240	Mr Tony Hooper	Team inspector	English Music	English as an additional language
29424	Mrs Vivienne Stone	Team inspector	Information and communication technology Religious education	The quality of the curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Corsham Primary School is situated on the outskirts of Corsham, a small market town between Bath and Chippenham. It is larger than most primary schools and the 382 pupils mostly attend from the local area, although some travel some distance, especially those attending the Brook Centre. This is a centre for 18 pupils with speech and communication difficulties, most of whom also have a range of additional needs. For parts of each day they are all well integrated into mainstream classes. Some children have limited pre-school experience. The attainment of children when they join the school varies from year to year but, currently, is below average. Most join the reception class at the start of the year in which they are five and continue into the main school. However, a significant number of pupils join and leave the school during the school year. Of the current Year 6, only 39 per cent were in Year 3. The socio-economic circumstances of pupils vary. There are some indicators of social deprivation, as the school has a core of pupils from travellers' families, and a few are looked after by people other than their natural parents. There is a very small percentage of pupils for whom English is an additional language. Overall there are slightly more boys than girls, with the biggest imbalances in Years 3 and 4. Forty-one pupils, which is about ten per cent, are eligible for free school meals; this is in line with the national average. Twenty-four per cent of pupils are on the school's register of pupils with special educational needs, which is above average. Twenty pupils have a statement of special educational needs, which, at five per cent, is high. All but three of these statements relate to pupils attending the Brook Centre. Additional support is provided for pupils who are autistic, or have dyslexia and other difficulties with learning. Support is also provided for pupils with hearing impairment and emotional and behavioural difficulties.

HOW GOOD THE SCHOOL IS

Corsham is a good school with some very good features. Although standards at the end of Year 6 are currently below average overall, this is because there is a high percentage of pupils with special educational needs in the group. Nevertheless, it is clear that pupils are achieving well, whatever their capabilities. Pupils work hard and have very good attitudes towards their work, which have a positive impact on their achievements during lessons and over time. The school has effective strategies to ensure that all pupils can participate in its activities. Teaching is good overall and there is evidence of some very good teaching. This enables pupils to learn effectively. The headteacher provides strong leadership. She has a clear vision for the future, which is shared by staff, governors and parents alike. The overall management of the school is good and the school provides good value for money.

What the school does well

- The leadership of the headteacher is strong and she receives good support from the whole school team that has created a positive environment in which it is fun to learn.
- Teaching is consistently good and gives pupils a zest for learning enabling them to achieve well.
- The pupils enjoy school and their lessons and, consequently, have very good attitudes towards their work. These have a positive impact on learning.
- There are very good relationships and a mutual respect is shown between pupils, and pupils and staff.
- The provision for pupils' personal development is very good enabling them to develop mature sense of responsibility.
- The provision for children in the reception classes is good, giving them a good start to their education.
- Provision for pupils with special educational needs is good in school, and very good in the Brook Centre.

What could be improved

- Standards of writing are not always as high as they should be.
- Assessments are not always used accurately to match tasks closely enough to pupils' individual needs.

The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. Since then good improvement has been made in relation to the key issues identified. The school is well placed to make further improvement. The leadership and management of the school has developed well and appropriate structures put in place to ensure further improvement together with appropriate monitoring procedures. The provision for staff development now matches the priorities outlined in the school development plan, as well as the personal needs of teachers. The management and provision of special educational needs has improved significantly and is now good throughout the main school. Planning throughout the school is much sharper. Challenging, but appropriate, targets are set for pupils. However, there is still room for improvement in ensuring that tasks set match pupils needs more closely. Pupils' attainment in information and communication technology now meets the standards expected. Writing has improved since the last inspection. However, the teachers

do not always ensure the right balance between written and oral tasks in lessons which means that too little written recording takes place in some subjects.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools ¹
	2000	2001	2002	2002
English	C	D	C	C
Mathematics	C	C	C	C
Science	C	D	D	D

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

In 2002, the school's results in the national tests at the end of Year 6 were average in English and mathematics and below average in science when compared with schools nationally and also when compared with similar schools. The overall trend in pupils' attainment is broadly the same as that seen nationally.

The standards attained by the pupils currently in Year 6 are judged to be lower than those attained by pupils in Year 6 last year. There are two main reasons for this. A high percentage of pupils have not spent their whole school career at Corsham and about 60 per cent of the pupils have joined the school since Year 3. In addition, nearly a third of the pupils in Year 6 have special educational needs, some of a severe nature. This means that although most pupils will reach the expected standards, fewer pupils are likely to achieve the higher levels this year. However, the pupils make good progress and achieve well and those who are capable of attaining higher standards are set challenging tasks in English and mathematics, although not always in other subjects. In Years 3 to 5 standards in English, mathematics and science are generally in line with those expected.

Children in the reception classes make good progress in their learning and most will achieve the early learning goals² before they enter Year 1. The school identified the need to improve standards in English, mathematics and science and the action taken has already had an impact on standards in Years 1 and 2. Here, standards overall are generally in line with those expected having been below average in national tasks last year.

Throughout the school, pupils' communications skills are good. Pupils are articulate and describe what they have learned clearly and with understanding. Standards in art are above average and work shows originality and flair. Pupils are given the opportunities to practise a range of skills before using them in a major piece of work. In most other subjects, standards of attainment are in line with those expected, except in geography and history at the end of Year 6 where standards are below average. This is partly because of the high percentage of pupils with special needs, but also because too little work has been covered in Year 6 to ensure the development of pupils' knowledge and skills.

The school has set appropriate targets for pupils to attain the levels expected and the higher levels in the National Curriculum tests. These are significantly lower than those for last year. Nevertheless, they are appropriately challenging, and reflect the lower attainment levels of the current group of pupils. The school is currently on course to meet them.

Pupils with special educational needs make good progress in their learning, both those in the mainstream school and those attending the Brook Centre. Pupils for whom English is an additional language make similar progress to other pupils, as do the pupils from travellers' families. This is because of the appropriate levels of support provided for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Nearly all pupils love coming to school and have a very positive approach to their work, which they tackle with every sign of enjoyment. They concentrate well, work hard and try their best.
Behaviour, in and out of classrooms	Very good. Pupils behave well in class and are very attentive and responsive. This has a positive impact on their learning. They play together happily in the playground.

¹ Similar schools are defined by the proportion of pupils eligible for free school meals. This measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

² The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

Personal development and relationships	Pupils are very friendly, caring and have a mutual respect for each other and the adults with whom they come into contact. They help around the school and accept responsibilities willingly. The school council enables pupils to have a voice and they contribute positively to decision making.
Attendance	This is unsatisfactory mainly because the unauthorised absence is high. The school is meticulous in its record keeping.

TEACHING AND LEARNING

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

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

Teaching is consistently good throughout the school. Children receive a stimulating start to their education in the Reception classes where teaching is effective and well matched to the children's prior attainment. Good teaching was observed from every member of staff and there were no unsatisfactory lessons. The sheer enthusiasm that teachers bring to their work inspires the pupils and this, together with the consistently good quality of teaching, are the major factors contributing to the good learning achieved by the pupils. The key skills of literacy and numeracy are taught effectively. However, literacy skills are not always used well enough across the curriculum. Teaching of English and mathematics is good overall and pupils learn effectively because the school identified the need to improve standards in both, and introduced a scheme which has already had a significant impact on standards across the school particularly in Key Stage 1³. Lessons are well planned; teachers explain what the pupils are going to learn and why it will be helpful to them. Lessons have pace and are interesting. Questions challenge the pupils and the pupils readily respond. Teachers gather information as to whether pupils have understood the lesson by a good system of self-assessment at the end, in which no pupil feels afraid to say they have not fully grasped the idea. To reinforce this system of self-assessment, teachers take care to mark pupils work. The great majority of this is constructive and useful. However, the information gained is not always used effectively enough to ensure that tasks are matched sufficiently closely to pupils' individual needs; this particularly applies to subjects other than English, mathematics and science.

Computers are used effectively to support learning in many subjects. Pupils have opportunities to carry out independent investigations in some subjects, which develop their research skills, and there are good opportunities for pupils to utilise the skills they have been taught and carry out experimental activities in science. The teaching of pupils with special educational needs and those who use English as an additional language is good and the school meets the needs of all its pupils, effectively, through careful planning and paying heed to the requirements of pupils' individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good, broad curriculum. A range of visits and visitors enhance the basic provision. However, the curriculum is not as well balanced as it could be and some subjects, such as history and geography, receive too little taught time, which means the depth of coverage is uneven.
Provision for pupils with special educational needs	Good. The individual education plans for these pupils contain the necessary detail and appropriate targets. They help teachers to plan work that takes account of individual needs. Good teamwork between teachers and learning support assistants ensures that pupils receive effective guidance and make good progress. However, tasks for pupils in the Brook Centre are not always matched closely enough to their needs when they are taught in mainstream classes.
Provision for pupils with	Good. In school pupils are well supported and given good opportunities to practice

³ Key Stages

Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2. Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

English as an additional language

their spoken English. Teachers ensure they fully understand activities taking place. Guidance from the local authority is sought, and provided, as needed.

Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good overall. There are opportunities for reflection in collective worship and many lessons; pupils have a strong sense of responsibility towards each other and the wider environment. Pupils' cultural awareness is very well developed, although some opportunities for developing pupils' awareness of multi-cultural issues are missed.
How well the school cares for its pupils	Very good. The school provides a very secure, caring and supportive environment in which its pupils can grow and develop. Pupils' personal and academic progress is monitored very effectively. Assessment procedures are very good, although the information from day-to-day assessment is not always used effectively enough.

Parents have very positive views of the school which they feel works closely with them. The school provides them with a wide range of very good quality information about the school's issues and their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is strong and she motivates the whole school team through her enthusiasm and clear vision for the future development of the school. She is supported well by her deputy, as well as year and subject co-ordinators. There is a strong spirit of teamwork and commitment to continued improvement among staff.
How well the governors fulfil their responsibilities	The governors are committed and support the headteacher and school effectively. They carry out their responsibilities efficiently. They play an active part in the school's development and improvement and are aware of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. Finances are managed highly efficiently and the school's administration procedures are good. Specific grants are spent appropriately and the governors are very effective in seeking comparisons when purchasing services and resources. The school consults the school community on its further development, analyses its results, teaching and curriculum effectively and takes appropriate action to improve. However, procedures for comparing its performance with other similar schools are not so effective.
The strategic use of resources	Very good overall. Funds are directed to priority areas and their use is controlled and monitored well.

The management of the school is highly effective in seeking to ensure best value in its spending decisions by questioning what it does and ensuring that funds are spent wisely. The school has sufficient qualified teachers and support staff. The quality of resources is generally sound and they are used well. However, although the school has significantly improved its provision for information and communication technology, there are still insufficient computers. The indoor accommodation is satisfactory, because space is limited and there is little storage capacity, however, the school makes very good use of the space it has available and creates an inspiring learning atmosphere for its pupils. Outdoor accommodation is good and pupils have helped create an interesting and enjoyable play area.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children love coming to school. • The teaching is good and their children make good progress. • The school is well led and managed and the headteacher and staff are friendly and approachable. • The school has high expectations of what their children can achieve. • The school helps their children become mature and responsible. 	There were no elements of concern raised by a significant number of parents.

The inspection team generally support the parents' positive views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class having experienced a wide range of pre-school experiences. Many join the class with literacy and mathematical skills, which are below average. By the end of their time in the reception classes the majority of children will reach the expected levels in all areas of learning. Children make good progress because teaching is consistently good or very good. Progress is enhanced because all children have positive attitudes to learning and listen well to all instructions.
2. In the national tests in 2002 taken by pupils at the end of Year 2, results in reading and writing were below average, and well below average in mathematics when compared with schools nationally. When compared with pupils in similar schools, results were below average in reading, well below average in writing and very low in mathematics. Pupils in Year 6 attained results that were average in English and mathematics, and below average in science both when compared with schools nationally and with similar schools.
3. The results of the national tests, taken by pupils at the end of Year 2, have fluctuated since 1999, with a recovery shown in 2001, and a further drop in 2002. Standards are improving because, following last year's disappointing results, the school has introduced a new scheme of work to run alongside the literacy and numeracy strategies. This, together with consistently good teaching, is already having a positive impact on standards and the provisional results of national tasks taken at the end of Year 2 in 2003 show a significant improvement. The results of the national tests in 2002 taken by pupils at the end of Year 6 showed that, although results fluctuate over time, the rate of improvement is broadly in line with that shown nationally. Again, after careful monitoring, the school has adapted the literacy and numeracy strategies to include similar principles of teaching and learning to those in Years 1 and 2. This is having a positive impact on standards in English and mathematics throughout the school.
4. Test results show that over time boys have generally performed less well than girls. However, this is something the school monitors carefully, taking pains to ensure that materials and resources used appeal to boys and girls. Their strategies appear to be successful, as inspection evidence showed that there was no significant difference in the attainment of boys and girls. The school has set targets for 2003 which are significantly lower than those for 2002. However, this is entirely appropriate, as there is a significant proportion of pupils, currently in Year 6, who have special educational needs. Some of these are pupils from the Brook Centre, who, although they are achieving well for their capabilities, are working at a very low level in National Curriculum terms.
5. Inspection evidence shows that standards at the end of Year 6 are generally below average in English, mathematics and science. As well as having a high percentage of pupils with special educational needs, this is a year group that has suffered very high levels of transience. Only 31 per cent of pupils have been in the school since Year 3, the rest have joined the school since that time. Some of these pupils have experienced many moves, because of family and social circumstances, with all the disruption and, occasionally, traumas that this can bring to their education. However, pupils are achieving well in relation to their capabilities.
6. Standards in English are below average in Year 6 but generally meet the expected standards throughout the rest of the school. This is because, although most pupils will reach the expected Level 4, fewer pupils are likely to achieve the higher Level 5 in the tests. A strong focus is given to developing pupils' speaking and listening skills and this has resulted in above-average performance and pupils who are articulate with a wide range of vocabulary. In reading, pupils in Year 2 have made good progress and are able to utilise a wide range of skills to help them work out unfamiliar words. In Year 6, pupils achieve average standards, but have difficulty in looking beyond the literal when discussing the books they have read. In writing, pupils in Years 1 and 2 make sound progress overall, and spelling is improving through the use of a strategy on a regular basis, which involves pupils in carefully learning how to spell by sounding out the word they are going to use. In Year 6, pupils use an adventurous and wide vocabulary in their work, but their spelling is generally less

good and some pupils have difficulties in spelling simple words, for example, by writing 'shure' instead of 'sure'.

