

## INSPECTION REPORT

### **BAYDON ST NICHOLAS C of E (VA) PRIMARY SCHOOL**

Baydon, Marlborough

LEA area: Wiltshire

Unique reference number: 126394

Headteacher: Mr P N Chambers

Lead inspector: Ms H M Carruthers

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> March 2004

Inspection number: 255455

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	100
School address:	Ermin Street Baydon Marlborough Wiltshire
Postcode:	SN8 2JJ
Telephone number:	01672 540554
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Sylvia Bailey
Date of previous inspection:	1 <sup>st</sup> – 4 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

This small primary school serves the village of Baydon and the surrounding area. Currently there are 100 pupils on roll, including 17 children in the reception class, all of whom attend part-time to begin with. Attainment at entry shows that many children have below average skills in literacy and mathematical development when starting school, but overall attainment on entry is average. Most pupils are white, although the school does have pupils from different ethnic groups and for whom English is not their first language on roll at different times. The number of pupils identified as having special educational needs is usually just below average, but there are year-on-year variations in this. One pupil currently has a statement of special need. The proportion of pupils entitled to free school meals is well below the national average, but very few families who are entitled take up this option. The school achieved a *Healthy Schools Award* and a *Schools Achievement Award* in 2003. Mobility rates are high; many pupils join or leave towards the upper end of the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22167	Ms H M Carruthers	Lead inspector	English, Art and design, Design and technology, Physical Education, Areas of learning for children in the Foundation Stage, Personal, social and health education.
9426	Rev L Barley	Lay inspector	
30438	Mr R Guest	Team inspector	Mathematics, Science, Information and communication technology, Geography, History, Music, Special educational needs.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school, which provides good value for money.** Pupils' attitudes and behaviour are very good. Standards throughout are above average in English, mathematics and science. Pupils, including more able pupils and those with special educational needs (SEN), achieve very well. Teaching and learning are good, particularly in literacy and numeracy. The leadership and management of the school are good.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics and science.
- Pupils have very good attitudes to learning and their behaviour is very good.
- There is a very good ethos throughout and excellent inclusion for all pupils.
- The quality of teaching is good.
- Provision for pupils with SEN is very good.
- The school's improvement plan covers short term developments effectively, but it lacks a longer term strategic plan to cover major improvements.

**Improvement since the previous inspection has been good.** Standards in English, mathematics and science have improved. The key issues have been addressed effectively. Considerable improvements have been made to information and communication technology (ICT), with more planned. Design and technology (DT) has been developed throughout. Standards by the end of Year 6 in both subjects are now as expected. Better lesson planning has been provided for all subjects. There is now effective and developing monitoring of the curriculum and teaching.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	A*	A*	A
Mathematics	C	A	A	A
Science	E	B	B	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

These results show improving standards since the last inspection notwithstanding a dip in 2001. Performance at A\* is consistent with the top five per cent of primary schools nationally. However, caution is needed in interpreting the results of national tests because of the year-on-year variations in the proportions of pupils identified with SEN.

**The achievement of pupils throughout is very good overall.** There are year-on-year variations in the number of children in reception, the Foundation Stage, that start school with below average language and mathematical skills. By the end of the Foundation Stage, most children have attained well the goals they are expected to reach by the end of reception. **Achievement is very good,** particularly in language, literacy, communication and mathematical development.

**Standards achieved by pupils in Years 1 and 2 are above average in reading, writing, mathematics and science.** In ICT and the other subjects standards are as expected by the end of Year 2. **The standards achieved by pupils in Years 3 to 6 are above average in English, mathematics and science.** Standards are above average in reading, writing, speaking and listening. In ICT and the other subjects standards are as expected by the end of Year 6. In music, particularly

in singing, standards are above expectations for pupils by the end of Years 2 and 6. Pupils with SEN receive very good support and achieve very well. Throughout, more able pupils reach the high standards of which they are capable.

Provision for pupils' **personal, social and health education (PSHE) is good**. Pupils' **personal development is very good**. Pupils' awareness of their spiritual, moral, social and cultural development (SMSC) is good overall. Pupils have very good attitudes and behave very well.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching is good** with some very good features. Teachers promote equality of opportunity very well and place a strong focus on teaching literacy and numeracy. Teachers provide interesting and well planned activities and pupils learn well.

**The quality of the curriculum is good**. There are strong cross-curricular links with all subjects. Visitors and visits enrich the curriculum. Much improvement to the accommodation has taken place and more is planned. There is limited access to the library, and no secure outdoor area for the Foundation Stage. Car parking arrangements, although well managed, restrict playground space.

Pupils receive good care and support. The school has satisfactory links with parents and good links with the community it serves.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall**. The leadership and management of the headteacher are good. There is an effective short term improvement plan, which is embedded in the curriculum and is focused sharply on raising standards further. A strategic plan over the longer term, which covers improvement to the school's accommodation while meeting the needs of pupils, is less coherent in its development. The governors are supportive of the school and show a good awareness of the school's strengths and weaknesses. There is a very effective commitment to meeting the wide range of needs of all pupils and this results in excellent inclusion.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

**Parents' satisfaction with the school is good**. Parents give strong support and are pleased with the progress made by their children. The school seeks the views of parents over some matters and many parents would like this extended. Some parents would appreciate even further information on matters such as homework and the curriculum. Pupils enjoy school and are very enthusiastic about all it has to offer. They feel their views are noted, valued and acted upon by the headteacher, teachers and support staff.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is to:

- Provide a long term strategic improvement plan which identifies necessary (and intended) improvements to the accommodation and resources as a whole; and prioritises the completion of these in order to meet the needs of pupils and raise standards further.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

**Pupils' achievement is very good overall**, particularly in English, mathematics and science. Standards are above average in English, mathematics and science. Attainment on entry is broadly average, but there are year-on-year variations in abilities and many children start school with below average skills in literacy and numeracy.

#### Main strengths and weaknesses

- The school has performed very well in recent national tests.
- Children in reception often exceed the early learning goals.
- Standards are above average in speaking, listening, reading and writing by the end of Year 2.
- Standards are above average in English, mathematics and science by the end of Year 6.
- Pupils with SEN achieve very well, with most attaining the levels expected for their ages.
- Higher attaining and gifted pupils attain well above average standards.
- Opportunities to enhance work are sometimes hindered by pressures on the accommodation.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	17.4 (18.5)	15.7 (15.8)
writing	16.3 (17.7)	14.6 (14.4)
mathematics	18.1 (19.3)	16.3 (16.5)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

1. The results in the table above reflect well above average standards in 2002 and 2003.

##### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	30.3 (31.0)	26.8 (27.0)
mathematics	29.3 (29.4)	26.8 (26.7)
science	31.3 (29.4)	28.6 (28.3)

*There were 18 pupils in the year group. Figures in brackets are for the previous year*

2. The above results reflect well above average standards in English and mathematics in 2002 and 2003, above average standards in science in 2002, and well above average standards in 2003.

