

# INSPECTION REPORT

## **CHISELDON PRIMARY SCHOOL**

Swindon

LEA area: Swindon

Unique reference number: 126183

Headteacher: Mr John Dickens

Lead inspector: Mr Chris Kessell

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> March 2004

Inspection number: 255790

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:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	268
School address:	Castle View Road Chiseldon Swindon
Postcode:	SN4 0NS
Telephone number:	01793 740349
Fax number:	01793 740349
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Graham Tomlinson
Date of previous inspection:	23 <sup>rd</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

Chiseldon Primary School is about average in size and serves a mixed community of private and rented accommodation. The village of Chiseldon is situated a few miles south of Swindon. The majority of pupils come from the village, although a small number travel in from other communities. Most pupils come from white-British ethnic backgrounds, although a very small number of other ethnic groups are represented. A few pupils use English as an additional language. The school receives a small number of children from travellers' families. It serves a designated travellers' transit camp. The number of pupils who either leave or join the school during the academic year is above average. More pupils join the school than leave. The proportion of pupils, who are entitled to free school meals, is about average. Fifteen per cent of pupils are assessed as having special educational needs; this is about average. Two pupils have a statement of special educational needs. Children start school with attainment that is similar to that expected for their age. Most children experience pre-school education.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20695	Mr Chris Kessell	Lead inspector	Mathematics Information and communication technology English as an additional language
9086	Mrs Rosalie Watkins	Lay inspector	
18709	Ms Nina Bee	Team inspector	English Art and design Design and technology Music Physical education Special educational needs Personal, social and health education
32508	Mrs Lucy Connolly	Team inspector	Science Geography History Religious education The Foundation Stage curriculum

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**This school provides a sound education for its pupils** and gives satisfactory value for money. Pupils' achievement is satisfactory. Standards in Years 2 and 6 are above average in English, mathematics and science. Standards are satisfactory overall. Teaching and learning are satisfactory. The headteacher and many key staff provide good leadership. Management is satisfactory. Pupils' personal development is promoted well and there are very good relationships through the school.

The school's main strengths and weaknesses are<sup>1</sup>:

- Standards are above average in English, mathematics and science by the end of Years 2 and 6.
- Children make a good start to their education because the reception class is led and managed well and the teaching and learning are consistently good.
- The headteacher provides good leadership.
- In a number of other classes, pupils make good progress and achieve well as a result of consistently good teaching. However, there are also weaknesses in teaching which lead to some pupils making more limited progress.
- There are weaknesses in the monitoring and evaluation of the provision for pupils with special educational needs.
- The information that the school collects on pupils could be used more effectively to track the achievement of all pupils.
- The governors do not ensure that all statutory requirements are met. There are too many children in the reception class and the school does not ensure a daily act of collective worship for all of its pupils.

Improvement since the previous inspection has been satisfactory. Standards have improved in the core subjects of English, mathematics and science. Pupils now make better progress in religious education, information and communication technology, art and design, and design and technology. Improvements have been made to the school curriculum to ensure that it now develops progressively through all subjects and teachers have better opportunities to monitor the subjects they manage. However, the monitoring of teaching and learning and pupils' achievement is still not rigorous enough. The teachers plan lessons to ensure that work is more closely matched to pupils' needs but in some classes this could be more effective still, particularly for pupils with special educational needs. The management of special educational needs is unsatisfactory, as it was at the time of the previous inspection.

## STANDARDS ACHIEVED

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

*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.*

**Pupils' achievement through the school is satisfactory.** The data in the table above suggests that pupils did not achieve as well as they should have in the 2003 national tests for mathematics and science. However, because the year group changed quite significantly, from Year 2 onwards in

<sup>1</sup> The strengths and weaknesses are listed in order of significance.

size and membership, the data is misleading. Tracking pupils' progress through Key Stage 2<sup>2</sup> indicates that the pupils' achievement was satisfactory overall. Recent national test results show, that the differences between the performance of boys and girls is greater than that found nationally in mathematics and science in Year 6 and in reading at Year 2. Although many pupils are currently achieving well at school, there is not consistency in all classes. The weaknesses in the monitoring and evaluation of the provision for pupils with special educational needs mean that they do not always achieve as well as their classmates. The pupils currently in Year 6 are achieving standards that are above average in English, mathematics and science. In Year 2, standards in reading, writing and mathematics are above average. This is an improvement in reading and mathematics on the 2003 tests. Standards in religious education, information and communication technology, art and design, and design and technology are similar to those expected at the end of both Years 2 and 6. In the reception class children achieve well and most are on course either to achieve or exceed the early learning goals<sup>3</sup>. Pupils who use English as an additional language achieve well as a result of good teaching and support and children from travellers' families achieve as well as the majority of their classmates when they attend school.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** They have positive attitudes to learning and behaviour is very good. The pupils' attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.**

**Teaching and learning are satisfactory overall.** In many lessons in Key Stages 1 and 2 teaching and learning are often good, or very good, and pupils make good progress, but this is not consistent in every class. Pupils with special educational needs do not always make the same progress as their classmates, because the work they are given is not always matched sufficiently well to their needs. Pupils find lessons interesting and work well independently or in groups. The management of pupils' behaviour is very good. Teaching assistants make a sound contribution to pupils' learning. Teaching and learning in the reception class is consistently good; the adults work well as a team and have high expectations of the children.