7. In mathematics, pupils are achieving standards that are average in Years 1 and 2 and in Years 3 to 6. The numeracy strategy has been effectively introduced and adapted. Measures taken by the school in the last two years have resulted in significant improvements being made, particularly in Years 1 and 2. Some lower-attaining pupils have difficulty in understanding basic number concepts and cannot always apply what they have learned. However, higher-attaining pupils in Year 2 can use numbers to 100, confidently, and use what they have learned to solve simple number problems. In Years 3 to 6, pupils show a sound understanding of the subject. Throughout the school, pupils have appropriate opportunities to apply what they have learned through problem solving and investigation. Higher-attaining pupils in Year 6 are suitably challenged and are set tasks which interest them and they enjoy solving. Pupils' attainment in science is average at the end of Year 2, and pupils make good progress. More emphasis is placed on investigative and experimental work. At the end of Year 6 pupils' attainment is below average, because few pupils are likely to achieve the higher levels in national tests. Pupils have generally had good scientific experiences with the emphasis on experimental and investigative work. This, together with the good teaching experienced, enables pupils to make good progress and learn effectively.
8. Pupils achieve well overall. Pupils with special educational needs make good progress in both key stages, in relation to their individual education plans and targets set for them. Standards are monitored, and there is no evidence of any under-achievement, because the work is reasonably matched to their needs. Pupils in the Brook Centre make good or very good progress when working with the specialist teachers in the centre. In most lessons in the main school, these pupils achieve well in relation to prior attainment. However, when tasks are not accurately matched to their specific needs, learning is affected.
9. At the time of the inspection there were very few pupils who use English as an additional language. These pupils are given appropriate assistance and make good progress. They are carefully assessed and are taught with a focus on their vocabulary needs at school. This ensures that they cover the same work as the others in their class as soon as possible.
10. Throughout the school, pupils' attainment in art is above average. A wide range of media is experienced and pupils' work shows a good deal of originality, as well as technical expertise. The standards achieved in design and technology, music and physical education meet the levels expected. Those in information and communication technology have improved considerably since the last inspection and are consistent with expectations for pupils of all ages. Standards in history and geography are in line with expectations by the end of Year 2, but are below expectations at the end of Year 6, because too little time has been spent on them. Standards attained by pupils in religious education meet the requirements of the locally Agreed Syllabus.

Pupils' attitudes, values and personal development

11. Pupils' attitudes, behaviour, relationships and personal development are very good, and the high standards noted in the last inspection have been maintained. Because the teachers work hard to ensure that pupils understand the impact of their actions on each other, pupils are very aware of the need to respect those around them. High quality relationships, a keen sense of initiative, and very good behaviour, result in some excellent aspects of pupils' conduct, both in lessons and around the school.
12. All children enjoy coming to school and settle into the reception class well showing positive attitudes to learning. Behaviour is very good and they develop very good relationships with the adults who work with them and with each other. All children show good levels of independence as they begin to tidy up at the end of sessions, and change confidently and quickly, before and after their physical development lessons.
13. Pupils enjoy coming to school and settle quickly into their work, because teachers have high expectations of behaviour, and pupils derive a real sense of pleasure and fun from their lessons. Even where sessions are occasionally less stimulating, pupils still display appropriate, positive attitudes to their work. When lessons are consistently very good, pupils hold their teachers in high

regard and are eager to please, because of the excellent learning atmosphere and sense of joy in learning, which is often generated. Pupils are lively and enthusiastic about all aspects of their life in school. They co-operate very well in all situations, concentrating very well on their tasks. They also work well independently, are fully involved in all types of activity and often display quite sophisticated attitudes during discussions, both with their teachers, and in the many opportunities they are given to talk with their partners. Relationships in these situations are consistently happy and relaxed, whilst being totally focused on the task in hand.

14. Outside lessons, pupils also pay attention to those around them, and often perceive when someone needs help, or a 'buddy' in the playground. One or two incidents of pupils failing to notice someone crying, or alone, were observed during the inspection. However, the pupils know that any one who is truly distressed will seek an adult, and any one who needs someone to play with, will go to the 'buddy stop', where companionship can be sought. Pupils' behaviour around the school and during breaks is also very good. They behave in a very mature manner; respond very positively to the high expectations of the school for their conduct, and older pupils set very good examples for younger ones. They move around the school calmly and are well self-controlled, whilst eating lunch, for example. Because relationships are so good with all adults, pupils are polite and cheerful, always responding positively and courteously, often with great humour.
15. Pupils with special educational needs contribute well in lessons and are successful in joining in; often because of the good support they have from teaching assistants in the classroom. This support is unobtrusive, but ensures that pupils gather their thoughts appropriately. Other pupils have very mature attitudes and are very tolerant and helpful to them in lessons and outside, demonstrating acceptance and a caring approach. This enables pupils with special educational needs to be fully integrated in all areas of the school's work, where appropriate. The pupils in the Brook Centre have good attitudes to learning and very behave well in lessons and in other areas around the school. They develop very good relationships with the adults who help them responding positively to the additional help, which they receive.
16. All pupils value and care for their school environment. Those elected take their responsibilities as school councillors very seriously and put forward good suggestions, for various activities, at meetings. An excellent example of this is the environment of the playground, which has been enhanced considerably by the ideas for improvement coming from the pupils. For example, the enclosed, quiet area, where they can sit peacefully, without much interruption, to read books or talk quietly to friends. In whole-school assemblies, pupils sit very quietly and calmly, with no fuss, listening intently to whatever is said. By the time pupils in Year 6 leave Corsham Primary School, they are co-operative, caring, mature, well-organised and self-reliant individuals.
17. Attendance rates for the last complete school year, which ended in July 2002, are similar to previous years and are generally satisfactory. However, attendance rates have fallen this current school year to 91.8 per cent, which is a figure well below that found in similar schools and the national averages. Rates of unauthorised absences at 0.7 per cent have also worsened this school year and are unsatisfactory. While the majority of pupils is very keen to come to school, attendance is unsatisfactory overall, because, despite the school's efforts to encourage all families to send their children to school every day, there are too many instances when pupils are absent. Nearly one third of the total of unauthorised absences are by pupils from a few travellers' families but, even without this group of pupils, attendance is something that could be better for the many pupils who take time off either for holidays or not. Punctuality is very good, however, and pupils are rarely late.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching observed was good overall, and ranged from excellent to satisfactory. Seventy lessons were observed during the inspection. Of these, 24 per cent were very good, 60 per cent good and 16 per cent satisfactory. Good teaching was observed in all classes. No unsatisfactory teaching was observed. The overall quality of teaching and learning has improved since the last inspection, when only 15 per cent of lessons were judged very good or better. The school has taken time to research the different learning styles of pupils, and places great emphasis

on pupils being aware of their own style of learning, whether it is visual, auditory, or kinaesthetic⁴. As a result, teachers try to ensure that they cater for all styles appropriately in their teaching. Nearly all older pupils are able to tell you with confidence what style of learning is most effective for them. This has undoubtedly led to improved teaching, which has had a positive impact on pupils' learning and has been instrumental in raising standards across the school.

19. Teaching in the reception classes is good and sometimes very good. Children's speaking and listening, and personal and social skills are promoted well in all activities. This results in children speaking with confidence and listening well to all instructions and information they are given. Staff work well with children in small groups, resources are used well to develop learning, and opportunities are not missed to reinforce new skills and vocabulary. Learning is good during all lessons, as the children acquire new knowledge, develop ideas and increase their understanding in all areas of learning. However basic sentence construction; the correct use of capital letters and full stops and the idea of writing with clear 'words' and 'spaces', is not always well taught or promoted in other written tasks. There are too few opportunities for the children to develop these skills. However the co-ordinator for the Foundation Stage responded very positively to this minor criticism and the situation improved during the week of the inspection. Teachers' planning is thorough and day-to-day assessment is used satisfactorily to move individuals and groups of children onto the next stage of learning.
20. Teaching is good overall in Key Stages 1 and 2. This good teaching enables pupils to learn effectively and they achieve well. Teachers are very aware of what constitutes good practice and establish regular routines, which ensure that pupils always know what they are going to learn and, more importantly, why they are going to learn it. The great majority of teaching is well planned, motivating and exciting, with the result that pupils have a real zest for learning. The excellent rapport between the teachers and the pupils makes learning fun and enjoyable, because the approach is lively, vivacious and highly convincing. For example, pupils in Year 4 were going to go to the local playground to evaluate the quality of the play equipment. They could say quite clearly what they were going to do, evaluate the equipment for aesthetic qualities, safety and suitability. They could also explain why they were going: *'It will help us design a playground ourselves and make it fulfil our own requirements.'* Teachers are well prepared for lessons; the planning is of good quality, although, particularly in the non-core⁵ subjects, work is not always sufficiently matched to the needs of higher- or lower-attaining pupils. The teachers make lessons interesting, their subject knowledge is good consequently they are able to make the lessons interesting and inspiring for the pupils. The use of questioning is particularly good. Questions are challenging, but targeted at specific pupils, to ensure that the match of challenge is at the right level for that pupil. Teachers expect pupils to reply in complete sentences and be able to explain the reasons for their responses. This, again, challenges the pupils' thinking.
21. The teaching of the basic skills of numeracy and literacy is good. Correct terminology is used throughout. Literacy and numeracy are reinforced effectively through their use in other subjects. For example, pupils in a Year 5 history lesson wrote a diary in the style of a Roman soldier, after having used their developing research skills effectively to find information from a range of reference books. Pupils in Year 4 measured accurately in science and recorded the results in a range of graphs. They then made an analysis as to whether a scatter graph or bar graph was most useful for retrieving the information they required.
22. Teachers have high expectations of their pupils' achievements. Teaching methods are effective and highly appropriate and involve a range of different strategies. Wherever possible, first-hand experience is provided, for example, visiting the play ground to evaluate play equipment. Teachers challenge and probe the extent of pupils' knowledge continuously. They encourage them to think for themselves and expect them to research independently when they are not sure about a piece of information. Pupils are carefully directed to where the appropriate information they will require may be found, and many of the displays around the school have a range of books to enable them to do this.

⁴ Kinaesthetic – a practical 'hands-on' approach.

⁵ The non-core subjects are those other than English, mathematics and science.

23. Time is used very well in most classes. This results in a brisk pace to pupils' learning and was a strong feature in nearly all lessons observed. Most teachers make clear to pupils exactly how long they have to complete each task; this ensures that concentration is sustained and is particularly effective when pupils are working in pairs or groups. Class management is very good overall. There is an excellent rapport between teachers and pupils. There is a very good balance of firmness and praise. However, because pupils are encouraged to be so involved in their own learning there is a need for a high degree of understanding of the need for self-discipline. This is taught well from an early stage and managed by teachers very sensitively.
24. The quality of day-to-day assessment is generally good. Teachers constantly assess pupils' learning during lessons and pupils assess the quality of their own understanding at the end of each lesson. Teachers mark work conscientiously and comments made are often useful and constructive. However, information from marking is not always used effectively to plan tasks that are matched closely enough to pupils' understanding, particularly in subjects other than English, mathematics and science.
25. Teachers take account of pupils with special educational needs in their planning, which is monitored by the co-ordinator. They give as much support as they can to individuals, asking questions well so that pupils can join in. Teaching assistants work closely with the teachers and understand what has been planned. They are fully cognisant of both pupils' needs and teachers' intentions in order to ensure pupils' success. They support individuals effectively, alongside small groups of other needy pupils, and note the outcomes carefully, so the teacher, and the co-ordinator, know how lessons are received. This close co-operation of teachers and support assistants, and their deployment, is greatly improved since the time of the last inspection, when it was found to be unsatisfactory, particularly in Key Stage 1. Generally, teachers have raised their expectations greatly, and they now pay more attention to the notes in pupils' individual educational plans. The writing of these plans has also been improved by the use of helpful computer software.
26. The quality of teaching for pupils in the Brook Centre seen during the inspection was variable. It ranged from satisfactory to very good. The specialist teachers teach pupils in the Brook Centre well and the pupils are supported very effectively by the visiting speech therapists. When they are integrated into the main school, pupils are generally well supported by all adults who work with them and by the other pupils. This has a positive affect on learning within lessons and the progress they make over time. Sometimes pupils are given tasks, which are not accurately matched to their needs and, at other times, the individual support available is not sufficient to enable them to make satisfactory progress. Learning within lessons is affected when this happens.
27. Although there are only a few pupils who use English as an additional language, the school is providing good, well-structured support for them in class and use the aid of a specialist support teacher when necessary.
28. Homework is set on a regular basis. It is consistently set in all classes and there is an expectation that it will be completed and pupils are very well aware of what is expected of them. In Years 3 to 6, it supports class work particularly well and involves parents effectively in their children's learning.

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

29. The provision for the children in the Foundation Stage is good. Interesting activities are well planned according to the national guidance. There are good opportunities for physical development both inside and in the well maintained, secure area outside. Resources are satisfactory to support all areas of learning. The quality and range of the curriculum are good for pupils in Years 1 to 6. All subjects of the National Curriculum, as well as religious education, are taught, offering a wide range of learning opportunities. The act of collective worship held each day makes a good contribution to promoting the caring climate of the school.
30. The previous inspection reported that the school day needed to be extended to give more time for teaching, particularly for English and mathematics. The time allocated to these subjects is now appropriate and reflects the emphasis the school puts on raising achievement in English and mathematics. Teaching time in Years 3 to 6 is still slightly lower than that recommended nationally,

but the school makes very good use of the time available to ensure that it is used as efficiently as possible. The school has recently audited the time spent on each subject and identified that too little time was being spent on the teaching of history and geography. This has had a negative effect on the standards achieved by pupils in Years 3 to 6 and the school has now adjusted the time spent on these subjects in order to raise standards. The curriculum for information and communication technology has improved since the last inspection when it was found that a lack of computers resulted in pupils having too few opportunities to experience all elements of the information and communication technology curriculum. This situation has been addressed and the curriculum for information and communication technology is now satisfactory. The curriculum committee of the governing body is well informed and plays a significant role within the school.