3. The school's performance in the national tests at the end of Year 6 has improved notwithstanding a dip in 2001. The school overall meets or exceeds the targets which is sets for pupils in national tests. It challenges all pupils very well and in setting targets recognises year-on-year variations in the abilities in Year 6. The tests of 2003 reflected a greater proportion of pupils of higher ability and as there are fewer pupils in that category this year, predictions are that results will reflect this. Pupil mobility is higher between Years 3 and 6, and particularly in Year 6, and this can affect predicted outcomes. Test results at the end of Year 2 reflect very well the strong emphasis placed on raising standards in literacy and numeracy.



4. The achievement of reception children is very good. Of the current group, which includes a greater proportion of children of average ability, most have attained the expected early learning goals. Standards are good in communication language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development and in personal, social and emotional development. Good levels of challenge are provided and children are developing as confident readers, writers and mathematicians. Children play together well, but there is scope to increase the range of imaginative and structured play activities, and physical development is restricted by the lack of a secure outdoor area.

5. The achievement of pupils in Years 1 to 6 is very good, particularly in English, mathematics and science. Pupils in Years 1 and 2 achieve very well in speaking, listening, reading, writing and mathematics. Pupils of higher ability are provided with good challenge. Pupils from Year 3 to the end of Year 6 achieve very well in English, mathematics and science. Some pupils benefit from booster work to raise standards in writing. Higher attaining pupils receive targeted support in mathematics. Very good support for SEN enables many pupils to attain standards at, or close to, national expectations. Pupils of all abilities, including those of average ability, achieve very well and this reflects very effectively on the inclusive aims of the school.

6. The standards seen were above average in English, mathematics and science and have been improved since the last inspection, confirming the effectiveness of the school's strong focus on improving standards. Throughout there is a strong focus on improving standards in literacy and numeracy. Pupils in Years 1 and 2 benefit from well structured speaking and listening activities and they have developed above average skills. In reading, skills are well taught and writing is actively promoted, resulting in above average standards. In mathematics, pupils are confident with using numbers, and standards are above average, with higher attaining pupils doing particularly well. By the end of Year 6, standards are above average in English, mathematics and science. In reading, pupils read a wide range of books confidently and fluently. There is a strong emphasis on writing at length and for a wide range of purposes. Books are provided in all classes, as access to the library is restricted. In mathematics, pupils have built up a good knowledge of using numbers. In science, pupils are involved in a broad curriculum, and standards throughout are above average.

7. Throughout, in the other subjects, standards are as expected for pupils' ages. In ICT and DT, standards have improved since the last inspection. ICT is used well in classes for research and for most other subjects, and standards in skills are as expected. Further resources to support raising standards in ICT are planned. In music, standards in singing are good and pupils benefit from good provision. All pupils benefit from well thought out PSHE lessons and these support work in literacy particularly well. Standards in PSHE are good. Religious education (RE) was inspected by a representative of the diocese.

### **Pupils' attitudes, values and other personal qualities**

**Pupils' attitudes to work, their values and personal development are very good.** Pupils' awareness of their spiritual, moral, social and cultural development is good. Attendance is above average.

### **Main strengths and weaknesses**

- Pupils show very good attitudes, and their willingness to take responsibility contributes positively towards their personal development.
- The very good standards of behaviour and respect for rules and routines make for a safe, happy and harmonious community.
- Relationships are very good. Pupils show respect for one another irrespective of background, gender, or ability.
- A very strong moral framework is provided which helps pupils to become responsible members of the school and able to distinguish right from wrong.

## Commentary

8. Pupils' attitudes to school are very good. All pupils, including children in reception, are keen to come to school, showing a real enthusiasm and eagerness to take responsibility and participate in activities. Pupils are proud of the school and enjoy school life. Almost all parents who completed Ofsted questionnaires agreed that their children like school. Tasks are appropriate and give good levels of challenge, and pupils show good levels of concentration and try hard. They contribute readily and with confidence in class. Pupils' speaking and listening skills are developing very well and pupils follow instructions accurately. Pupils with SEN are very well integrated and have very positive attitudes to school. Pupils keep to the 'Golden Rules' and their behaviour is very good both in lessons and at break times.

9. Relationships across the school are very good. During break times pupils play well together. Pupils value the friendships they have in school. There are high levels of mutual respect and all pupils irrespective of background or ability are gladly and fully accepted into the school community. There have been no reported incidences of bullying. However, a very small minority of parents expressed concern to inspectors. Pupils respect teachers and have confidence in them. Boys and girls relate very well to each other and older pupils are very supportive of younger ones. Pupils listen to each other and show consideration for others. This is particularly well promoted in PSHE lessons.

10. Pupils' moral and social developments are significant strengths of the school. Teachers and pupils work together and develop a strong moral framework. Older pupils take responsibility as playground monitors which helps to ensure that all pupils feel safe in the school. Teachers provide very good role models and pupils understand why some actions are wrong or hurtful. The school's code of conduct is promoted well by all staff. Pupils show great respect for other people and living things.

11. Spiritual awareness of pupils is being developed well through the curriculum and PSHE. Cultural awareness of pupils is satisfactory and children appreciate the differences in people, and are learning to value other ideas and beliefs. Older pupils, for example, discuss the rights and freedoms experienced by children in developing countries, comparing them to their own.

### **Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

12. Attendance is good. Pupils enjoy school and take part in activities with a great deal of enthusiasm.

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
Mixed – any other mixed background

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
99	0	0
1	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided is good.** Teaching is good, with some very good features. The curriculum provided is good with a strong focus on literacy and numeracy. Care and welfare of pupils are good. Parents' and pupils' views of the school are good. Parents receive a broad range of information and there are plans to develop this further.

### Teaching and learning

**Teaching is good throughout.** Teaching has some very good features, particularly in literacy and numeracy lessons. Pupils of all abilities, including those with SEN and higher attainers, make good, and at times very good, gains in learning.