The curriculum provided by the school is satisfactory. A particular strength is the extra-curricular activities provided by the staff. The school's partnership with parents is good, as are links with the community. Links with other schools are satisfactory. Good care is provided for the pupils by the teaching and non-teaching staff. The school readily takes account of pupils' ideas and opinions.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** The headteacher and many key staff provide good leadership. Many of the subject co-ordinators are good role models in the classroom and the headteacher has developed a school culture where pupils are keen to learn and enjoy coming to school. More needs to be done about the monitoring and evaluation of teaching and learning and the curriculum. Governance of the school is satisfactory. The school does not fulfil all statutory requirements.

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

The parents have positive views about the school. Prior to the inspection, some parents suggested that there were inconsistencies in teaching and that not all pupils made sufficient progress. The inspection team supports these views. The pupils are happy and proud of their school.

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<sup>2</sup> 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 called the juniors, caters for pupils between 7 and 11 in Years 3 to 6.

<sup>3</sup> The early learning goals set out what children should achieve by the time they reach the end of the Reception year in primary school.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- eradicate the inconsistencies in teaching so that all pupils make good progress;
- ensure that assessment information is used more effectively to monitor the progress that pupils are making;
- monitor the provision for pupils with special educational needs more rigorously;

and, to meet statutory requirements:

- ensure that the reception class size is no larger than 30;
- make sure that all pupils are provided with a daily act of collective worship.



# PART B: COMMENTARY ON THE INSPECTION FINDINGS

## STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is satisfactory overall. Standards in English, mathematics and science are above average at the end of both key stages. The performance by girls is better than boys in national tests in reading at Year 2 and mathematics and science at Year 6. Pupils with special educational needs do not always achieve as well as their classmates.

### Main strengths and weaknesses

- Standards are good in the core subjects<sup>4</sup>.
- Pupils with special educational needs could make better progress in some classes.
- Children in the reception class achieve well.
- Standards in religious education, information and communication technology, art and design, and design and technology have improved since the previous inspection.

### Commentary

1. Children enter the reception class with the expected levels of attainment. Currently, in this class, almost all children are on course to attain or exceed the expected goals in all areas of learning. More than a third is likely to exceed expectations in their personal social and emotional development, communication, language and literacy, and mathematical development. Children's achievement in their personal, social and emotional development is very good because these skills are well promoted in all activities. In addition, pupils' achievement in basic writing skills is good because the teacher has a good subject knowledge and teaches these skills well.

#### *Standards in national tests at the end of Year 2 – average point scores<sup>5</sup> in 2003*

Standards in:	School results	National results
Reading	16.7 (16.6)	15.7 (15.8)
Writing	16.1 (14.9)	14.6 (14.4)
Mathematics	17.3 (17.0)	16.3 (16.5)

*There were 38 pupils in the year group. Figures in brackets are for the previous year.*

2. The national test results in 2003 for pupils in Year 2 indicated that, when compared to all schools, standards were well above average in writing and above average in reading and mathematics. When compared with similar schools<sup>6</sup>, standards were above average in reading and well above average in writing and mathematics. Despite an improvement in the average point scores on the previous year, the school's trend of improvement in the national tests for pupils in Year 2, from 1999 to 2003 was below the trend found nationally. Standards are currently above average in Year 2 in the areas of reading, writing and mathematics. Although many pupils in Year 2 are currently making good progress, this is not the case for all pupils. Because of these inconsistencies, achievement is judged as satisfactory overall.
3. When compared to all schools, the national test results in 2003 for pupils in Year 6 indicated that standards were well above average in English and above average in mathematics and science. The majority of these pupils made satisfactory progress in relation to their prior attainment in Year 2. A minority of pupils exceeded expectations. Because the school's levels

<sup>4</sup> English, mathematics and science are classified as the core subjects.

<sup>5</sup> **Average Point Scores.** The average point scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

<sup>6</sup> In this example, similar schools are defined by the proportion of pupils eligible for free school meals.

of mobility are above average, the national data that gives some indication of pupils' progress from Key Stage 1 to Key Stage 2 is misleading. The school's average points scores improved on the previous year, significantly in English and mathematics. However, the school's trend of improvement for pupils in Year 6, from 1999 to 2003, was broadly in line with the trend found nationally. Standards are currently above average in English, mathematics and science. The present group of pupils in Year 6 have achieved satisfactorily through Key Stage 2. Currently, pupils in Year 6 are achieving well, but this has not been the case through their time in Key Stage 2.