31. At the time of the last inspection it was found that guidance for teachers, when planning work in different subjects, was not consistently based on the National Curriculum or related to the age groups of the pupils. Appropriate steps have been taken to remedy these weaknesses and the school now provides a carefully considered framework of policies and schemes of work for all subjects. The National Literacy and Numeracy Strategies have been implemented successfully and contribute to the good achievement of pupils. The school also selects and uses appropriate national and other curricular guidance to provide a sound basis for the teachers to plan their work in different subjects. This ensures coverage of the National Curriculum and that work is appropriate for different ages.
32. The school makes good provision for pupils' personal, social and health education. There is a comprehensive scheme of work that is taught, both as a discrete subject, and as part of other subjects. It deals with a wide range of issues, such as bullying, growing and changing and the importance of pupils caring both for themselves and for others. It includes suitable arrangements for developing pupils' understanding of sex and relationships, and the dangers associated with smoking and the misuse of drugs. All these aspects are offered within the context of a very caring school, where the development and high quality of individual care and personal relationships are seen as very important. The good attention paid to pupils' health education has been recognised by the recent award the school has received for being a 'Healthy School'. The school provides good opportunities to develop pupils' understanding of citizenship, but has not yet identified citizenship within the scheme of work for personal, social and health education.
33. The overall provision for pupils with special educational needs is good. Teachers ensure that provision is as exciting and stimulating as that for other pupils. Pupils with a statement of special educational needs are well integrated and careful thought is given to ensuring maximum support and minimising difficulties for those concerned. The school makes full use of outside support agencies and takes all opportunities to use their expertise and advice to the full. Good links have been fostered with the nearby secondary school to enable as smooth a transition as possible when pupils leave Corsham.
34. The provision for the pupils whilst in the Brook Centre is very good. Each pupil receives a carefully prepared curriculum, which is tailor-made to his or her specific needs. Reviews are completed regularly, and parents are well informed. Most pupils work in the Brook Centre to develop basic literacy and numeracy skills. The few who work in the main school during these times are supported well. For all other subjects, most pupils are integrated into the classes to which they are attached in the main school. Provision for pupils during these lessons is generally good, but it is sometimes less than satisfactory when they receive no extra support. All pupils have the option to take part in extra-curricular activities offered to the pupils in the main school. For example, one pupil is successfully attending the art club, whilst others have taken part in residential visits offered to pupils in Years 2 and 6.
35. Provision for extra-curricular activities is good. Pupils from Year 1 to Year 6 are offered a varied programme of activities during midday breaks, sometimes before and usually after school, which are organised and run by staff and outside clubs. They enjoy, for example, a computer club, music and sporting opportunities, and the pupils say they are encouraged to get involved. Older pupils also enjoy a residential visit to the Isle of Wight. Parents appreciate the range of additional activities offered by the school.

36. Links with the community, including with several schools, colleges, and the nearby university, are good and together contribute to a widening of opportunities for all pupils, promoting learning and, in particular, the personal and social development of pupils. The school itself is a little distance away from the community and other amenities which it serves; consequently, the headteacher and governors have had to be proactive in promoting it within the community. For example, they place newsletters in local places, such as the doctor's surgery, welcome friends in to hear young readers, and seek sponsorship from local businesses and organisations for sports kits. They try hard, with some success, to be outward looking and develop a range of productive links, for instance, with local churches. There are good links with pre-school providers and local schools, including the secondary school. Pupils in Year 6 follow work set by this school during their final few weeks in the primary school. Many students from the school's partnership university, who are following a range of courses, complete placements in the school.
37. Overall, the arrangements for pupils' moral, social and cultural development are very good. This is an improvement since the last inspection, when it was found to be good.
38. The school fosters the spiritual development of pupils well. There is an act of collective worship each day and, in those seen during the inspection, there was always an element of sharing values and reflection, and explicit references to a supreme being. Prayers are conducted in a way that gave pupils time to think about matters of more than immediate importance. Themes are relevant and give pupils opportunities to consider, for example, the wonder of the senses, and how people who lack one or other of these communicate as well as what it would be like to be without sight or hearing. Pupils' achievements are celebrated and their sense of self worth enhanced. In religious education pupils learn about a range of faiths and how important it is to respect and value the beliefs of others. Opportunities are also taken in lessons to promote pupils' feelings of self-esteem. For example; in a music lesson pupils had recorded a song that they were practising in class, and one of them said, *'I never knew we could sing as well as that!'*
39. The provision for pupils' moral development is very good. Pupils have a clear understanding about right and wrong, and the school operates as a well-ordered community, where pupils know what is expected of them. Every class has its copy of the 'Golden Rules' displayed. These rules are well understood and they are applied consistently. A range of opportunities for pupils to take part in sporting activities supports the understanding of the need for rules and fair play.
40. There are very good procedures that help pupils to develop their social sense. Adults set very good examples in their relationships with each other, and with the pupils, and this is reflected in the pupils' attitudes towards the staff and towards each other. Adults value each pupil and work effectively towards developing high self-esteem. There are also very good opportunities for pupils throughout the school to work together in subjects such as music, literacy, and science. Pupils are encouraged to use their initiative in several ways. Some pupils in Year 6 undertake additional responsibilities and act as helpers in various capacities. There is also a 'buddy' system and a 'peer mediator' programme that helps older pupils to resolve disputes without adult intervention. Pupils of all ages participate in the school council, which meets regularly and plays a significant part in the development of school life. Pupils in Year 2 and Year 6 have the opportunity to develop their skills of living as part of a community, through the annual residential trips to the Braeside centre in Devizes and to the Isle of Wight, where they take part in activities that develop independence. Pupils have an awareness of the needs of others, and are involved in several charitable initiatives, such as the Goodwill Children's village, the 'Shoebox' scheme for children in Eastern Europe, and other worthwhile causes.
41. The school's provision for the cultural development of the pupils is strong. There is a full programme of visits to local places of interest and every class makes at least one such visit per year. The 'Pathfinder' programme has made a very good contribution to pupils' cultural development. Pupils took part in adaptations of Shakespeare plays, created mosaics and murals which now form part of the décor of the school, made animated films using clay figures and participated in musical events. In religious education pupils learn about other faiths. Visiting musicians perform and explain music from both the Western and other traditions. There are displays that celebrate the rich range of world cultures, which is important, as there is little cultural diversity in the school catchment area. Pupils in Year 5 are in regular contact with a school in Harrow, which has pupils from many different ethnic groups. This helps to raise their awareness of

the diversity of cultures that make up so much of Britain in the 21st Century. There are displays of work by European and other artists, which are set out in an attractive way and pupils use these as inspiration for their own efforts. Artefacts, both ancient and modern, also help to raise the awareness of the contribution that other cultures have made to the society in which we now live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Many practical improvements have been taken by the school in the last five years to ensure that the welfare, health and safety of all pupils is given high priority and provision in this important area is now very good. Under the direction of the headteacher, much attention to detail has been given and all staff work consistently to care for, advise and guide all pupils equally. Parents are very appreciative of the high standards of care within the school – they are right to trust it to do its best for all pupils. The weaknesses identified in the previous inspection report, in risk assessments, have been rectified and these are now formally carried out for many aspects of school life as well as the buildings and site.
43. Many sensible policies guide practice in the school. These are regularly reviewed and updated. Staff understand their roles and work consistently together. Very notable strengths are the very good relationships within the school and the very responsive manner in which adults listen and react to pupils, with a friendly smile and a quiet word of encouragement. They know all pupils well, even though it is a big school. There have been numerous improvements to security in the last five years and governors regularly complete audits of both the building and site, which are very well maintained and cared for, and standards of cleanliness are very high. The pupils themselves appreciate and respect the school environment and care for it properly.
44. Procedures for child protection are very secure and all staff receive regular training as well as a careful induction programme when they start at the school. Links with social services are good. The needs of pupils who are in public care are overseen by the headteacher. All record keeping is well organised and kept secure as necessary. Pupils who have medical needs including allergies have a care plan which is shared with families and staff. When pupils join the school, other than at the beginning of the school year, the headteacher makes sure that they are really helped to settle in and contact is made with previous teachers to ensure that circumstances are understood.
45. The experienced team of midday supervisors is fully involved in actively doing what is best for pupils. They undertake their roles very effectively and, for example, promote standards in behaviour well. They are kept fully informed of pupils' needs and receive a wide range of training. They, too, always encourage pupils to take responsibility, which enhances the provision for pupils' personal development further. In addition there are several first-aiders in the school and all minor bumps and bruises are dealt with properly according to good working practice. A well equipped and centrally located first aid room has just been modified and provides space for storage of asthma inhalers, files for records as well as a comfortable quiet corner. Parents are always carefully informed of any incidents in school. Good attention is given to matters of health and safety by the governors who, together with the headteacher, ensure standards of and procedures for welfare overall are very good.
46. Procedures to record attendance are very good and staff are exceptionally vigilant in noting accurate reasons for absences and whether or not they are authorised. Procedures to monitor attendance are in place and good, overall. The school's strategies, in conjunction with those of the education welfare service, to improve attendance have been effective for some, but not all pupils. The school regularly reminds parents of the need to send their children to school every day and asks them not to take holidays in term time, but a significant number continue to take odd days off without always a proper reason. During the current school year, attendance rates have dropped, but the headteacher is aware of both the 'big picture', and the circumstances of individuals, because monitoring is good overall.
47. Procedures to promote good standards of behaviour are very good and very well established in the school. Pupils really understand what is expected of them and when they are praised they beam with pride. They try hard to win merit marks which they say are given fairly. During assemblies when, for example, qualities like effort and kindness are recognised they cheer and sing the school's '*Well Done*' song, with meaning and enthusiasm. Procedures to eliminate any oppressive

behaviour are firmly in place and any incident, however small, is always taken seriously and followed through.

48. Pupils' individual education plans are used well to target academic and behavioural problems. Teachers remind pupils frequently about those targets and how they should work towards them. The assessment procedures for pupils with special educational needs are very good. This is because appropriate records are kept, and good liaison takes place when writing and reviewing individual education plans. The staff that work in the Brook Centre are well qualified and very aware of the needs of the pupils in their care. They liaise well with all other staff who support the pupils during their school day. For example, the midday supervisors are well informed of each pupil's specific needs. In addition, class teachers are given information regarding the low levels at which the pupils are working, but this information is not always used effectively when planning work for them, for instance, tasks, such as those which involve reading and writing, in particular, are, sometimes, too difficult for them and this is unsatisfactory. Outside agencies, such as the speech therapists are used very well to support these pupils.
49. There are very good arrangements for assessing pupils' attainment and progress, especially in English, mathematics, science, information and communication technology, and art. Statutory and non-statutory assessments are used, data from assessment is thoroughly analysed, and the results are clearly recorded. This enables the school to check the progress of different groups of pupils and of individuals, and to adapt the curriculum in the light of the findings. For example, the school identified that the attainment of boys was not as good as that of girls and included strategies within its development plan to address this. As a result, during the inspection, no discernible difference was noted in the work of boys and girls. Records are used to track the progress of individual pupils as they move through the school and these are efficiently maintained. The results of assessments in English and mathematics are monitored carefully and teachers meet to agree on levels of work. Subject co-ordinators work well with class teachers and use information from assessments to plan further developments in their subjects.
50. A key issue for action in the previous report was to establish clear targets for the work of individual pupils. The school has made sound progress towards this. Each week, a different group of pupils in a class has a target set for either English or mathematics. This target is related to what is being taught that week and the pupils' progress towards the target is assessed by the teacher. However, the assessments and the marking of pupils' work do not inform the pupils sufficiently about what they must do over time to improve. Pupils are very good at assessing themselves at the end of lessons, but teachers rely heavily on these self-assessments and do not always check whether the pupils' understanding of their learning is accurate. Assessments are not consistently used to ensure that the work provided is suitable for pupils of all levels of attainment. When the tasks are not accurately matched to the needs of all pupils, pupils' progress is reduced.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The previous inspection found that the school had a good partnership with most parents. It reported on several positive features in parents' involvement, on good quality information being sent to all families, and on an active parents' association. Links have continued to strengthen over the last five years, and parents now think very highly of the school and the headteacher; they especially value her commitment and enthusiasm.
52. Parents' and carers' views of the school are very good. They believe that all staff work together to provide a very caring school for their children. They are sure that problems are sorted out when taken to the headteacher. They believe they are listened to. They say they are kept well informed and they like the written reports on their child's progress at the end of the summer term. Parents expressed very few concerns to inspectors and, importantly, they say their children are happy in school, but, if they have any worries, they would feel comfortable in approaching teachers or any member of staff to resolve things. Parents of pupils with special educational needs are well informed at every stage, and are well aware of their child's inclusion on the register. Parents are generally very supportive of their children's education.
53. Information is of a very good quality. This is despite one important omission in both the school prospectus and in the annual report from Governors. These do not currently fulfil statutory

requirements, because they do not report any national comparative figures for standardised tests taken every year in Year 2 and Year 6. However, there are some excellent leaflets available for new parents. These cover a very wide range of topics and are very well written and presented. Newsletters are very regular and informative, and parents say they look forward to receiving them. Annual written reports are of a high quality, with a good focus on the progress in pupils' personal development, as well as plenty of detail in every curriculum area. The reports point clearly to the next step forward for each pupil. Class teachers are accessible at the beginning and end of every school day and many parents exchange a few words then; they value the smiles and welcome from teachers who they find very approachable. Sharing of information with parents of pupils in the Brook Centre is effectively undertaken in home-school books in which the speech and language therapists, teachers' aides, as well as the unit teacher, communicate on a daily or weekly basis. Telephone communication is also used to good effect. Teachers know their pupils very well and are in a very good position to support their personal development effectively. Home-school books provide daily links with the school and are particularly useful for those pupils who come to the Brook Centre by taxi. Parents are well informed and are pleased with the progress, which their children make.

54. The headteacher makes it a priority to promote partnerships and open communication with all families from the time a pupil begins at school. Although home visits are not routinely undertaken, the headteacher has visited travellers' families to explain the work of the school and answer any questions. Parents' views are sought actively, through questionnaires, and through a suggestion box near the school entrance. Their suggestions are taken on board and always followed through by the headteacher. Those that want to help voluntarily are given every encouragement, as well as practical guidance to get involved. The friends' association works successfully for the benefit of the pupils, through raising funds. Recently it has funded playground resources. Parent-governors are very involved in the life of the school and, when vacancies arise, there are plenty of parents who are keen to stand.
55. There is only a very small minority of parents who, for whatever, reason keep a little distance from the school. The majority of parents work very closely and successfully in partnership and are keen for their children to do well. They support learning at home and appreciate the guidance and encouragement given from staff to help their children. Several parent-governors are closely involved in the life of the school. The governors and the headteacher are looking at ways to involve parents even more in the life of the school, for example, by providing a parents' room, and out-of-hours resource centre, but, on balance, parental involvement at the moment is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The headteacher provides strong leadership. She brings a vibrancy and dynamism to the school which is reflected in the whole-school ethos, the quality of teaching, and commitment to provide the best possible education for the pupils. The school has embraced a number of new and innovative approaches which are, in general, proving to be effective in raising standards and making the school an enjoyable place in which to learn. The headteacher has adopted appropriate management strategies to ensure that most of the key issues from the previous inspection have been successfully addressed. The areas identified at that time as needing improvement have been tackled systematically, and other priorities have been addressed. The headteacher has successfully blended the staff into a stable and cohesive team that has a strongly shared commitment to raising the quality of education still further. All work very hard to achieve this. As a result, the school has made a good improvement since the last inspection. Its commitment to, and capacity for, further improvement are very good.
57. At the time of the last inspection there were clear weaknesses in the school's monitoring programme. These have generally been successfully redressed and there is now an effective monitoring system in place. This includes examining teachers' planning, regular lesson observations, and the examination of pupils' work. These activities have contributed to an improvement in the curriculum, and quality of teaching and learning, as well as enabling the school to identify priorities for future development.
58. Teachers receive good-quality feedback on their work and are able to develop their practice through a well-structured programme of staff development. The curriculum is now well planned, and the

National Literacy and Numeracy Strategies have been implemented and supplemented by appropriate schemes of work. These have been integrated into the curriculum in a manner sympathetic to the ethos of the school and are already having a positive impact on standards. The headteacher has a clear picture of the school's strengths and weaknesses, and uses monitoring effectively to target action plans for development. There is a shared desire for pupils to achieve higher standards, but this does not compromise the broad curriculum and wide range of learning opportunities provided by the school, and the development of all pupils as individuals. A highly positive environment has been developed and maintained. This, combined with pupils' very good attitudes and behaviour, makes a significant contribution to their learning. The headteacher receives good support from the deputy headteacher, and senior management team, all of whom carry appropriate areas of management responsibility.