### Main strengths and weaknesses

- Teachers manage pupils very well resulting in very good behaviour.
- Pupils are challenged well in their learning.
- The monitoring of teaching and learning has improved.
- Teachers promote equal opportunities very effectively and all activities are inclusive.
- All pupils' work is marked consistently and there are plans in place to extend this.

### Commentary

#### *Summary of teaching observed during the inspection in 33 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (15%)	23 (70%)	5 (15%)	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

13. Teaching is good and has some very good features. There are considerable strengths in the teaching of literacy and numeracy. From reception upwards reading and writing are well taught, as are basic number skills in mathematics. Teachers have high expectations for all pupils and manage pupils' behaviour very well. Pupils respond well to the interesting range of challenging activities presented to them and their behaviour is very good. Teachers encourage boys and girls to work together effectively and this they do without prompting.

14. Teaching and learning in reception are good. There are considerable strengths in the teaching of communication, language and literacy and mathematics, and children rapidly catch up on any weaknesses identified when they start school. Good structured activities are provided and these promote learning effectively. There are opportunities for role-play and imaginative play, and plans to extend these further.

15. From Years 1 to 6, teaching and learning are good. Teachers manage the wide range of abilities very well. Additional booster teaching support is effectively provided in writing for the oldest pupils, whilst higher attaining pupils throughout receive additional teaching support in mathematics. Teachers target middle achieving pupils and those with SEN equally well. Pupils of all abilities have their learning extended very effectively in literacy and numeracy. In science, teaching is good and pupils learn well, but some lessons are more teacher directed than others. In ICT teachers teach skills suitably and pupils practise these over time.

16. The monitoring of teaching and learning has improved and is mostly carried out systematically by the headteacher, who teaches throughout the school. Much other monitoring is informal, with teachers planning lessons well and talking about this with each other, sharing ideas and adapting plans, to make lessons better. Much work has taken place to make planning tighter and to challenge

all abilities effectively. The monitoring of teaching specifically linked to subjects, to ensure consistency in delivery, is at an early stage of development.

17. Support for pupils with SEN in lessons is very good, including those with a statement of SEN. Some pupils with SEN have severe learning difficulties. All teachers and teaching assistants are effective in enabling SEN pupils to achieve very well. Pupils are aware of what they have to do and take a pride in furthering their achievement. Higher attaining and gifted pupils are equally well challenged by effective teaching, as are those of average ability, and all teaching is highly inclusive with very good opportunities for all.

18. The use of assessment is good, particularly in English, mathematics, science and ICT. There is a good analysis of assessment data in English, mathematics and science, which is used to set individual and whole school targets. In ICT the use of assessment has been improved. Assessment is being developed well in other subjects where teachers use a mix of informal and formal procedures to assess progress and plan further work. Teachers mark pupils' work carefully and a good standard of presentation was evident throughout work seen. Marking is developing well in a diagnostic approach to help push learning forward further. This is an area identified for further improvement by the school. Homework is used suitably to reinforce learning, particularly in English and mathematics.

## **The curriculum**

**The school provides a good curriculum.** Opportunities for enrichment of the curriculum outside the school day are good, however these are less evident for sports. The accommodation is satisfactory, but space is limited. The amount and quality of resources are satisfactory overall.

## **Main strengths and weaknesses**

- Literacy and numeracy are well promoted throughout the curriculum.
- A range of stimulating and interesting activities is provided.
- Provision for PSHE is good.
- All ability groups, including higher attaining and gifted pupils, are well challenged.
- Provision for SEN is very good.
- Curriculum planning and its monitoring have improved.
- Only occasional opportunities are provided for sporting activities in addition to the school day.
- The accommodation has some restrictions.

## **Commentary**

19. The curriculum provided for the reception children covers the early learning goals of the Foundation Stage well. Children are provided with a curriculum, which is strongly focused on developing their personal and social skills, and literacy and numeracy. There is a good range of well planned and structured activities provided. Planning, which increases opportunities for imaginative role-play, is being developed. The physical curriculum is restricted by the lack of a dedicated outdoor area.

20. The curriculum in Years 1 to 6 is good and meets requirements as all the subjects of the National Curriculum are provided, as well as RE and PSHE and collective worship. There is a strong focus on literacy and numeracy and good cross-curricular links across all subjects. In the other subjects, activities organised are interesting and often taught in blocks of time. Many activities are of a practical nature and well planned to challenge pupils of all abilities, including higher attainers and gifted pupils. Provision for PSHE is good, being timetabled and well structured for all classes weekly. PSHE makes a strong contribution to developing pupils' literacy skills.

21. The recommendations of the revised Code of Practice for pupils with SEN are fully implemented. Provision for pupils with SEN is very good. In particular pupils with statements of

special need receive very good curriculum support enabling them to have full access in a very inclusive manner. In lessons, there are additional plans for teaching assistants to help support pupils achieving very well.

22. Curriculum planning has been improved, and continues to develop. Planning meets the needs of a diverse and wide range of abilities for pupils taught in mixed-age classes well. The headteacher and subject co-ordinators manage a number of subject and other responsibilities effectively and monitor the usefulness of planning both formally and informally. The National Literacy and Numeracy Strategies have been adopted and a range of planning, which includes commercial programmes and those devised by the school, are used. The curriculum is highly inclusive and promotes equality of opportunity very effectively. Pupils are well prepared for the next stage of learning.

23. Pupils benefit from a number of activities provided outside the school day, particularly musical. Other enrichment activities include visits to places of interest, residential visits, visitors and special events, such as book events and theme days. Sport is well promoted in the curriculum, but opportunities to take part in sports based extracurricular activities are provided only occasionally, partially due to difficulties in organising such events.

24. Teachers are suitably qualified and trained, with ongoing training, to cover curriculum responsibilities. Training has been undertaken in ICT and there is still room to develop this further. Teachers are supported well by a good number of skilled teaching assistants. Together they form a strong and effective team.

25. The accommodation is satisfactory for teaching the curriculum, but spare space for additional activities and enhancement is tight. Various improvements have been made over time and there are a number of ideas for further development to address acknowledged difficulties and continue improvements. These have not, as yet, been put together in one coherent strategic plan, which looks at the impact of one accommodation improvement on another, and does not tackle them in isolation. The library is used for teaching during part of the week and access is restricted. ICT is taught within classes, as the school does not have an ICT suite nor additional resources. The Foundation Stage physical curriculum is limited, as there is no secure play area. Car parking is well managed by the school and temporary, alternative arrangements are made during games lessons, but playtime space is still restricted. Space in the hall for physical education apparatus work is tight, particularly for older pupils. The school benefits from a good sized playing field nearby and hard and grassed play surfaces.

### **Care, guidance and support**

**The school takes good care of pupils' welfare** and provides effective support and guidance for pupils' personal development. Assessment procedures are good and benefit pupils' academic progress. The school values the views of pupils and takes care to act upon them. It makes satisfactory efforts to ensure pupils' views are systematically sought, and is extending this provision.

### **Main strengths and weaknesses**

- The school is a friendly place and all staff show high levels of concern for pupils' welfare.
- The location of car parking in the playground remains unresolved.
- Parents rate highly the care and welfare of their children while at school.
- Teachers know pupils well and have a good awareness of individual pupils' needs.
- Pupils with SEN are given very good support.
- The views of pupils are sought informally.

### **Commentary**

26. The school provides a well maintained, healthy, safe and secure learning environment. There are appropriate policies relating to health and safety with thorough monitoring procedures as well as

effective child protection procedures. Since the last inspection the school remains in discussion with the district council concerning the relocation of car parking facilities, which are currently on the school playground.

27. There is a strong ethos of care and pupils are well supported in all aspects of school life. Parents are very pleased with the care their children receive and feel they are treated fairly. Pupils with SEN are very well cared for and are fully integrated into the school.

28. All staff know pupils well and are sensitive to any changes in attitudes, behaviour and performance. Pupils settle quickly into school and value the friendships they make. Older and younger pupils mix well and there is a mentoring system in place, which provides good mutual support. Pupils value their trusting relationships with members of the school staff and the school picks up on any concerns pupils might have and addresses them.

29. Teachers have a good knowledge of pupils and monitor personal development informally. Pupils' progress in lessons and over time is monitored well in English, mathematics, science and ICT with appropriate target setting. There is a formal programme of PSHE, which is monitored and provides very effective support towards personal development.

### **Partnership with parents, other schools and the community**

**Parents and pupils are pleased with the school.** The school has provided much information for parents, but many would appreciate more. The school has established satisfactory links. There are good links with the community and these are satisfactory with other schools.

### **Main strengths and weaknesses**

- Parents' concerns and complaints are dealt with suitably and parents find the school approachable.
- Many parents would appreciate more detailed information to enable them to support learning at home further.
- The school makes good use of extended school services to support pupils with SEN.
- Pupils are prepared well for secondary education and induction procedures are good.
- Links with the local church and community are good.
- Educational links with other primary schools involving pupils and staff are limited.

### **Commentary**

30. The school is keen to involve parents and carers in all aspects of their children's education. It has recently begun to seek parents' views in a more systematic way. Teachers are on hand at the start and end of the school day and the headteacher operates an 'open door' policy for parents. The school carries out regular parent consultations and invites parents to celebration assemblies. Parents find the school approachable and most feel their suggestions and concerns are taken seriously, although some would like greater communication over developments.

31. Parents receive regular information about school life and about their child's curriculum. Home and school books are in use but some parents would like more information as to their purpose. Parents' meetings are well attended but a significant number of parents would like even more detailed information about their child's progress, particularly in the annual written reports. Parents of pupils with SEN are very well involved in annual reviews.

32. Parents and carers are very supportive of their children's education both at home and at school. Some parents would like even more detailed information to enable them to do this effectively. Parents are made to feel very welcome in the school and are actively encouraged to help in class, at lunchtime and with extracurricular activities, school events and on educational visits. The Friends of Baydon School Association is active in organising social and fundraising events. It has the full

support and involvement of the school including the teaching staff. The Association makes a worthwhile contribution towards school life particularly funding the purchase of resources.

33. The school plays an active part in the life of the local community. An annual summer fete shared with the local church is particularly successful in raising funds and expressing partnership. There are good links with the local youth club. A wide range of visitors comes into the school, which extends pupils' cultural awareness: for example Kaya drummers and a parent speaker on India. The school supports a number of charities. Regular educational visits linked to the curriculum contribute well to pupils' learning and, in particular, older pupils attend a residentially based activity centre. Partnership with the local church is very good and the clergy regularly visit.

34. Links with local schools are mainly restricted to the secondary school to which most pupils transfer. Good links are established with older pupils attending curriculum days. There is a link teacher, and staff meet regularly. The school has few sporting links with other schools. The school is part of a local primary cluster of schools and the headteacher regularly meets with other heads, whilst staff meet for training conferences. There are good links with the church pre-school group and effective systems for induction.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The leadership of the headteacher and other key staff is good. The management of the school by the headteacher and other staff is good. The governance of the school is good.

### **Main strengths and weaknesses**

- The governing body is very supportive, and new governors are becoming more involved.
- The improvement plan is effective, but there is a lack of a coherent longer term strategic plan.
- The headteacher provides strong leadership and manages the school effectively.
- The school has a very good ethos and commitment to all pupils being included.
- Financial management is good.

### **Commentary**

35. The governing body ensures statutory duties are fulfilled and is supportive of the headteacher and staff. The governors actively promote the inclusive nature of the school. The governing body is well led and has a number of experienced and capable governors. Some governors are new and developing their role. Many governors visit regularly. The governors are aware of the school's strengths and weaknesses, and receive good information from the headteacher,

36. The governing body has a good committee structure for managing its responsibilities. It is properly involved in the development of the annual school improvement plan, which is a useful document for promoting standards and curriculum improvements over the shorter term. The headteacher and experienced governors do have a clear view of the long term development of the school and they have done much to improve facilities over the years. They have ideas to rectify and address shortcomings and to upgrade and enhance the accommodation and facilities further. These ideas are not yet clearly defined as a cohesive plan to meet the needs of pupils, which is supported by the whole governing body and the school community. Some improvements to the accommodation are under discussion, but a longer term strategic plan, which acknowledges major developments, is lacking. The governing body has been actively trying to rectify difficulties caused by parking in the playground, but without success. The shortcomings due to the lack of a Foundation Stage secure outdoor area to enhance children's physical, personal and social development remain unresolved. The school is aware that pupils' access to the library is restricted and ICT provision, although much improved in classes, need to be developed further.

37. The headteacher provides good leadership and is well supported by all staff. A real strength of the headteacher's leadership is his commitment to providing an inclusive and supportive environment for all pupils. All staff, who provide good role models for pupils, support this aim. This, coupled with active involvement in teaching by the headteacher, ensures a good learning environment for all pupils. The headteacher has built a committed and effective whole school team with a shared sense of purpose in raising achievement, which is particularly effective in English, mathematics and science.