59. All teachers have management responsibilities, and their roles have been developed and consolidated well. The senior management team works closely to ensure that very good communication exists between all staff, and procedures are followed consistently. There are co-ordinators for each subject area and they generally have a good understanding of strengths and weaknesses in their subject. Co-ordinators carry out subject reviews, on a regular basis, using a range of monitoring activities well. They have opportunities to observe lessons on a regular basis and work alongside colleagues, as well as examining pupils' work and scrutinising planning, in order to identify what needs to be improved. Finally, they draw up action plans for their subject, which are incorporated into the whole-school improvement plan, with a view to raising standards.
60. The special needs co-ordinator has worked hard, and with success, to improve the systems and procedures, prevalent at the time of the last inspection, which were found to be unsatisfactory. Her notes and records show how she has trained and supported the teaching assistants, in order to deploy them more effectively around the school. Teachers' questionnaires indicate that they, too, are happier with the type of support they receive. However, the inspection team agrees with the school that provision would be enhanced further, if more support were available. A well-organised and flexible approach by teaching assistants has been an important factor in the overall provision for pupils with special educational needs. Liaison with the Brook Centre continues to be effective. The co-ordinator also works closely with the designated governor, who is knowledgeable and very supportive of the school's aims for pupils with special educational needs. Other resources are also much improved, and this area of the school's work is now much more successful.
61. The management of the Brook Centre is good. The co-ordinator is very aware of what is needed in order that these pupils can learn. She is knowledgeable and shares good practice with adults in the main school and in other local schools. All policies, procedures and information kept on individuals are clear and shared with all staff. This enables the pupils to be well integrated when they join classes in the main school. However, the monitoring of work completed when the pupils are in these classes is not rigorous enough. This results in some pupils being given work that is too difficult for them and this affects their learning within some lessons and the progress made over time. Resources are satisfactory to promote learning in all areas.
62. Governors have become far more involved, and effective, in the running of the school than they were at the previous inspection. They are strongly supportive of the school, and fulfil their statutory duties effectively despite omissions in some documentation. They have developed a greater understanding of the strengths and weaknesses of the school. They receive good information on the curriculum through reports from the headteacher and presentations from teachers. They operate effectively in committees, which deal with issues relating to staffing, finance, personnel, communication and premises. Some governors visit the school on a regular basis and they have a sound understanding of their monitoring role. As well as governors responsible for literacy, numeracy and special needs, other governors have a special interest in other subject areas, such as information and communication technology. The governors analyse and discuss the results of tests, but do not yet use this information to make sufficient comparisons with other schools. They are becoming more involved in setting the school's targets for literacy and numeracy. Their role as a critical friend to the school is developing well, and increasing further, as their knowledge and understanding become greater. Governors are becoming more directly involved in school development planning, reviewing progress made towards targets, and helping to ensure that key priorities receive sufficient funding.

63. Whole-school development planning is very good, which is a significant improvement since the last inspection when it was unsatisfactory. There is a good review of achievements and progress made the previous year and this forms the basis for future development. The school's monitoring programme also clearly identifies priority areas for development. Action plans are drawn up, taking into account staff training needs, associated costs, and relevant success criteria. The senior management team reviews the progress made on targets through its cycle of monitoring, with progress reports given to the governing body at meetings. The plan incorporates suitable development points for all subjects for the school year. The plan runs for the academic year, which is highly appropriate, and budget implications are fully built in. The plan has a suitably long-term perspective, and takes good account of priorities until 2004.
64. At the time of the previous inspection, there were insufficient procedures to enable governors to manage the school, the budget was not linked to the school development plan, and the governing body lacked procedures for monitoring the budget or ensuring value for money. The school has worked hard to eradicate all of these weaknesses and the governors now maintain a very accurate picture of the school's financial position. They have spent wisely and efficiently in a number of different areas and these strategies have proved of immense benefit to the school. For example, they have improved standards of catering and cleaning considerably and have been able to create a new classroom and add a first-aid room. These improvements have created a much more pleasant working environment for all staff and pupils. The governors' determination to avoid mixed-aged classes, whilst keeping manageable class sizes, is popular with staff and parents and has contributed to the good teaching and learning that is seen throughout the school. Whilst the school has benefited from the expenditure that has taken place, the governors have been able to improve financial reserves to a recommended level.
65. Governors, especially those directly engaged in financial matters, are actively involved and feel ownership of the budget. The governors' participation in the school's annual strategic planning enables them to be fully informed and to make a positive contribution to financial management. Governors meet on a monthly basis to monitor spending, and the provision of monthly budget forms enables members of the governors' leadership and management committee to keep a close check on spending and to ensure that it is linked to the priorities set out in the school's development and improvement plan. These measures aim to make sure that, as far as possible, the school's finances will be sufficient to ensure the continuation of its present strategies.
66. The use of the specific funds element of the school's finances, and other additional funding, including a grant from the Pathfinder Project, is well focused. The school is very successful in attracting additional funding and grants, such as those for intervention strategies, are targeted effectively. For example, in Year 6, 'booster' classes have been used to challenge higher-attaining pupils, as well supporting those pupils who need additional help to achieve the nationally expected levels of attainment.
67. The school's overall arrangements, and the day-to-day control of its finances, are good. The school office is spacious, well equipped and makes very effective use of new technology to support its work. Good use is made of the information available from the school's computerised management system for monitoring, assessment and financial management and there are sound financial and administrative procedures in place that allow the very efficient office staff to make a significant contribution to the effective running of the school. There were only a few minor recommendations made as a result of the school's most recent audit, none of which remain a matter of concern. Elsewhere, there is a strong commitment to the use of new technology. In addition to the support of administrative activities, the school has moved to fully embrace the benefits of information and communication technology across many aspects of school life and have recently incorporated the management of the school fund into their computerised systems.
68. Within the governing body, effectively supported by the headteacher, the principles of best value are applied in an effective manner. The proper implementation of these procedures means that the school's spending is evaluated and targeted to ensure that the quality of education provided for the pupils is consistent with the school's development planning. Governors have an excellent understanding of the financial principles of best value. They rigorously monitor and evaluate all existing contracts when purchasing services and resources and have good procedures for ensuring that best value is obtained. The governors are knowledgeable and work well as a team

and now need to play an increasingly effective role as a 'critical friend' by comparing the school's performance to what is expected and what is achieved elsewhere.

69. The level of staffing is satisfactory. The range of teaching and support staff and their experience meet the demands of the curriculum. The instability in staffing that was mentioned in the last inspection has been overcome. The staff are happy working in the school and there is a great feeling of shared values and joy. There is a genuine team approach that supports new staff well and they establish themselves quickly. Support staff feel that the guidance given by the school is effective at helping them to fulfil their roles. Newly qualified teachers benefit from very good support as the school has implemented very effective procedures for induction which help them to settle quickly into the school team. They are freed from class teaching on a regular basis and the school has helped them to draw up a well-structured programme to further professional development using this release time. Staff development has significantly improved since the last inspection and is now good. The school has a useful handbook and detailed job descriptions that make responsibilities clear.
70. The accommodation is satisfactory for teaching the subjects of the National Curriculum. Inside the building, the school has made effective use of space. A new classroom for Year 5 has been developed by imaginative conversion of the roof space. The building is comparatively new and is in good condition. The classrooms are well decorated, and provide attractive learning environments. The reception classes have ample room and provide a high quality learning environment. The playground and field are assets to the school and these are used very well for outdoor activities and play. In the last inspection report the lack of a library was mentioned. The school now has set up two areas for library purposes. One contains a range of books, while the other functions as an area where pupils can also do research using computers and CD-ROMs. Although these areas are well laid out and attractive, space limitations mean that they are rather small for a school of this size.
71. The provision of resources is satisfactory, which is similar to the situation at the last inspection. Resources in some subject areas, such as music, art and physical education are good, and most others are satisfactory. The only exception is in information and communication technology. At the last inspection this was judged to be unsatisfactory. Although the school has significantly increased the numbers of computers, government guidance has specified an increased ratio of computers to pupils, and the school's provision falls below that recommended in the latest guidelines.

THE WORK OF THE SPECIAL EDUCATIONAL NEEDS UNIT

72. The special educational needs unit, The Brook Centre, is a strength of the school and the provision, which the pupils receive, is very good. It is part of the Special Educational Needs service in Wiltshire. The department is funded by the local education authority and caters currently for 18 pupils of primary school age. All pupils have a statement of special educational needs, specifically citing speech and language as their primary disability. Two speech therapists, three part-time teachers and four part-time support assistants work in the centre.
73. All pupils work at their own level developing their speech and language skills as they work on all aspects of the National Curriculum. Each pupil follows a tailor-made curriculum to match his or her individual needs, which results in most of them making good progress in relation to their targets. This high standard of provision has been maintained since the previous inspection.
74. The accommodation consists of a classroom area, which is situated in the middle of the school building. This gives a feeling that it is an integral part of the school because adults and pupils constantly pass by. Adults who work in the Brook Centre liaise very closely with the staff in the main school and they feel that they are all part of the same team. All pupils spend a certain amount of time being taught in the Brook Centre by specialist staff and then, depending on the level of their integration programme, link up with a class in the main school. The stimulating learning environment in the Centre and in the main school helps them to become independent learners. The Brook Centre contains a satisfactory variety of resources, which are of sound quality. Adults know their pupils well and devise individualised programmes to meet their specific needs. Good documentation is kept on all pupils, which shows the pupils' targets and how near they are to achieving them. Pupils are monitored well through their individual education plans and regular

review meetings. External specialists are used very well to support the pupils for example; the speech therapist visits a number of times each week to work with all pupils. A very good example was seen as she supported a boy in Year 4, in a one-to-one situation, in the Centre. Basic vocabulary, such as '*fertilisation*', '*germination*' and '*pollination*' was promoted expertly as the boy developed his understanding of what happens when seeds are planted. Relationships between the two were very good and the boy concentrated and worked very well during the session. Resources, such as a packet of seeds and an information book, were used extremely well to reinforce the concept and enhance learning. This resulted in very good learning as the boy recalled what he had learnt.

75. All pupils develop good and sometimes very good relationships with the adults who work with them. Most show positive attitudes to learning when they work on the interesting and stimulating activities, which are planned for them. Behaviour is always good and often very good, whether the pupils work in the Centre or when they are integrated into classes.
76. Specialist teachers teach pupils in the Brook Centre effectively and the pupils are supported very well by the visiting speech therapists. Staff in the Centre are generally very knowledgeable of the needs of these pupils. They are well qualified and totally committed to integrating these pupils into the main school where possible. When in classes in the main school, pupils are generally well supported by all adults who work with them and by the other pupils. For example, in a Year 6 class, learning was good, because, as pupils discussed estimating and making accurate measurements, they were supported well by staff asking good questions to take them through each step. This good support has a positive affect on learning within lessons and the progress they make over time. Adults in the main school are well informed of the difficulties, which the pupils in the Brook Centre have to cope with. However, sometimes these pupils are given tasks, which are too difficult for them to complete without constant support and, very occasionally, the individual support available is not sufficient. For example, in a geography lesson in Year 4, the pupils from the unit were unable to complete their work unaided, because they had difficulty reading simple words and could not do the written task. Learning can be affected when this happens.
77. Parents are well informed about what is happening at school through home-school diaries, which are filled in to carry messages from school to home and vice versa. They are happy with the provision that their children receive and the progress that they make.
78. The management of the Brook Centre is good. The co-ordinator is knowledgeable and shares her good practice with adults in the main school, as well as working with other teachers in surrounding schools. She is very aware of what is needed for these pupils to learn and works well with outside agencies, such as the speech therapists. However, her monitoring of work completed when the pupils are in classes in the main school is not rigorous enough. This results in some pupils being given work that is too difficult for them and, when this happens, it impinges on the progress, which they make during lessons and, over time. Resources are satisfactory to promote learning in all areas. Throughout the entire school there is a very positive attitude to the integration of the pupils from the centre.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. Corsham Primary school is a good school. However, in order to improve further the headteacher governors and staff should:
- Improve the quality of pupils' writing by:
 - providing more opportunities for pupils to record their learning at length in subjects across the curriculum particularly in history and geography;
 - improving standards in spelling;
 - improving the standards of handwriting and presentation;
 - planning for a better balance between written recording and oral work in lessons.
(*Paragraphs 6, 30, 57, 94, 95, 116, 118, 122, 124, 127, 144 and 147*)
 - Improve the use of assessment and marking so that:
 - tasks are matched more closely to pupils' needs;

- pupils from the speech and language unit consistently work on tasks which are accurately matched to their specific needs when they are working in mainstream classes.
(Paragraphs 24, 28, 50, 61, 76, 78, 95, 101 and 122)

In addition, the governors, headteacher and staff (together with the local education authority) may wish to include the following issue in their action plan:

- improve the level of support for pupils from the Brook Centre, when they are in mainstream classes, in order to ensure good progress is made by all pupils.
(Paragraphs 60, 76 and 119)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	17	42	11	0	0	0
Percentage	0	24	60	16	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	382
Number of full-time pupils known to be eligible for free school meals	0	41

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	20
Number of pupils on the school's special educational needs register	0	92

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	54
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	6
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.7

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	17	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	20
	Girls	15	15	13
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	75 (91)	75 (93)	75 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	23
	Girls	15	13	15
	Total	33	32	38
Percentage of pupils at NC level 2 or above	School	75 (93)	73 (91)	86 (91)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	36	32	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	27
	Girls	25	23	25
	Total	49	48	52
Percentage of pupils at NC level 4 or above	School	72 (75)	71 (70)	76 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	25	27
	Girls	25	25	24
	Total	45	49	51
Percentage of pupils at NC level 4 or above	School	67 (78)	72 (76)	76 (76)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	0	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.4
Number of pupils per qualified teacher	21.9
Average class size	27.2