38. The management of SEN by the headteacher is very good. There are good systems for the development and reviews of individual educational plans for pupils. Pupils are aware of their targets and teachers and teaching assistants keep a careful eye on progress. The school involves outside agencies to support appropriately. The school gives equal attention to higher attaining pupils, the very able and gifted, and those of average ability. All pupils have very good equal opportunity to access the curriculum and the school's approach to inclusiveness is excellent.

39. The school is managed effectively. Systems for self-evaluation and school development over the shorter term are good. The school assesses results of national tests well and uses them to inform improvement planning and lessons, and to set targets for future achievement. The headteacher monitors teaching effectively and the future professional development needs of teachers are suitably addressed. Subject co-ordinators monitor subjects informally and there are plans to extend this more fully. The headteacher manages the overview of the curriculum to ensure a balance of time to subjects. Staff performance management is efficiently carried out by the headteacher and is effective in improving school provision. Staff are well supported and encouraged to further their own professional development. Staff are deployed well and there is a good number of teaching assistants providing good support to teachers. The very good ethos of the school, team spirit and commitment of the staff aid the raising of achievement.

40. Financial management is thorough and educational priorities are addressed efficiently. Additional funding to support priorities, such as a large class, is provided with good effect. Any carry forward in the past has been properly planned to support identified priorities. Current budget predictions show that the future carry forward demonstrates prudent financial management.

41. The recommendations of a recent audit report have been fully implemented. The finance committee ensures the principles of best value are fully applied at all levels of spending. Leadership and management provide effective support for all pupils in terms of achievement, standards, teaching, inclusiveness and the quality of education. The school gives good value for money.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	237,937
Total expenditure	292,235
Expenditure per pupil	2,951

Balances (£)	
Balance from previous year	58,306
Balance carried forward to the next	4,008



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **good**. There are good links with pre-school providers. The majority of children have attended some form of pre-school provision. Children's attainment on entry is broadly average but often it is below average in literacy and numeracy skills. Within each intake, there are different proportions of children with below average literacy and numeracy skills or of higher ability. Children achieve very well and benefit from good teaching and the strong teamwork evident between the teacher and teaching assistant. The majority of the current children will have attained the goals they are expected to reach by the end of reception, a similar picture to the last inspection. The curriculum is planned to provide interesting, well structured activities, which effectively promote learning and have a strong emphasis on developing literacy, numeracy and personal and social skills. Children are well prepared for transfer to Year 1. There is effective leadership and management of the Foundation Stage with the teacher and headteacher at present working together on policy and planning improvements. As at the last inspection the physical curriculum remains restricted as there is no secure outdoor play area adjoining the classroom.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Children are confident and enjoy being at school.
- Children behave very well, particularly at 'snack time', play and lunchtimes.

#### **Commentary**

42. Children are making good progress in learning social skills and their achievement is very good. Children benefit from good teaching. Children know routines and are confident in moving about the school with their teacher. They join in collective worship with the school and enjoy activities in the hall and selecting books in the library. They learn to work and play together and take part in activities such as 'snack time', taking their turn sensibly. Activities are well organised and children are very well motivated to learn. A strong and successful emphasis is given to PSHE work.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

#### **Main strengths and weaknesses**

- Children are making a good start on reading and writing.
- Children's skills in speaking and listening are developing well.

#### **Commentary**

43. Children's language skills are developing well and achievement is very good. Children benefit from very good teaching, which provides a range of well thought out and structured activities enabling children to progress well in learning. Reading is well taught and all children are working on the structured programme. Many children are already reading simple stories, with those less able enjoying sharing books and talking about them. Children are becoming confident writers with many

writing simple sentences and short stories, all are writing their names and some words. Children are provided with good opportunities to speak and listen, particularly through personal and social activities to promote social skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children benefit from well structured number activities.

### **Commentary**

44. Very good teaching is supporting children in making good progress in developing their number skills and their achievement is very good. Children benefit from many well structured practical activities, such as weighing different objects. In one activity children worked in pairs weighing themselves and found out who was heavier or lighter. Children are confident with number activities and can count and find out numbers more or less than each other. Many children can add and take away. Children benefit from singing songs and rhymes which promote number skills and using the class shop.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Children are provided with a good range of stimulating activities.
- Children are developing computer skills well.

### **Commentary**

45. Good teaching contributes well to enabling children to make good progress in developing understanding and skills. Children's achievements are very good. Children find out about the past and make comparisons with life today. They investigated objects, old fashioned and modern household gadgets, and found out how these worked. Through their scientific investigations children learn about how animals live in different countries and made moving animal pictures. Good opportunities are provided for children to use computers and children show a growing confidence in developing simple keyboard skills. Literacy and numeracy are well promoted in this area of learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Good use is made of the hall for physical development.
- The outdoor physical curriculum is less well developed.

### **Commentary**

46. Teaching is good and children are confident and making good progress resulting in very good achievement. Children have good use of the hall for a range of physical activities. In one lesson children performed two simple country dances very well with boys and girls working very well together. The children delighted in performing these dances to their visitor and teaching assistant.

At playtime children interact happily; they ride trikes and show good ball skills. However, there is no secure outdoor play area and this restricts the physical curriculum.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children are confident using musical instruments.
- Children enjoy drawing and painting.

### **Commentary**

47. Teaching and learning are good. Children make good progress, particularly in musical activities, and their achievement is very good. Children are confident using a range of musical instruments to accompany themselves when singing and enjoy this greatly. Children's observational skills are developed well and children were excited when drawing the household items on display. Linked to literacy work, children made and decorated 'Beatrix Potter plates'. There are opportunities for creative play, and planning for these is being developed further.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Standards are good or better.
- Teaching and learning are of consistently good quality.
- Pupils make good progress in literacy.
- Pupils are fully included, whatever their abilities, in all activities.
- Presentation of pupils' work and the quality of handwriting is good.
- Marking of pupils' work to extend learning is developing well.
- Library access is too limited due to its location and doubling up as a teaching space.

### **Commentary**

48. The national tests show consistently above average, or well above average, standards in reading and writing for pupils at the end of Year 2. At the end of Year 6, standards in national tests show rapid improvement notwithstanding the dip in 2001, and are well above average being in the top five per cent nationally in 2002 and 2003. Standards have been improved since the last inspection. Predictions for the tests this year are that individual pupils will do well but overall results will reflect the increased proportion of pupils with SEN in Year 6. Standards seen during the inspection show that current pupils are attaining above average levels by the end of Year 2 and Year 6. Higher attaining pupils are reaching well above average standards.

49. Pupils, including those with SEN, higher attainers and those of average ability, achieve very well from entry. Many pupils start school with below average skills in literacy. Pupils with SEN are very well supported within the class, in groups or as individuals, through carefully planned work and close teamwork between teachers and teaching assistants. Through work that is carefully targeted to individual needs, many pupils with SEN are working at the expected level for their age. Pupils of all abilities are well challenged, particularly higher attaining and gifted pupils. Boys and girls work very

well together in mixed gender groups and there is excellent inclusion throughout, with pupils showing very good attitudes to learning.

50. Standards in speaking and listening are above average. Pupils are encouraged to share thoughts and feelings and express views. A strong emphasis is placed on developing pupils' speaking and listening skills and teachers throughout plan a good range of activities, which motivate pupils well, encouraging them to want to contribute. Pupils are confident when talking to visitors.

51. Pupils enjoy reading and standards are above average for the majority. There is a structured reading programme and reading is well taught throughout. A strong focus has been placed on improving reading skills and every class provides good opportunities for group, paired, shared and individual reading, either to an adult or silently. Classes are suitably equipped with a range of, mostly fiction books. Non fiction is found in the library, although classes select books to put in their classrooms to support learning in other subjects. In Year 2, pupils are confident with shared reading and higher attaining pupils read with good expression and fluency. In Year 6, pupils talk about a range of authors and recommend books to each other.

52. Standards in writing are above average. Pupils write well at length for a range of purposes and audiences. Pupils in Years 1 and 2 can write simple structured sentences and longer stories. In Years 3 and 4 pupils often use story plans to help extend their writing further. Older pupils write at length with imagination, quality and good expression. Years 5 and 6 pupils delighted in writing instructions for different games for reception, and rewriting the story of the 'Highwayman Ballad'. Some older pupils benefit from well organised booster work to enhance their writing skills. Handwriting is well formed and most pupils progress to a cursive style with ease. In finished work, spelling is usually correct. Finished work is presented to a good standard.

53. The teaching seen was consistently good throughout and often with very good features. Teachers plan lessons well with interesting activities, which excite and inspire pupils to want to speak, listen to others, and to write. Often pupils cannot wait to get started and there was a buzz of excitement in lessons. The school has concentrated on improving pupils' reading and writing skills and particularly in motivating boys to become confident writers. Pupils in Years 5 and 6 benefit from having two teachers to teach literacy for part of the week because of the large numbers in the class. The marking of pupils' work is consistent, and is being developed further through the addition of more precise comments to extend pupils' learning.

54. The subject is well led with the co-ordinator, headteacher and teachers working together as a strong team to promote literacy. Assessment data is used effectively to set targets and bring about improvement. A range of strategies is used to monitor and evaluate progress. The literacy strategy has been put in place since the last inspection and is used as a basis on which to plan lessons. A drama club, book events and school performances enhance provision. Access to the library is restricted, but pupils do have fortnightly opportunities to select books from the visiting library van. However, pupils' opportunities for independent research and applying library skills are too restricted.

### **Language and literacy across the curriculum**

55. Pupils' literacy skills are very well applied in other subjects, particularly PSHE, ICT and in science and history. Pupils are given good opportunities to express themselves and to share their views during PSHE. Pupils engage in good discussion and construct their writing using computers. In science and history pupils record their investigations and write a range of accounts.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are good and often better.

- Pupils have very positive attitudes towards numeracy.
- Presentation of pupils' work is of a high standard.
- Assessment is well used to support achievement.
- Marking is supportive of developing pupils' attitudes.

## Commentary

56. In the 2003 national tests a significant proportion of pupils achieved higher levels at the end of Years 2 and 6 with all abilities making good progress and achieving well. Since the last inspection, standards have improved, especially in Year 6. Standards by the end of Years 2 and 6 are above average. Some standards in Years 1 and 2 are well above average. The standard of work in the current Year 6 is above average, but the group has fewer higher achievers than last year.

57. Teachers and teaching assistants support pupils with SEN very well. Boys and girls make similar progress and lessons are fully inclusive. Good provision is made for higher achieving pupils throughout. Considering the wide range of pupils' achievement on entry, the effective teaching seen during the inspection is raising the achievement of all pupils very well.

58. Pupils have a very good knowledge of all aspects of number work including mental recall of facts and using mental strategies. The practice of using separate workbooks for shape and measurement work means that coverage of this aspect of the curriculum is readily identifiable and is good. There is evidence of data handling and graph work being practised by pupils, and some good ways of using and applying mathematical knowledge. The curriculum provided in mathematics is appropriately broad.

59. Teaching and learning are consistently good and sometimes very good. In one very good lesson involving pupils from Years 1 and 2, pupils demonstrated very good knowledge of how to make sums of money to 50p, count in 2s and 5s, and to shop and give change. One group went to the local shop and had practical experience of sorting out change. This enthused pupils, added reality to learning and was an effective teaching point. A feature of lessons is good planning coupled with good teacher awareness of the needs of pupils in order to make progress. Work is invariably very well presented. A strong feature of teaching is the encouragement of pupils in estimating what an answer should be before attempting to work it out. The headteacher supports work in Years 3 and 4, and Years 5 and 6 benefit from an additional teacher for part of the week to enhance provision. Pupils enjoy mathematical activities and behave very well in lessons.

60. The subject is well led and managed. The co-ordinator has good ideas for the further development of mathematics. Assessment is well used to support learning. Results of tests are analysed to inform planning and the achievement of year groups monitored each year to re-set targets on an annual basis. Pupils are regularly given targets based on their developmental needs. Marking is supportive of pupils' attitudes and is developing in pointing pupils towards further learning goals. Many older pupils mark some of their own work. This assists pupils well in developing knowledge of their learning and is being linked to other forms of assessment.

## Mathematics across the curriculum

61. The evidence of numeracy supporting subjects, other than ICT and science, is less, although there are examples in art and design, design and technology, history and geography. In numeracy, computer work aids ongoing learning.

## SCIENCE

Provision in science is **good**.

## Main strengths and weaknesses

- Standards are good and pupils are making good progress.
- ICT is well used to support science in class lessons.
- Teaching and learning are good, but occasionally a little too over teacher directed.
- Marking of pupils' work is thorough and developing further.