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	155

Financial year	2001/02
	£
Total income	890,981
Total expenditure	871,981
Expenditure per pupil	2,368
Balance brought forward from previous year	35,064
Balance carried forward to next year	55,015

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	5.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.4

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	382
Number of questionnaires returned	101
Percentage of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	2	1	0
My child is making good progress in school.	63	34	1	0	2
Behaviour in the school is good.	69	29	1	0	1
My child gets the right amount of work to do at home.	44	48	5	2	1
The teaching is good.	66	33	1	0	0
I am kept well informed about how my child is getting on.	50	40	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	77	20	3	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	57	35	6	0	2
The school is well led and managed.	80	19	1	0	0
The school is helping my child become mature and responsible.	68	31	1	0	0
The school provides an interesting range of activities outside lessons.	53	42	2	2	1

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

80. Children are admitted to school at the beginning of the autumn and spring terms before their fifth birthday. The school has developed good induction procedures, which results in the children coming happily to school. At the time of the inspection, there were 51 children in the reception classes. A few have been identified as having special educational needs. Three children, from the Brook Centre, with specific speech and language difficulties, are very well integrated at regular intervals each day. In addition there are three children who use English as an additional language with two who are at an early stage of learning to speak English. They are all sensitively and effectively supported. Assessments carried out when the children start school show that attainment on entry is below average; a little lower than was reported at the time of the previous inspection.
81. Provision for the Foundation Stage is good. The school has worked hard to develop the provision according to the most recent national guidance. All children are well supported by the adults who work with them. Staff continually promote the development of the children's personal and social skills, basic communication, literacy and language and mathematical skills. There are good opportunities for children to begin to develop confidence when speaking during class discussions. For example, children were heard talking with confidence, as they demonstrated how accurately they could estimate the number of cubes needed to measure the vehicles that they had made. Other children spoke confidently as they decided what the first letter was as they spelt three lettered words.
82. Learning resources are satisfactory to promote all areas of learning inside and outside the classroom. The children regularly go outside for well planned outdoor sessions, where there are good opportunities for physical development using wheeled toys. These activities also incorporate many opportunities to explore other areas of learning. All reception children have good opportunities to use the apparatus in the main hall to develop physical skills.
83. The good and sometimes very good quality of teaching enables the children to achieve well in their first year in the school. The children are very well managed and adults have high expectations regarding their behaviour and response to the activities they are given. All adults interact well with groups of children, and opportunities are not missed to reinforce skills and develop vocabulary. This was done particularly well during a 'welly walk' in the school grounds. The wind was very strong and the adults took the opportunity to talk about the different types of weather, which they had seen during that day. There was good reference to times of the day, such as '*morning*', '*lunch time*' and '*afternoon*' as '*sun*', '*rain*', '*hot*', and '*cold*', which were reinforced and discussed. This resulted in good learning. The children concentrated and listened carefully because they knew they were expected to do so. This consistently good teaching influences learning throughout each day and results in children concentrating enthusiastically as they work at the tasks they are given. All groups of children learn well. Teachers' planning is thorough and planned on the basis of the early learning goals. Accurate day-to-day assessments help to move the children on to the next stage of learning. Comprehensive profiles on individual children have recently been developed to show how well each child is doing in each area of learning. Homework is given out each week and promotes all areas of learning. Each child's attempts are kept in well-organised individual files and clearly show the good progress they are making.

Personal, social and emotional development

84. Teaching is good and this area of learning is well promoted in everything the children do. Behaviour is very good and most children listen well in all situations. By the time the children leave the reception classes most are likely to reach the expected levels. Progress is good because the children show positive attitudes to learning and thoroughly enjoy coming to school. Personal independence is well developed. For example, most children change quickly and confidently by themselves for physical development sessions. During snack time they sensibly and round toast with most saying '*please*' and '*thank you*' politely. There are many good opportunities for the children to work in pairs and small groups and to begin to develop the skills necessary to work independently. Most children select activities with confidence and all are encouraged to tidy away at

the end of each session. Planning and past work shows that the children begin to develop a basic understanding of religions and celebrations within different religions. For example they listen to stories such as, 'The Lost Sheep' and begin to develop an idea of what they can learn from these stories.

Communication, language and literacy

85. The quality of teaching of communication, language and literacy skills is good overall, and some very good teaching was seen during the inspection. Speaking, listening, reading and writing are consistently promoted in all the children do. For example, children of all abilities were seen enthusiastically identifying initial and final sounds in three-letter words and very good teaching of basic phonic skills enabled these children to begin to write some words independently. This resulted in very good learning. In another instance, good use of resources, such as whiteboards, clear verbal instructions from the teacher and good teaching of basic letter sounds, enabled learning to be good, as children of all abilities attempted to write words such as 'tiger' and 'elephant' with confidence. The love of books is promoted well, which results in all children handling books carefully and enjoying reading activities. Higher-attaining children read accurately, and without hesitation, showing a satisfactory understanding of the text. They are beginning to use their knowledge of letter sounds to work out words that they are unsure of. Average- and lower-attaining children begin to identify familiar words in the texts which they read. Children with special educational needs know that text conveys meaning and use the pictures satisfactorily to talk about the story. The children are becoming confident writers as they develop early writing skills by confidently recording their ideas and experiences. However, teachers' planning and past work showed that there were too few opportunities to develop basic sentence construction, in particular for the higher attaining children. This meant that some children were unaware of the need to form clear 'words' and 'spaces', as they wrote, and did not know that sentences begin with a capital letter and a full stop. This was accepted and acted upon positively during the week of the inspection. Most children attempt to write their names but there is little evidence of even the higher-attaining children being taught to write their family names. Not all children write their name showing correct letter formation and a few mix capital letters with lower case letters. Past work and observations during the inspection show that some children are given too little guidance to improve these areas. Most children are likely to reach the expected levels by the end of the reception year. Minor weaknesses in the teaching of developing basic writing skills affect learning in some lessons and progress over time. However, overall progress is good in this area of learning.

Mathematical development

86. The children enjoy the many experiences they are given to develop basic number skills. Teaching is good and personal independence is developed well, as the children plan which activities they wish to do. Most do this expertly using the planning board for this area of learning. Mathematical concepts are reinforced in many areas of learning. For example, the children sang 'Five Green Speckled Frogs', very enthusiastically and confidently, as they reinforced the idea of counting forwards and backward from nought to five, whilst developing their own repertoire of songs. All children have opportunities to learn mathematical vocabulary in the many activities they are offered; such as 'to estimate' is the same as a 'having a good guess', as they begin to develop the idea of measuring the 'length' and 'width' of objects such as the table. They all begin to understand the correct way to form their numbers, but, during some activities, adults do not always give the children enough opportunities to reinforce this. For example, children were seen accurately counting cubes when measuring their hand spans, but were given too little guidance in writing their answers using the correct number formation. There was no 'correct' model for the children to use as a guide so some children were writing them incorrectly. Adults interact well within the groups and give the children many opportunities to articulate their thinking, thus developing their mathematical understanding. For example, whilst working with a small group, an adult was seen questioning the children well as they developed their understanding of 'height' and 'estimation'. Questions, such as 'How many do you think it will take?' made the children think hard. Progress is good and most are likely to reach at least the expected levels by the end of their time in reception.

Knowledge and understanding of the world

87. Teaching is good and most children make good progress. The outside area is used well as the children go on well-organised 'welly walks' to look at their immediate surroundings. They look closely at the leaves on the trees in the school grounds and talk about how they have changed since the autumn and winter. Most are beginning to develop a sound awareness of the seasons and of the past. The children walk very sensibly around the attractive pond and wild life area and talk excitedly about what might be living there. Adults promote basic mathematical vocabulary well, such as 'tall' and 'high' as they look at the grass in the wild area. Past work shows that they have looked at the life cycle of a frog and most children know what tadpoles are. Creative development has been linked effectively to this area. Using a variety of materials and tools the children have worked co-operatively on a colourful class picture showing a pond with insects and flowers. They are all told about the importance of using their senses and the importance of listening and looking carefully in order to learn. They develop an awareness of living things as they identify which things live in the sea and which live on the land. Activities to support this concept are interesting and imaginative and often reinforce concepts taught in other areas of learning. For example, the children were given a good selection of objects from the sea and encouraged to make a three-dimensional seascape. Most of the children are likely to reach the expected levels for their ages by the end of the reception year. All children learn how to join materials together by using a range of materials and tools. For example, they make clocks and use split pins to make the hands move. Construction toys are often used to build models as children work together in small groups or choose to work alone. Information and communication technology is beginning to be used effectively to support learning. For example, to promote counting of numbers up to ten, or to develop children's understanding of the life cycle of a frog by 'clicking and dragging' a sequence of pictures.

Physical development

88. Teaching is good in this area and some very good teaching was seen during the inspection. There are good, planned opportunities for children to take part in structured outdoor play lessons. Children were seen confidently riding cars and bikes and developing a good awareness of the need to be patient as they waited their turn at 'the garage'. The adult working with them promoted personal and social skills well and all children, including one from the Brook Centre, interacted enthusiastically. There are regular opportunities for children to develop their physical skills in sessions in the hall. One lesson was seen and here the teaching was very good. Adults interacted very well as the children, including three from the Brook Centre, listened carefully to all instructions, used space sensibly and showed a sound idea of the affect of exercise on the body. During the cooling down part of the lesson one little boy said that his heart was 'only beating slowly now!' They all developed a satisfactory idea of passing a ball to each other as they worked in pairs and shared the equipment well. Learning was very good because instructions were clear and all children were expected to listen. They all responded positively to the teacher's high expectations. Most children handle scissors, paintbrushes and pencils with sound control. All children play imaginatively and confidently with construction toys and have many opportunities to use soft materials, such as coloured dough, to make models. Children were seen making bird nests after completing their 'welly walk'. Progress in this area is good and most children are likely to reach the levels expected at the end of the reception year.

Creative development

89. Most of the children are likely to reach the expected levels by the time they end their time in reception. The children sing enthusiastically and have good opportunities to play percussion instruments. A small group of children working with an adult were seen thoroughly enjoying themselves, as they played percussion instruments during an outdoor session. Questioning was good and all children including one from the Brook Centre, were actively involved. The majority of children express their own ideas and communicate their feelings satisfactorily as they play well together in the 'Seaside Café'. Past work shows the children have painted animals to go alongside a three-dimensional cardboard ark, which was made when they all worked together on a class picture. Pupils used different materials including paper plates to make 'collage portraits' and then painted self-portraits. After listening to the story of 'The Rainbow Fish' they have looked carefully at the illustrations and expertly painted their own 'Rainbow Fish'. Children were seen using paints and

crayons, very confidently, to develop colourful pictures of what they had seen on their 'welly walk' in the school grounds. Good quality displays enhance the classrooms. Teaching is good and the children make good progress in this area.

ENGLISH

90. The results of the 2002 National Curriculum tests in reading showed that the standards in reading and writing attained by pupils in Key Stage 1 were below the national average and the average in similar schools. In Key Stage 2 pupils' attainment in English was in line with the standard reached both nationally and in similar schools. However, more pupils in this year group attained the higher Level 5 than the national average. The current standards in Key Stage 1 are now in line with the national average, and, in Year 6, the proportion attaining the expected Level 4 is close to the national average. However, this group is unlikely to attain so many of the higher grades, as there is a large proportion of pupils with special educational needs in the current Year 6. Comparisons and trends are also made difficult by the fact that there is a comparatively large number of pupils who join and leave the school in all year groups and times of the year. Only 31 per cent of the pupils currently in Year 6 were in the school for the end of Key Stage 1 tests. In the other year groups in Key Stage 2 standards are higher. This is partly a result of the way in which the new scheme of work is helping to raise standards.
91. Pupils come into Year 1 with below average language skills, especially in speaking and listening. They make good progress in both Key Stages. By the end of Year 2, some pupils show increasing confidence in speaking and begin to use more formal speech patterns. Teachers give younger pupils opportunities to practice their speaking and listening skills in their literacy and other lessons. An example of this was in a good lesson in Year 1, when pupils were encouraged to use descriptive words like 'scary', 'strange' and 'weird' to help describe jungle animals. At the end of Year 6, some pupils demonstrate good standards, for example, when talking about their reading books and their work in other subjects. In a very good lesson in Year 6, the teacher developed the speaking and listening skills of pupils by getting them to discuss characters in the book, *'The Lion, the Witch and the Wardrobe'*. The pupils responded well and were eager to volunteer ideas and talk about how specific words and phrases added to their feelings about the characters. Learning support assistants in the classroom have a valuable part to play. They clarify questions, explain new vocabulary and encourage pupils to offer answers. This is especially valuable in the many classes that have higher numbers of pupils with special educational needs than the national average.
92. Standards in reading are at the national expectation. Younger pupils develop skills that help them to read the text. Pupils in Year 2 read many words confidently, and talk about their reading books. However, even the pupils who have no difficulty reading a wide range of words are less good at talking about their book in anything more than a literal way. The more able pupils in Year 2 use different methods to read words that they find difficult, such as splitting them up, sounding out the letters and gaining clues from the illustrations. Not all pupils in Year 2 are clear about the difference between an author and illustrator and fiction and non-fiction. Very few named books and authors other than the one they were currently reading. Only one of the sample of pupils in this age range knew how to use knowledge of the alphabet to find books or information. In Key Stage 2, many pupils were familiar with the terms 'contents', 'index' and 'glossary' and how these can be used to locate information. In Year 6, some pupils named authors and talked confidently about them. Again, only a few pupils in this age range spoke about books they had read in any depth. Some pupils read expressively as a result of the way that teachers guide them in shared reading sessions. Many pupils were confident about how to use the Internet to access information. Pupils mostly enjoy reading and read both fiction and non-fiction texts. The reading diaries foster links between home and school by getting parents and carers to add comments which help children to develop their reading skills. At the time of the last inspection, there was no library and the school has remedied this. There are now two library areas, one mainly for pupils in Key Stage 2 and the 'interactive library' in the Key Stage 1 area. Although rather small, the Key Stage 2 library contains a satisfactory range of both fiction and non-fiction. The books are up-to-date, and in good condition. Class libraries provide extra reading material. Overall, pupils who have special educational needs, or use English as an additional language, make good progress as a result of the support for reading.

93. From the samples of pupils' written work seen during the inspection the standards attained in Key Stage 1 are at the national average. More able pupils in this age range develop cursive handwriting and use simple punctuation to begin and end sentences. Many pupils spell short common words and longer regular words correctly. Where the words are incorrectly spelt, most pupils manage a version that is phonetically sound. However, some pupils in Year 2 still use un-joined handwriting, and few use capitals and full stops at the beginning and end of sentences consistently. Few pupils use capital letters to begin names consistently. Standards of presentation are not always as high as they should be. The work seen in pupils' books covers the various areas of the National Curriculum satisfactorily.
94. In Key Stage 2, standards are also close to national expectations. Some pupils write for a range of different purposes and use punctuation accurately. As they get older, most pupils use a joined and legible script, but, sometimes, their work is untidy. Most pupils spell the majority of words that they use accurately and become more adventurous in their vocabulary choices. However, even some higher-attaining pupils are not entirely secure about spelling and words such as 'sure' and 'decide', were spelt as 'shure' and 'decied'. The higher-attaining pupils organise ideas into grammatically correct complex sentences and show an increasing understanding of speech and question marks. However, even some of these do not use capital letters and full stops consistently. There were some lively pieces of work in Year 6, where pupils had written short play-scripts. Most pupils know the conventions of setting out a dramatised version of a story, such as stage directions and dialogue. Pupils learn how to follow planning structures and to organise their writing. They set out letters, both formal and informal, correctly. Teachers develop pupils' spelling, through regular setting of spelling lists as homework. The school is developing the use of information and communication technology to support literacy. Pupils in both key stages use computers to draft and re-draft work.
95. Much of the teaching seen during the inspection was good or better, and none was less than satisfactory. The overall standard of teaching is good. Praise is used well to show pupils that their work is valued. Teachers use the new scheme of work that follows the National Literacy Strategy. This ensures that pupils cover the various writing styles that are needed for the National Curriculum. However, when all pupils are doing the same written task, it is sometimes too difficult for some pupils, or else it fails to challenge the higher-attaining pupils. Teachers sometimes take opportunities in other subjects to encourage pupils to increase their technical vocabulary and their use of spoken English. There were some good examples of this in music lessons, where terms like 'tempo' and 'rhythm' were used as a natural part of the teaching. The provision is not consistent, however, and opportunities are missed. There were few examples, in the sample of pupils' written work in subjects other than English, of literacy skills being developed by the use of extended pieces of writing. However, in some displays in the classrooms there were biographies of leaders during the Second World War, and books demonstrating book reviews and instructional writing. In a good lesson in Year 5 on writing letters in the 'first person', the teacher set a brisk pace, made effective use of a variety of strategies that kept pupils thinking about the subject matter and challenged all pupils, including the most able. All teachers mark the pupils' work regularly and make comments to encourage pupils. Some teachers consistently give effective pointers for pupils to make further improvement. However, this is not always the case, and the co-ordinator needs to ensure that all their colleagues follow the best practice. The focus for the lesson is shared with the class, so that they are all clear about what they will be learning, and often pupils are encouraged to think about how this will have a wider relevance than the needs of the National Curriculum. In a lesson on finding evidence in a text, pupils understood that this could be a useful skill in secondary schools and the world of work. At the ends of lessons, pupils indicate how well they have understood the topic they have learned. This increases their knowledge of their own learning, as well as helping teachers judge how well the lesson has gone. Relationships are good and teachers manage behaviour well. As a result, pupils work hard, show interest and sustain their concentration throughout the lesson. Most pupils co-operate well in group work and the subject makes a satisfactory contribution to the moral and social development of pupils.
96. The literacy co-ordinator manages the subject well. Most teachers are now secure in their knowledge of National Curriculum levels and this is helpful in assessing the progress of pupils. There is a portfolio of pupils' work that is a useful resource for teachers to confirm their own judgements. There is a very comprehensive system of assessment that analyses the progress of individual pupils and groups. The progress of pupils is recorded against the National Curriculum levels, and this is an improvement since the last inspection. There are satisfactory resources for

the subject and they are of good quality. Pupils with special educational needs make good progress as a result of the effective arrangements for their support. Much of this takes place in the classroom, but for some additional literacy support sessions small groups of pupils work in the library or other areas of the school. There is good communication between the learning support assistants and class teachers so the planning for these sessions takes account of the main focus of the work that the rest of the class is doing. The few pupils who use English as an additional language make similar progress to the other pupils.

MATHEMATICS

97. The standards achieved by pupils in mathematics are similar to those seen at the time of the previous inspection, but many aspects of the way in which the subject is taught have improved. Although many pupils are admitted into school with numeracy skills that are below average, most pupils leave school with standards that are at least in line with national expectations and this represents good achievement over time. However, the standards being achieved by pupils currently at the end of Year 6 are below the national average, because of the very high numbers of pupils with special educational needs within this particular year group. Although the percentage of pupils achieving at the expected level is in line with the national average, the school has fewer very high-attaining pupils and this depresses the standard overall. However, teaching and learning are good throughout the school, and evidence from looking at pupils' work is that all pupils are making good progress. The decision to implement a new scheme of work in Key Stage 1 has had a positive impact and for pupils currently Year 2, standards of attainment are in line with the national average, which represents a significant improvement from the previous year.
98. The quality of teaching in Key Stage 1 is having a positive impact on standards and contributes significantly to the good progress that pupils' achieve. By the end of Year 2, most pupils have a sound understanding of number, although lower-attaining pupils struggle to use numbers beyond 20. Most add and subtract numbers up to 100, using various methods with reasonable confidence. More able pupils know how to count in multiples of 2, 5 and 10 and use their numeracy skills to solve number problems, for example, by handling money to work out how much change they would receive when shopping. They recognise number facts and patterns. In one lesson, for example, a pupil observed that for two-digit numbers, *'If the second number is 8 and you add a 5, the answer will end in a 3'*. Most pupils have a sound understanding of shape, space and measure and can describe the properties of simple two-dimensional shapes. At the time of the previous inspection, there was insufficient use of information and communication technology within the curriculum for mathematics. This weakness has been addressed in Key Stage 1 and pupils now have greater access to computers and know how to collate data and produce simple tally charts and bar graphs. For example, pupils in Year 1 worked in pairs to answer questions relating to homes and gardens. They were able to access the relevant computer software and successfully record their answers. Pupils in Year 2 used the Roamer in their lessons to develop an understanding of simple directions and angles. At the time of the previous inspection, it was felt that there was insufficient time given to problem-solving activities, but this is no longer the case. For example, pupils in Year 2 are given opportunities to predict outcomes of investigations and to check their results, such as in the use of dice to predict the likelihood of odd and even numbers being thrown and to respond to a range of *'What would happen if...?'* questions.
99. By the end of Year 6, most pupils have a sound understanding of number, demonstrating the ability to add, subtract, multiply and divide using a variety of different methods both on paper and in their heads. Most work confidently with fractions and decimals and have a sound understanding of the language of probability. In their work on shape, space and measure, pupils calculate the area and perimeter of regular shapes and correctly identify acute, obtuse and right angles. The more able pupils demonstrate much greater confidence in their handling of numbers and show greater skill in applying different methods to carry out their calculations in the most effective way. For example, higher-attaining pupils in Year 6 were very quick to recognise strategies for converting Indian rupees to English pounds. However, a significant number of pupils current in Year 6 need support from teachers and teaching assistants in order for them to make good progress in numeracy lessons. There has been a considerable improvement since the previous inspection in the use made of information and communication technology. Effective use is made of integrated learning software to help pupils to develop their mathematical skills, such as when pupils in Year 4 produced pie charts and block graphs to represent information about eye colours, and pupils in Year 6 developed

computer-generated graphs to demonstrate how many times they could write their name in a specific period of time. There is some evidence of pupils using and applying their mathematical knowledge in other areas of the curriculum. For example, pupils in Year 5 carried out a scientific investigation to identify the effect of exercise on their pulse rate and used computers to record their results. However, opportunities for links with other subjects are sometimes missed, such as when pupils in Year 5 recorded their long-jump performance with beanbags, when they could have used other more specific measuring devices.

100. The development of mathematics has received a high priority since the last inspection, and the impact of the initiatives undertaken by the school has been positive. The implementation of the National Numeracy Strategy has been particularly beneficial in providing a clear curricular structure for teachers and has helped them to develop more effective teaching methods than were seen during the last inspection. Greater attention has been given to monitoring the way that the subject is taught and the standards that pupils achieve, and this has helped the school gain a clearer understanding of its own strengths and weaknesses. Procedures for assessment have improved and test results are analysed carefully to identify any areas of weakness. This analysis led to the decision to implement a new scheme of work in Key Stage 1, which has proved particularly successful in raising standards so that in the current Year 2, the percentage of pupils achieving the higher levels in national tests has more than doubled.
101. The quality of the teaching has improved considerably since the time of the previous inspection. It is good overall and, at both key stages, there are examples of very good teaching. In the most successful lessons, the teachers help pupils to think about what they are doing and to develop the ability to work things out for themselves. In one Year 6 lesson, for example, there was a real buzz of activity, as a result of the challenging activities set, the good pace maintained throughout, and the excellent relationship between the teacher and pupils. In all lessons, objectives are made clear, but teachers also highlight how those objectives will benefit pupils in the future. For example, one teacher observed that many jobs now require an ability to be able to analyse and interpret data. Very good lessons have good pace and a balance between practical and written activities. In a very good lesson in Year 1, for instance, the class teacher provided opportunities for pupils to weigh a range of objects in order to arrive at the conclusion that, as one pupil stated: *'The biggest object is not always the heaviest one.'* Pupils in Year 3 made their own simple compasses to help them to understand clockwise and anti-clockwise movements and direction. In this lesson, one very able pupil remarked that: *'If you don't have a compass, you can find the direction because the sun sets in the west.'* One very strong feature of each lesson is that teachers insist that pupils answer orally in a full sentence and this encourages them to think carefully about their responses. They also encourage pupils to explain the mathematical strategies that they have employed in arriving at their answer. Most teachers use time effectively. Almost all lessons begin with an effective oral activity that is usually well delivered with good pace. Teachers often set activities with time challenges, and pupils respond to these challenges with great enthusiasm. When pupils undertake individual or group activities, they are usually given a clear indication as to how long they have in which to complete each part of their work. Timely reminders help to focus pupils' attention, with the result that pupils make good progress. In very good lessons, teachers provide extension activities for pupils who complete their allotted task. All lessons end with an opportunity for pupils to reflect on their learning and to assess the progress that they have made, and one lesson in Year 5 concluded with pupils being able to select from a range of homework to suit their particular needs. The weaker elements of teaching are that teachers do not consistently provide pupils with a range of activities that are matched sufficiently well to their individual needs, nor do they ensure that the standard of pupils recording is matched to the quality of their oral responses. Whilst marking of work is always supportive, it rarely sets targets for future improvement.
102. The attitudes and behaviour of pupils is always good and often very good. Pupils enjoy their numeracy lessons and they work well as individuals and in pairs, maintaining concentration and sustaining interest. They share resources, listen attentively and respect the opinions of others. Relationships between teachers and pupils and pupils and pupils are good and this gives pupils the confidence to participate orally in lessons and to ask questions, when they do not fully understand the task. Lower-attaining pupils generally receive good support from learning assistants who help them in lessons and record the progress that they achieve.

103. The co-ordinator for mathematics gives good leadership to the subject. She has done much to secure recent improvements within Key Stage 1, by introducing a new scheme of work that is sufficiently structured to ensure consistency within teaching and has improved assessment procedures and resources since the time of the last inspection. She has a plan for future improvement, which includes further monitoring of teaching and planning to ensure that all pupils receive appropriate curricular provision.

SCIENCE

104. Standards are currently below the national average by the end of Year 6. Although teaching and learning are consistently good, this year group has a high proportion of pupils with special educational needs, as well as an unusually high level of transience since the beginning of Key Stage 2. Both these factors, although the first more especially, have contributed to attainment being somewhat lower than in the previous year. A study of pupils' work and observation of lessons, during the inspection, indicated satisfactory attainment and good progress through the year. This is because teachers support pupils well, with ample opportunities for investigation and self-evaluation, and pupils' oral work frequently indicates good knowledge and understanding. By the end of Year 2, standards are broadly similar to those expected for the age group. Pupils in Key Stage 1 also receive consistently good teaching, and in the current Year 2 the proportion of pupils with special educational needs is not so great. Throughout the school, pupils make good progress because teachers plan their work well and, generally, provide appropriate tasks. This enables pupils to build on their previous knowledge and understanding in a structured way.
105. By the end of Key Stage 1, pupils have a sound understanding of how to conduct experiments and have carried out a range of investigations. A key feature of their written work is the ability to choose how to record findings but their presentation is not neat enough and often not well organised. Pupils make sensible predictions and use technical vocabulary well, for example, in their work on forces. Throughout the key stage, pupils are excited and interested by their work in science. A good example was seen during a lesson for pupils in Year 2, where the teacher generated great enthusiasm as they studied seeds. This work fired the imagination of the pupils as they discussed their discoveries, and decided their criteria for sorting. One pupil chose '*smooth and crinkly*', because of the properties he had noticed. But the greatest excitement was created when pupils examined the new shoots of their sunflowers. The teacher made several good teaching points from their observations, and pointed out what patience was needed with growing things; some had not yet germinated.
106. By the end of Key Stage 2, pupils have a sound understanding of 'fair testing in their investigations and have applied these principles across many different topics. A good example was seen in a very good lesson in Year 5, where pupils were carrying out an investigation to explain how pulse is affected by exercise. In their preliminary discussions, pupils in most groups decided they must apply the same criteria to each test, for example a cleansing breath during each rest period. However, one or two groups forgot this in the midst of their investigation, outside on the field. The teacher carefully reminded them about their 'learning loop' and warned them to be aware of any results that seemed too surprising. This engendered more discussion about fair testing, and the difference in effort some pupils may use during exercise, for example. In a very good lesson in Year 6, excellent discussions took place about healthy eating and sensible dietary choices. All pupils were able to join in, because the teacher created an excellent learning atmosphere of fun, challenge, support and co-operation. Very good use of an Internet site, quiz, and talk-partner discussion, enabled all pupils, including those with special educational needs, to learn in their own best way.
107. The quality of teaching is good overall, and some of the teaching observed during the inspection was very good with excellent features. In a very good lesson in Year 1, the pupils demonstrated, admirably, their ability to use scientific knowledge and vocabulary whilst describing objects in their feely bag. Throughout the lesson, '*why?*' questions were prevalent, and the teacher constantly demanded '*because*' answers from the pupils. This strategy on asking and answering questions is a very good feature of the teaching right the way through the school, and plays a large part in the successful learning by the pupils. Teachers develop vocabulary very well; expect pupils to explain themselves logically, in sentences, and to evaluate their own learning, honestly, each lesson. This ensures that misconceptions are addressed and pupils know what and why they are learning. A

typical lesson begins with sharing the lesson intention, from the teacher, and deciding why they will be learning, from the pupils. By the end of each lesson, pupils are generally very secure about their own level of understanding. Lessons are usually conducted at an appropriate pace, sometimes using quick-fire questions and sometimes with time for reflection. At all times, pupils are co-operative, interested, keen and fascinated by their science lessons, even when an occasional lesson is less stimulating.