### Commentary

62. At the last inspection, standards in science were average in Year 6 and above average in Year 2. Present standards by the end of Years 2 and 6 are now above average. Good progress has been made in the proportions of pupils reaching the higher levels in the national tests, indicating very good achievement and above average standards.

63. Pupils enjoy science and are enthusiastic and well behaved in lessons. SEN pupils are well supported by teachers and teaching assistants. Boys and girls achieve in a similar manner and all pupils have good access to a broad science curriculum. Literacy and ICT are well used to support achievement. Numeracy supports science well with pupils measuring and using data handling in lessons.

64. Teaching and learning are never less than satisfactory and are good overall. Planning for lessons is consistently good but the emphasis on extending the range of work on investigations is less evident. For younger pupils some of the activities could promote scientific thinking and skills further. Alternatively, with older pupils literacy is well used for extending science, for report writing of scientific investigations. An analysis of pupils' work shows a similar picture. Younger pupils have covered an appropriately broad range of work within themes. Older pupils study all aspects of the National Curriculum, but even so, work appears sometimes over teacher directed with less emphasis on investigations. Marking is supportive of pupils' work and is beginning to set targets for future achievement.

65. The subject is well led and managed. The co-ordinator has attended appropriate training to extend knowledge and expertise and has developed assessment procedures. The co-ordinator evaluates results of national tests and identifies areas of development to highlight in future planning. Some pupils have recently been interviewed to assess their achievement. This is increasing the effectiveness of the monitoring of curriculum coverage. Now the monitoring of teaching to ensure continuity in application of planning requires developing further.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory** and improved since the last inspection.

### Main strengths and weaknesses

- Standards have risen from below expectations by the end of Year 6 to satisfactory.
- There is a good system of assessing pupils' achievement.
- Pupils have limited time with computers to consolidate learning and skills.
- The use of ICT to support other subjects is good.

### Commentary

66. The key issue from the last report has been addressed. The school has worked hard and successfully to ensure that standards achieved by pupils at the end of Year 6 are as expected. The school's programme has been improved and ensures full coverage of the National Curriculum. Pupils' work is available on disk to demonstrate this. Work is now of a satisfactory standard and provision has improved greatly throughout. By the end of Year 2, pupils achieve the standards expected, which is similar to the last inspection.

67. Teaching and learning are satisfactory. Teachers demonstrate skills to pupils within classes appropriately and pupils are eager to learn. There is good use of computers in all classes but only a few pupils can work at the computers on any one occasion. Some pupils who bring competent skills to school from their work on computers at home help other pupils, but time spent using computers is restricted by limited access to them. Other aspects of ICT are used effectively by teachers to support achievement notably digital cameras, overhead projectors in lessons and compact disc players to provide music.

68. Pupils are enthusiastic and behave remarkably well when watching teachers demonstrate skills. In many lessons, teaching assistants provide good support to pupils working at the computers. All pupils do have their turn over time and the subject is fully inclusive in this sense. The use of multimedia, monitoring, and communicating skills remains less well developed, as pupils have limited time to practise the skills used in these aspects of ICT.

69. The subject is well co-ordinated by the headteacher who provides good leadership. Teachers are now trained and confident using the computers, but some further support to extend this knowledge would be beneficial. There is a good system of assessing pupils' progress and the information is used to good effect. Pupils are achieving appropriately within the constraints of current resources. With further computers, perhaps centralised, in addition to those in classes, teachers would be able to teach skills to larger groups or the whole class. Pupils having greater access to increased computer time would provide further opportunities to achieve more.

### **Information and communication technology across the curriculum**

70. Computers are used well to support other subjects, such as literacy and numeracy, science, history and art and design. The school makes good use of the Internet to support work: for example researching composers' lives in music. The school has a good range of software.

### **HUMANITIES**

In geography and history, work was sampled, planning scrutinised, and discussions held, with one lesson seen in geography. An inspector from the diocese undertook the inspection of **religious education** (and collective worship) and that report appears separately.

### **GEOGRAPHY**

Provision in geography is **satisfactory**.

#### **Main strengths and weaknesses**

- Pupils are encouraged to research topics at home.
- The links to literacy are strong through developing pupils' writing.
- Effective support is provided for SEN pupils.

#### **Commentary**

71. The work seen in pupils' books showed standards as expected by the end of Years 2 and 6. Older pupils use geographical diaries well and this supports achievement. Displays on 'The Rainforest' reveal pupils are encouraged to research at home. There are strong links with literacy: for example poems relating to forests displayed in the hall.

72. Indications are that teaching is at least satisfactory. In the one lesson seen teaching was good. Pupils had a good understanding of the geographical skills of map reading, keys and data collection to inform flow diagrams. Pupils in Year 4 could manage four figure grid references to track hidden treasure successfully. SEN pupils especially those with a statement were seen to be well supported.

73. Photographic evidence and writing revealed those pupils in Years 1 and 2 had successfully investigated the travels of the class bear. ICT in the form of computers and overhead projectors in classrooms are effectively used to increase provision and achievement of pupils. Trips out, including the residential stay for Year 6 pupils, enhance provision further. Leadership and management are satisfactory with suitable plans for co-ordination.

## **HISTORY**

### **Commentary**

74. During the inspection, history was not a focus. There was limited evidence to be seen, so no secure judgements can be made, although indications are that provision is satisfactory and standards are as expected. Evidence from pupils' work, particularly in Years 3 to 6 revealed that the subject has been properly covered over time. Some pupils' work revealed topics such as the Second World War being taught.

75. Resources on different themes such as Ancient Greeks, Romans and Egyptians are kept in boxes. Photographs seen and one current display on the Egyptians in Years 5 and 6 showed that artefacts are well used and there are links to literacy, art and design, DT and geography. Pupils take part in visits to enhance provision, such as to the Roman Baths in Bath. Co-ordination is satisfactory.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

In **art and design** and **design and technology** (DT), a range of work was sampled, planning checked and discussions held, and one lesson was seen in art and design. In **music**, two lessons were seen and other provision sampled. In **physical education** (PE), four lessons were seen, which covered all age groups.

## **ART AND DESIGN**

Provision in art and design is **satisfactory**.

### **Main strengths and weaknesses**

- A range of visitors enhances provision.
- Sketchbooks are underused for pupils from Years 3 to 6.