108. The school's provision for science is good, and has been maintained at an appropriate level since the last inspection. The co-ordinator leads and manages the subject, teaching, resources and paperwork well. She has a clear vision of where they need to improve next, as well as how well they have done in previous initiatives. Assessment procedures are very well organised, and work in a portfolio is appropriately levelled and annotated. Monitoring procedures are also appropriate and the co-ordinator already understands that the school must now concentrate on the written recording process, alongside the very good oral work, in order to improve standards further.

ART AND DESIGN

109. Standards in art and design are higher than those seen expected at the end of Years 2 and 6, and all pupils, including those with special educational needs, are achieving well. This represents good progress since the last inspection, when standards were judged to be satisfactory in Key Stage 2, and pupils made adequate progress. This improvement has been built consistently over time, by appropriate attention being given to it as a subject, and a sufficiently high profile, demanded recently, by the vigorous new co-ordinator. Newly designed assessment procedures have ensured that art and design is considered important enough to add to the school's assessment week in the spring. The subject also forms a key part of the school's philosophy on pupils' learning, through a range of styles. The scheme of work is the school's own, and is due to be revised. However, it has been reasonably successful and definitely individual to the school, and will continue to be so, in its revised form.
110. Throughout the school, pupils learn about drawing, painting and sculpting natural forms and the human frame, for example. They use many different techniques and media for different effects. A very strong feature of the school's teaching of art is the number of opportunities given for pupils to practise various procedures before using them in a final piece of work. This ensures a greater degree of success for more pupils. A very good example of this was seen in a lesson for pupils in Year 5, who were studying the sculptures of Henry Moore and working particularly on proportion and form. The teacher gave them excellent opportunities to explore and to find out good joining techniques in readiness for using the clay at a later date. Pupils used plasticine, pipe cleaners and foil, as well as small pieces of clay, with tools and slip, for moulding and understanding the nature and texture of this medium. They discussed their successes and failures confidently, and offered advice to each other freely, during the end session of the lesson. However, in most classes pupils make insufficient use of their sketchbooks and this precludes them from being a useful resource bank upon which pupils can draw for inspiration.
111. The youngest pupils in Key Stage 1 were observed doing observational drawing. Their lesson objective was to be able to use and discuss important features of an observational drawing and, by the end of the lesson, they demonstrated their abilities and success admirably. The group with a spider plant noted and recorded the little brown tips to the leaves, as well as drawing and colouring, sensitively, the arching stripy leaves. The teacher had challenged them very well with the species of plants she had chosen, for example, a multiple flower head, or a succulent, with interesting coloration and texture. Besides the very good interpretations of the plants drawn by the pupils, the most impressive skill they used was that of evaluation. They were articulate and able to give quite detailed reasons for their likes and dislikes. They were very honest and perceptive about the difficulties they had encountered whilst drawing the succulent, or not getting the arching of the spider plant quite right. They were also able to discuss other's work and offer opinions. This very good lesson was successful, because the teacher had very high expectations about their abilities to look, draw, speak and listen, very sensitively.
112. The quality of teaching throughout the school is good, and the standard of work and its presentation in the atrium of the school, show how pupils and teachers alike value it as a subject. From one end of the building to another, it is possible to see how well the school builds pupils' skills from year

group to year group. The theme of 'portrait' was very imaginatively interpreted throughout, and the pieces made a good contribution to the overall effect. As a result, of the consistently good teaching, pupils' skills and understanding are enhanced. This has a very positive impact on pupils' attitudes and makes a significant contribution to their personal development. Teachers plan well for opportunities to link artwork with other subjects, such as science, wherever possible. However, there is scope for more use of information and communication technology in art. The co-ordinator is aware of this and has already devised a suitable action plan.

113. The subject is well led and managed, which ensures it has a high profile. The whole-school focus is a definite strength. The new co-ordinator is passionate about how she sees the future, and is determined to continue the work started by the previous post holder. At present, she is awaiting guidance from the local education authority about a new scheme of work. She does not consider the nationally suggested plan to be suitable for Corsham Primary School, but wants to develop the school's ideas and build upon its strengths. In the short time since she took over the role, she has had a positive impact on helping to raise standards, partly through a new system she has introduced for the portfolio of work. It is now moderated and annotated, frequently by the staff themselves, and forms part of the school's assessment procedures in art and design. The quality and range of resources is good and co-ordinator is determined to ensure that pupils continue to enjoy as wider range of artistic experiences as possible.

DESIGN AND TECHNOLOGY

114. By the end of Year 2, standards meet the expectations for this age group. This reflects and consolidates the standards seen at the last inspection. The time spent on this subject is well managed and standards are enhanced by the good way in which it is organised. Pupils have the opportunity to follow through their ideas and build skills over a comparatively short time. This ensures that work is fully completed, has a good quality finish, and is properly evaluated. The design process, overall, is well developed. Often links are made to other topics which help to reinforce knowledge and understanding. For example, pupils in Year 1 investigated different kinds of homes in history. They went on to design and build homes as part of their design and technology programme.
115. Standards are maintained by the end of Year 6 and pupils exhibit work that is well in line with the expectations for their age. A wide variety of topics presents pupils with many opportunities to choose, and work with, many different types of materials. When beginning a project, pupils are involved in research before making careful notes and drawings of their own ideas. For example, when designing a playground, pupils in Year 4 paid a visit to the local recreation ground to evaluate the provision and quality of equipment there. Pupils of all abilities achieve well. Older pupils work with precision from their own very detailed plans when making moving vehicles in Year 5. The finished models show that they have a very good understanding of how different types of cam are suitable for different vehicles and how it will affect the movement. This helps them to select appropriately. This project was extended to the whole school, when the challenge was to design a vehicle that would propel an egg from one end of the playground to the other. The results were imaginative and showed a good deal of thought and ingenuity ranging from specially adapted remote controlled cars to a giant catapult! In Year 6, a task was set for homework and followed up well in the following lesson. This involved research for the design of a cover of a book about Ancient Greece. The design process was well understood and pupils realised the need for it to be eye catching and stimulating. The whole book-making process was being thoroughly investigated and the teacher had good examples from the work of previous pupils to show what could be achieved which acted as an added stimulus to the pupils.
116. Overall, the teaching observed was good and this is an improvement since the last inspection. The teachers' subject knowledge is good, clear explanations and searching questions ensured that pupils' understood the principle involved, for example, when assessing playground equipment for safety features. The lessons observed provided good opportunities for pupils to think and assess logically. The teachers' high expectations and very good questioning, such as, '*what is it that makes...?*' contributed considerably to their success. Good organisation resulted in a good pace. This meant that all pupils exhibited good concentration, enabling them to complete tasks in the required time. Pupils with special educational needs were very well supported, especially when they record their evaluations. Pupils of all ages generally take a pride in their work. However, it is clear

that some finishing could be of a higher standard and, as a result, it is completed to a very sound rather than a high standard. Pupils enjoy the challenges offered by the subject and, because of this, they work hard.

117. The subject is well led and managed. Lessons and samples of work are regularly monitored, which helps the school to keep a check upon standards. Assessment of pupils' progress is made at the end of each unit of work. However, the well-developed evaluation process carried out by pupils means that they have a good knowledge of their own learning and are able to steadily improve upon their work as their skills develop. The curriculum is well planned and there is an up-to-date policy in place. Resources are generally of a satisfactory standard and contribute appropriately to the sound standards in the subject. An action plan to ensure further development of the subject is in place and forms part of the overall school development plan.

GEOGRAPHY

118. Standards by the end of Year 2 are in line with expectations for this age group and similar to those reported in the previous inspection. By the end of Year 6, standards are below the expected levels, because too little time has been spent on the subject and pupils have had too few opportunities to develop their skills and knowledge.
119. Judgements are based on two lessons seen in Years 3 and 4, discussions with pupils, and by looking at teachers' planning and past work. There is too little evidence to make an overall judgement on teaching but in the lessons seen the teaching was good. In the Year 4 lesson, for instance, the pupils worked well in mixed-ability groups to develop their research skills. The teacher interacted well, within these groups, to reinforce and develop learning. There were sound opportunities to use information and communication technology to support the subject. A minor weakness in this lesson was that two pupils with special educational needs from the Brook Centre were given work that was too difficult for them. Although the teacher was aware of this and gave them as much time as she could, at times their learning was affected. The Year 3 lesson was well planned with interesting activities to develop pupils' understanding of measuring the force of the wind. By the end of this fast moving lesson, the pupils had made their wind force detectors, taken them outside and tested them and been introduced to the Beaufort scale. They all listened attentively to information given to them and looked carefully at the computer screen as the teacher used information and communication technology well to promote learning. The pupils used the school's traffic light system to assess their own work. Relationships in both classes were good and classes were managed well. In both lessons the good teaching promoted good learning and standards were broadly average.
120. Pupils in Year 1 study their local environment and have drawn simple maps with labels. During the inspection, the planning and work produced in lessons shows that they design a garden and identify its main features and what it might need. During a short observation at the end of a lesson in Year 1, a boy from the Brook Centre was very well supported by the visiting speech therapist and was very well integrated back into the lesson. With sensitive support from both adults, he contributed fully by telling the class what he had done. Relations between the pupils and between the adults and the pupils were very good, as was the pupils' behaviour. Pupils' attitudes to the subject were good and they worked well together and supported each other well. Standards of work produced in this lesson were broadly in line with expected levels.
121. Discussions with pupils in Year 2 clearly showed the satisfactory progress they have made in Years 1 and 2. They talk excitedly about different homes, which is their recent topic. Pupils name different materials, from which homes are built, such as, bricks, wood and ice blocks. One higher-attaining boy said that *'sometimes wood is used because it is cheaper'*. They talk about making homes from construction toys. Their knowledge of countries is satisfactory. All are aware of the function of an atlas and a map. When reading a map higher-attaining pupils confidently say that blue lines are for motorways. They have looked at big cities and smaller towns on maps and compared the two.
122. Past work in Key Stage 2 shows limited coverage of the topics, which have been studied because the school made the decision not to spend too much time recording geographical knowledge and understanding using the written form. In addition, work is often poorly presented because teachers

do not promote literacy skills effectively. Assessment information on individuals is not consistently used to plan work for lower-attaining pupils and those with special educational needs. They have been given tasks, which are too difficult for them, and this has resulted in unfinished pieces of work. In discussion with pupils in Year 6, it became clear that, although they know basic facts, such as the countries in the United Kingdom and Europe, they have little in-depth information or knowledge. Although pupils in Year 5 had studied India, most could recall few facts, other than knowing of the city of Delhi. Some recalled the visit of an Indian lady who came into school and showed them different kinds of food. However, they required prompting to name her traditional clothing. In Year 6, the pupils interviewed spoke, rather vaguely, about recycling materials and commented that: *'We have a box in every classroom and it saves trees'*. Overall the discussions with pupils in Year 6 clearly showed that standards are below expected levels in geography. Residential visits support pupils' moral and social development well, as pupils live alongside each other and visit different localities.

123. Satisfactory progress has been made since the last inspection. The recently appointed co-ordinator has introduced new assessment procedures, but these have not been in place long enough to give a clear picture of the standards reached by individual pupils. The co-ordinator is keen and enthusiastic and has started to monitor teachers' planning. In addition, she has begun to look at work previously completed, and now has a clear idea of what is needed to improve standards further. For instance, to make sure that teachers consistently teach what is planned, and to develop resources so that information and communication technology will support the subject more effectively. Geography displays in classrooms enrich the learning environment and reinforce the topics being taught. A lovely example to support and reinforce pupils' knowledge and understanding of different types of weather was seen in Year 3. Vocabulary, which is specifically related to the topic such as 'tornado' and the names of different types of clouds were attractively and effectively promoted. The subject supports the pupils' social, moral and cultural development well as they learn about life in different countries.

HISTORY

124. By the end of Year 2, standards are average and this is similar to those reported in the previous inspection. Standards have fallen slightly and do not meet expectations at the end of Year 6. However, in a recent audit the school identified that too little time was being spent on teaching both history and geography and this has affected the development of pupils' historical and geographical knowledge and understanding, particularly in Year 6. The decision had already been taken, prior to the inspection, to increase the time allocated to these subjects. Standards in all other year groups are broadly average and have not been affected so adversely. Progress throughout the school is generally satisfactory.
125. The pupils in Year 2 show a sound awareness of the past and present as they begin to compare life today with life in the past. Previous work in Year 1 shows how they have compared changes from birth to now. They have done this by developing their own timelines, showing events from when they were babies to the present day. Discussions with pupils in Year 2 show that they have a clear understanding of the work they have previously covered. Very excitedly, they recalled the names and a few facts about famous artists from the past such as Claude Monet and Vincent Van Gogh whom they have studied. They enthusiastically spoke about the work and life of Henry Matisse, and how he managed to produce some famous pieces of work whilst ill in bed. In addition, pupils in Year 2 talked confidently, but simply, about how life has changed over the years. They knew that *'long ago'* there was no electricity and *'people had to use candles for light and 'used the fire to cook'*. One boy said: *'A very long time ago it was a bit gruesome and people had their heads chopped off'*. There are good links between art and design and history in Year 2 and progress in Years 1 and 2 is satisfactory.
126. The work completed in Years 3 to 6 is limited, and shows that some topics previously studied, such as the Victorians in Year 3, and the Romans in Year 5, have not been covered in enough depth. Teachers do not promote literacy skills effectively, which results in work being untidily presented. In addition, the demands of the work are not always accurately matched to the needs of all pupils in the classes. When this happens, tasks are not finished, because they are either too difficult or not enough amount of time has been spent on them. This affects learning for many pupils, in particular higher and lower attainers. Past work shows that there are limited opportunities in Key Stage 2 for

pupils to write at length, offering reasoned explanations for historical events. After consultation, the school made the decision not to spend too much time recording historical knowledge and understanding in writing because they wanted the subject to be more fun, and spend more time debating, making models and investigating. However, this has resulted in an imbalance in written and oral tasks which has reflected adversely on standards achieved by older pupils.

127. Discussions with pupils in Year 6 show clearly that they have insufficient recall of previous topics indicating that they had not been taught in sufficient depth. Pupils in Year 6 have a limited historical knowledge and awareness of the topics they have covered. For example their understanding of the Aztecs was limited to a few basic facts. Most remembered going on an educational visit to a Roman bath last year and that they made a book about the Romans. Pupils recalled some facts about the Romans, such as '*They were good fighters*' and '*They had a good army*'. Pupils in Year 6 have a limited idea of when the periods of time were that they have studied. They talk of time-lines in their classrooms, but are not able to interpret these accurately. Pupils in Year 6 have recently begun a topic on Ancient Greece. They speak with confidence about using the Internet and books to research Greek gods. Higher-attaining pupils mention a few facts. No one could recall the dates of this period of time, which they are studying.
128. Lessons were seen in Years 5 and 6, but there is too little evidence to make an overall judgement on teaching. However in the lessons seen teaching was judged to be good. During the review session at the beginning of the lesson in Year 6, the pupils accurately remembered the myths and legends they had previously heard. The lesson went at a good pace and the teacher questioned the pupils well to reinforce learning and enabled them to plan their own Greek Legend. In a lesson in Year 5, pupils wrote an informal letter, as an Aztec or a Spaniard, and most knew that Aztecs and Spaniards would have interpreted events differently. Learning was good in the lessons seen because the pupils' sustained concentration at all times and worked hard. All demonstrated good attitudes to the subject and behaviour was consistently good. The standards in the lessons seen were broadly average for the pupils' ages.
129. Satisfactory progress has been made in the subject since the last inspection. The co-ordinator has worked hard to develop sound assessment procedures. She is aware that, at present, guidelines to ensure skills, knowledge, and understanding in history have not been monitored effectively and this has had an adverse impact on standards. Resources are satisfactory to teach the National Curriculum but the co-ordinator is developing them further to link in with the topic areas. The subject satisfactorily supports the pupils' social, moral and cultural development, as they learn about life in the past and educational visits are arranged to support some topics. Information and communication technology is beginning to be used to support the subject in particular to develop research skills as pupils use the Internet. History displays, such as the informative one that reinforces the Aztec topic in Year 5, enrich the learning environment and highlight the topics being taught.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards in information and communication technology are as expected at the end of Years 2 and 6. This is an improvement since the since the previous inspection, when standards were below average at the end of both Year 2 and Year 6. The improvement has been achieved by developing resources, teaching a broad and balanced programme, based on good curriculum guidelines and training teachers to increase their subject knowledge and confidence. Particularly significant has been the appointment of an enthusiastic subject co-ordinator, who has had a good impact on the quality of teaching and the raising of pupils' attainment. Although the resources have been improved, the ratio of computers to pupils is still below the national recommendation. This prevents standards from rising further because, in whole-class information and communication technology lessons, not all pupils have access to computers for the whole of the lesson and this reduces their progress.
131. By the end of Year 2 the achievement of pupils is sound. They use the mouse control and keyboard accurately and acquire a range of basic technological skills. Pupils use these skills to support their work in other subjects. They use a CD-ROM encyclopaedia confidently to look for information about different types of home as part of their topic on houses and homes. Higher-attaining pupils find links to related information, such as castles. They have good understanding of a

computer's use for data handling, entering information that enables them to produce bar charts showing the frequency of eye and hair colour of the pupils in the class. They explore the effects they can create by using a painting program and produce colourful pictures and portraits of faces. They develop their understanding of control, and pupils in Year 1 write instructions for moving a programmable toy along the floor. There is less evidence of the use by pupils of other technological tools to support their learning, such as the use of a digital camera.

132. Between Years 3 and 6, the achievement of pupils continues to be sound. Pupils in Year 6 use computers confidently. They combine a range of information from different sources as in their work on Eric the Viking. Pupils use spreadsheets to input data, when planning a school visit, and higher-attaining pupils write formulae to calculate costings. Pupils readily use the Internet independently to find information to support their learning in other subjects and good use is made of e-mail, by pupils in Year 5, to communicate with pupils in a school in London with whom they have a link. Although pupils in Year 6 are beginning to use the control aspect, they are less confident about this because they have had less experience in this area.
133. Overall, the quality of teaching is good. Five lessons were seen during the inspection and, of these, two were good and one was very good. The strengths are in the direct teaching and reinforcement of skills taking place in a focused session each week. Teachers and teaching assistants are mostly confident in their knowledge of computing, and plan good links with other curriculum subjects. Teachers promote pupils' attitudes to the subject well and, as a result, pupils enjoy using computers and other technological equipment. All pupils are highly motivated by the developments in the subject and discuss their work enthusiastically. The investment in resources has had a positive impact on pupils' learning, which has benefited considerably from the greater opportunities for pupils to work regularly on computers.
134. The subject co-ordinator has had a good impact on the subject's development. Her good leadership of teaching and support staff is enabling them to raise pupils' standards. Management of the subject is good overall. The co-ordinator is a very effective source of advice for colleagues. She checks teachers' planning and has observed teaching in some year groups. A portfolio of work is being collated in order to indicate what pupils can achieve in each aspect of the subject. The work is annotated with details of the level of attainment they represent and provides a useful guide for teachers. Assessment is used by the co-ordinator to monitor standards in the subject, as well as being used to identify those pupils who are achieving above and below the expectations for their age. The school is well aware of its obligations to pupils about safety and security when using the Internet.

MUSIC

135. Pupils at the end of Years 2 and 6 reach the expected standards. This is similar to the picture at the last inspection. As well as regular lessons, there is a choir and also recorder clubs that enrich the musical life of the school. The choir has participated in the 'Festival of Voices' concert in London. In addition, visits by musicians and instrumental groups extend pupils' learning, and each year group has participated in at least one of these events. However, there are no visiting music tutors providing instrumental tuition.
136. Younger pupils respond well to music lessons. Pupils in Years 1 and 2 sing in tune and have an evident sense of enjoyment in music making. The pupils learn about pitch and duration and about how sounds can be made in different ways. In a good lesson in Year 2, pupils learned about the way that sounds of different lengths can be combined to produce a rhythmic and melodic pattern. In Years 3 to 6, older pupils compose simple pieces of music as response to pictures, poems and personal memories. In a good lesson in a Year 5 class, groups of pupils maintained their own part while another was being sung. They recognised the need to stay in time, and to listen to what, both their own, and the other group was singing. Pupils evaluated what they had done in a mature way, and suggested ways in which the performance could be improved. Pupils recognise different instruments and use appropriate vocabulary to describe the sounds they make. However, pupils in Year 6, who were interviewed during the inspection, were only able to name very few composers or pieces of music, and this is an area for future development. The way in which pupils work co-operatively in music makes a good contribution to their social development. Pupils have appropriate opportunities to listen to music and, prior to assemblies, a piece of music is played as

pupils are entering the hall. The music and its origins and composer are explained to the pupils; this helps to extend the pupils' knowledge further. In recent months, the focus has been on presenting music from a variety of cultures, and this has been an effective way of enhancing the cultural development of the pupils.

137. Overall, the teaching is satisfactory and there was some good teaching seen during the inspection; many lessons were lively and well planned. Pupils respond in a positive manner, and most pupils resist the temptation to play instruments at inappropriate times.
138. The co-ordinator has been leading the subject for two years. She has a high level of expertise in music. She manages the subject effectively and is aware of the difficulties experienced by non-specialist teachers of the subject. A commercial scheme of work, that satisfactorily covers the National Curriculum, has been introduced. This supports colleagues with less technical knowledge well. Planning for the subject is clear, and there is a satisfactory system for assessing the progress that pupils make in music. The resources are of good quality and there are enough of them for effective teaching. However, the arrangements for storage do not always make it easy for teachers to get the resources needed for lessons. There is satisfactory use of information and communication technology in the subject, although there is room for further development. For example, pupils in Years 3 and 4 pupils use an appropriate program to help them develop their composing skills.

PHYSICAL EDUCATION

139. As only one lesson was observed in Key Stage 1 during the inspection, it was not possible to make an overall judgement on standards. However, in that one lesson, standards of attainment were in line with expectations for the age group. It was, however, possible to observe a range of lessons in Key Stage 2; one dance lesson, one games lesson, and three based on athletics. Standards are seen to be in line with expectations at the end of Year 6 and similar to those seen at the time of the previous inspection. Although no gymnastics, swimming or athletics lessons were observed during the inspection, it is clear from an analysis of teachers' planning that they form an appropriate part of the physical education curriculum.
140. In the Key Stage 1 games lesson, pupils were taught well and made good progress in harnessing their enthusiasm for physical activity and acquiring new skills. Pupils showed a good awareness of space and could demonstrate a degree of precision in the control of their movements. They worked with a partner to throw and catch large balls, and over half of the class could achieve similar success with smaller balls. Pupils in Key Stage 1 are beginning to be aware of the need for warming up and cooling down activities, and can say why these are necessary. One pupil, for instance, observed that *'If we don't warm up, our muscles get sore.'* In this lesson, the teaching was good, the activities appropriate and all pupils achieved well.
141. The standards achieved by pupils in Key Stage 2 are in line with expectations and the curriculum is both broad and balanced. The best lessons are well planned and well structured. In one particularly good dance lesson, the high level of pupils' achievement owed much to the high quality teaching that they received from the visiting dance teacher. As the lesson progressed, she stopped to indicate techniques that would lead to improvement in performance and the pupils in Year 6 responded enthusiastically. By the end of the lesson, they were sufficiently confident to perform a complicated dance sequence to pupils in their parallel class. It was particularly pleasing to see two pupils from the Unit fully integrated into this lesson and the obvious pleasure that they received from participation in the final performance was a joy to behold. All other lessons were at least satisfactory and sometimes good. Teachers set the right tone for lessons, by changing into appropriate clothing and through their preparedness to demonstrate. They give appropriate attention to health and safety aspects, such as warming up at the start of a lesson, and ensuring that pupils wear appropriate footwear. They are very aware of possible dangers, such as during a lesson in Year 3, when the teacher amended her planning, due to the field being too wet to use safely. However, opportunities for links with other subjects are sometimes missed, such as when pupils in Year 5 recorded their long-jump performance with beanbags, when they could have used other more specific measuring devices. Although not observed, the school's records indicate that pupils achieve good standards in swimming and nearly all achieve the national expectations for swimming by the end of Year 6.

142. Most pupils demonstrate positive attitudes in their lessons and during after-school activities. However, pupils often sit out of lessons because they do not have the necessary clothing. This represents a missed opportunity for physical activity and the school needs to develop procedures to involve these pupils in physical education lessons. The standard of behaviour reflects directly the standard and quality of teaching. Pupils observed being disruptive or failing to observe safety rules are spoken to immediately, or made to sit out for short periods. Good class control has a major impact on lessons and, as a result, pupils have a very clear understanding of what is expected, respond appropriately and make good progress. Most pupils respond well and enjoy their lessons. They co-operate happily in paired and group activities and welcome the opportunity to improve their levels of performance. For example, in an athletics lesson in Year 4, one pupil remarked: *'I jumped better when I changed the foot that I take off from.'* Pupils generally concentrate well, when others are demonstrating and, in listening carefully to the evaluations of their teacher and other pupils, they make good progress in their learning. All pupils make at least satisfactory progress, across both key stages, and pupils with special educational needs make good progress because they are not constrained by weaknesses within their literacy skills.
143. The management of the subject is good. The co-ordinator has worked hard to improve curricular provision, as has the school, to achieve the nationally recognised Active Gold Mark. He has been particularly successful in developing assessment procedures for physical education and in using digital photographs to record the progress of pupils. The physical education programme is enriched by various additional activities, such as clubs for football, netball, dance, tag-rugby and judo, although these are generally run by outside coaches and incur a financial cost. Pupils in both Year 2 and Year 6 have the opportunity to enjoy residential visits that focus on problem-solving and outdoor pursuits. With its hard-surfaced areas, access to a playing field, and large hall, the school has good facilities and resources for physical education. The co-ordinator has developed an action plan for the subject, which includes monitoring curriculum delivery and the provision of sports clubs for pupils in Key Stage 1.

RELIGIOUS EDUCATION

144. Standards at the end of Years 2 and 6 are in line with those expected by the locally Agreed Syllabus for religious education. This is similar to standards at the time of the last inspection. The achievement of pupils by the end of Year 2 and Year 6 is sound. This is a judgement which balances the pupils' good ability to express their knowledge and understanding orally, with their less well developed ability to record in written form. Pupils would reach higher standards if they were provided with more opportunities in Years 3 to 6 to use writing to reflect and to consolidate their ideas
145. By the end of Year 2, pupils have a good knowledge of stories from the New Testament. They respond sensitively to stories such as *'The Good Samaritan'* and relate this to the need to be caring. One pupil had written, *'You need to be nice and kind to everyone.'* Pupils reflect on special times, places and books. They know the places of worship for the major faiths and they develop their understanding of special books, moving from books that are special to them to appreciating that for some people the Bible and the Torah are special. Pupils' knowledge of Christianity and Judaism is built on systematically and, in Year 1, pupils demonstrate their knowledge by talking and writing about the similarities and differences in the way Christians and Jews pray.
146. By the end of Year 6, pupils have extended their knowledge of these major faiths, and also know about the beliefs and symbols of Islam. In discussion with pupils, most are clear in their knowledge and understanding of the significance of specific symbols, rituals and worship of these beliefs, although lower-attaining pupils become confused when identifying the main features. In one lesson seen in Year 6, pupils were widening their knowledge and understanding of pilgrimage and relating this to the Muslim pilgrimage to Mecca. In discussion, many of them showed a good understanding of why it is important to know how and what others believe. However, their written work is often superficial and untidy, and does not allow sufficient opportunities for personal reflection.
147. The quality of teaching is good. During the inspection, four lessons were seen. Of these, the quality of teaching was good in three and very good in one. This is a similar picture since the previous inspection in Years 3 to 6. It is an improvement in Years 1 and 2, when the quality of

teaching was then judged to be satisfactory. Teachers provide the pupils with stimulating experiences to help them to understand the different concepts. For example, in a very good lesson in Year 3, pupils were helped to understand the symbolism and importance of the Passover, by acting out the celebration meal using a good range of artefacts. This maintained the pupils' interest and they shared the feelings of excitement of the celebration. Teachers' lesson planning is good with clear learning objectives which are shared with the pupils in language they can understand and against which pupils can assess their own learning. Good opportunities are provided for pupils to express themselves orally, both in pairs and in larger groups. However, when pupils of all abilities are given the same work and have no additional support, the lower-attaining pupils do not always understand the difficult concepts that are being discussed. Information and communication technology is beginning to be used to support the teaching of religious education, but planning does not identify where it can be used most appropriately. Good use is made of videos to bring the subject alive for pupils and to support visual learners.

148. The co-ordination of religious education is satisfactory. Currently, there is no permanent co-ordinator for the subject and two teachers share a care-taking role. As a result, there has been less development in religious education than in other subjects. For example, there are no whole-school agreed methods for assessing pupils' knowledge and understanding in religious education. This reduces opportunities for work to be accurately matched to the needs of all pupils. The temporary co-ordinators check teachers' planning each term and they have improved the range of resources available to teachers since the previous inspection. Pupils visit the local church but do not have the opportunity to visit other places of worship or to meet and talk with representatives of different world faiths.