### **Commentary**

76. Pupils' achievement is satisfactory and standards in Year 2 and Year 6 meet expectations. Standards in art and design have been maintained. Pupils' work is displayed well throughout. Pupils in Years 3 and 4 have created their own colourful pictures based on the style of Henri Rousseau. In Years 5 and 6, pupils have demonstrated the use of watercolours effectively to paint in the style of George Seurat.

77. Teaching in the lesson seen was good and other evidence indicates it is satisfactory overall. Years 1 and 2 pupils were encouraged to use their imaginations to draw and paint animals and to use pictures as reference. In this activity higher attaining pupils achieved very well. Pupils used a range of skills, fine pencil work, shading and painting. There were good links to literacy through pupils describing different animals and their likes.

78. The leadership and management of the subject are satisfactory. Planning has been developed since the last inspection and informal monitoring takes place. An up-to-date portfolio of work is kept and this confirms standards. There is a range of suitable well kept equipment for pupils to use, and evident links to other subjects such as science, DT and history. Provision is enriched by visits from



professional artists and local artists specialising in drawing and painting, watercolour work and sculpture. However, the use of sketchbooks for pupils from Years 3 to 6 is too limited and inconsistent, although these books do contain some good examples of pencil drawing, designing, colour mixing and tone work.

## **DESIGN AND TECHNOLOGY**

Indications are that provision in design and technology is **satisfactory** and improved.

### **Commentary**

79. No teaching was seen in DT during the inspection, but pupils' work indicates achievement is satisfactory and that standards are as expected. Pupils in Years 1 and 2 designed and made animal finger puppets to a good standard with younger pupils joining materials with glue and older pupils using their sewing skills. Pupils in Years 3 and 4 had recently completed a project to design and make purses and had made detailed plans. This work showed good progression in designing and making from Year 2. By Years 5 and 6, pupils have progressed to making frames, structures, cams and moving toys.

80. The leadership and management of the subject are satisfactory. There is now a programme of work for teachers to follow, with resources and a suitable policy. Craft days are held, projects set, such as making playground games, and food technology is included. Monitoring is informal but a portfolio of examples of completed work is kept, which shows progression through the programme of work. There are suitable links to other subjects, such as literacy and numeracy, art and design and history.

## **MUSIC**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Standards of singing are good.
- Music is well taught and pupils participate with enthusiasm.
- There is a good range of peripatetic instrumental tuition available for pupils.
- ICT is less well used to capture and combine sounds.

### **Commentary**

81. Teaching seen in the subject was good enabling pupils to learn, achieve well and often attain standards above expectations. Evidence from lessons and from singing by the whole school in assemblies indicates that standards of singing are good. Pupils sing clearly and with enthusiasm and can sing appropriate hymns as a round with confidence.

82. The school has a good supply of both pitched and non-pitched percussion, which was well used in the lessons seen. Each pupil in lessons had an instrument to play and this had a very positive effect on interest, enthusiasm and achievement. Very effective use of a rhythm grid was used with Years 1 and 2 to get pupils used to playing together with musical rests. Teachers observed were secure in their knowledge of music and ensured all pupils were fully included in lessons and achieved well. Pupils themselves responded positively to this and were actively engaged in interesting tasks and eager to extend their knowledge. Pupils in Years 5 and 6 were competent at evaluating music and expressing opinions. Indeed they were critical of the works of Benjamin Britten whom they found to be old fashioned! However, they listened well to the work of Chopin. Older pupils are able to improvise on instruments and investigate relationships between sounds and intentions.

83. There has been a focus on developing provision, and improvement since last inspection is good. Pupils have access to a range of activities to enable them to play instruments. Parents are pleased with the provision of early morning tuition in string and woodwind instruments available to extend the experiences of the talented and the interested. A video of the work of the school and choir for the production of 'The Little Fir Tree' was included as evidence.

84. There are good resources including keyboard and glockenspiels to allow pupils full access to music. Music links well to pupils' scientific understanding and knowledge of sound and vibration, and to pupils' spiritual, moral, social and cultural development. The Internet is well used to research the lives of composers, although ICT is less well used to support music making at present. There is good leadership and management by the co-ordinator with pupils benefiting from a broad provision of quality.

## **PHYSICAL EDUCATION**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils are provided with a good range of activities.
- Extracurricular sporting activities take place only occasionally.

### **Commentary**

85. Pupils' achievement is satisfactory and standards in Year 2 and Year 6 meet expectations, which is similar to the last inspection. The youngest pupils learn simple games skills, such as dribbling a ball, while older pupils progress to developing football and netball skills. Pupils in reception and Years 1 and 2 learn to swim and achieve well.

86. Teaching is satisfactory with some good features. Teachers are enthusiastic; they challenge pupils well and provide suitable warm-up and cool-down activities. Teachers make lessons fun and pupils' level of participation is good. Effective use is made of pupils' evaluating their performance to make improvements, such as in a dance lesson, based on the song, 'Nellie the Elephant' in Years 1 and 2, and a gymnastic lesson in Years 5 and 6. Pupils with SEN are fully included and boys and girls work together very well. Both boys and girls join in netball and football skills' work and competitive games. Lessons move at a good pace and pupils have very good attitudes to learning.

87. Leadership and management are satisfactory. A sports day in which the whole school participates in a range of competitive and fun activities is provided. Extracurricular sporting activities including competitive sports take place only occasionally, but are often difficult to organise, although many parents and pupils would appreciate more.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in PSHE is **good**.

### **Main strengths and weaknesses**

- The very good relationships between teachers and pupils enable appropriate discussions to take place.
- Opportunities for pupils to develop skills related to their spiritual, moral, social and cultural awareness are good.

### **Commentary**

88. There is a good programme for PSHE and citizenship education. Pupils are working at levels appropriate for their ages and abilities; higher attaining pupils achieve particularly well. SEN pupils are included fully in lessons. Each class has a weekly time dedicated to PSHE and lessons were observed in all classes. Teaching and learning seen were good. Pupils showed an understanding of their actions and the actions of others. Teachers conducted meaningful discussions and pupils contributed well, listening to each other with respect. In Years 1 and 2, pupils thought about friendship. In Years 3 and 4, pupils discussed feelings and being upset and having someone to go to for help. In Years 5 and 6, pupils discussed the rights and freedoms which children enjoy and made comparisons to other countries, which still exploit the young, were made. Pupils are able to develop moral understanding and social skills and to extend their awareness of the cultural diversity of society and other cultures.

89. Leadership and management by the co-ordinator, the headteacher, are good. There is a clear improvement plan target to provide a quality programme for PSHE and to extend this work into the establishment of a school council.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3

The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*