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

Standards in:	School results	National results
English	29.7 (27.3)	26.8 (27.0)
Mathematics	28.2 (27.7)	26.8 (26.7)
Science	29.7 (29.6)	28.6 (28.3)

*There were 31 pupils in the year group. Figures in brackets are for the previous year.*

4. Pupils with special educational needs make satisfactory progress overall. Their progress is better when work is matched accurately to their individual needs. However, teachers do not consistently refer to the targets on pupils' individual education plans when they plan lessons, during lessons, or when marking. In addition, the teaching assistants are often unaware of these targets. These weaknesses in teaching severely affect the learning of pupils with special educational needs in some lessons, to the extent that their progress can be unsatisfactory.
5. Children who come from travellers' families make the same progress as their classmates while they are at school. However, their achievement over time is sometimes inconsistent, as a result of poor attendance. The pupils who use English as an additional language are making good progress against the targets on their individual education plans. This is the result of consistently good teaching, good help from classroom assistants and the expertise of the local education authority support provided for these pupils. Higher-attaining pupils achieve satisfactorily overall. However, they make better progress when teaching and learning are consistently good.
6. National data indicates that the gap in performance between boys and girls in the school is slightly wider than that found nationally in reading at the end of Key Stage 1, when looking at performance over the last three years. The gap in writing is not as wide as that found nationally. By the end of Year 6, the gap is significantly wider in mathematics and science. The school has undertaken some good initial analysis of pupils' individual performance but has not drawn any conclusions about differences in gender performance. Differences in the performance of boys and girls were not noticeable during the inspection.
7. The majority of parents responding to the pre-inspection questionnaire agreed that their child was making good progress. For many pupils at Chiseldon Primary School, this is the case. However, at the parents meeting concerns were offered about the progress of some individual pupils. Written responses on the pre-inspection questionnaires offered similar views. The inspection team agrees that some pupils do not make the same progress as the majority, as a result of less effective teaching and work being inappropriately matched to some pupils' ability, which was also an observation made by some parents. It is not the result of large class sizes, which was another concern raised by a few parents. Parents were happy with the standards in the school and the majority of pupils believe that they have to work hard. This view was stronger amongst the younger pupils, but inspection evidence indicates that the older pupils work as hard as younger ones.
8. Standards in religious education, information and communication technology, art and design and design and technology are similar to those expected for the pupils in Years 2 and 6. This is an improvement in all of these subjects since the previous inspection when standards were judged to be lower than expected. Pupils now make satisfactory progress in these subjects. Although a few lessons were observed in other areas of the curriculum, there is insufficient evidence to make an overall judgement in all of these subjects. Standards in geography at the

end of Year 6 are similar to those found in the majority of schools and standards in history are at expected levels in Year 2.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school, together with their attendance and punctuality, are good. Their behaviour is very good, helped by the continuing very good provision for their social and moral development. Spiritual and cultural development are good.

### Main strengths and weaknesses

- Pupils' willingness to learn and to live up to the school's high expectations of behaviour contributes to their achievements.
- Very pleasant co-operative attitudes are consistently evident and are an important feature of the good climate for learning.
- Pupils' personal development has improved since the previous inspection because spiritual and cultural aspects are promoted better than before.
- Attitudes to learning are particularly good in the reception class.
- Attendance remains good.

### Commentary

- Children's attitudes to learning are very good in the Foundation Stage<sup>7</sup> and most will achieve the expected levels in personal and social education by the time they leave the reception class. The children enjoy coming to school and settle quickly because induction procedures ensure that they are already familiar with class routines. Personal and social skills are consistently promoted in all the children do. This results in the skills of working independently being developed well and the children working together well and developing good relationships with each other and the adults who help them. Behaviour is very good.
- Pupils are proud of their school. They are confident to show visitors around and enthusiastically point out features such as their 'classroom of the future' that houses the new information and communication technology suite. Pupils are eager to reach their classrooms in the morning. They settle down quickly and usually work with concentration and enjoyment, helped by the good teaching they often experience. Their good levels of interest contribute to their learning. Those with special educational needs are usually as willing as others, but instances occur when they tend to lose motivation due to an inappropriate activity. Misbehaviour seldom arises, either in lessons or at playtime, though there are occasional lapses, when expectations and management of behaviour are less adept. Fixed-term exclusions are used in response to rare instances of poor behaviour. They play a fair and effective part alongside other strategies for promoting high standards of behaviour. Pupils gain a very firm grasp of right and wrong and have high expectations of each others' behaviour.

#### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Asian
Black or Black British – Caribbean

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
251	2	
6		
6		
2		
3		

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

<sup>7</sup> The Foundation Stage caters for children from the age of three to the end of the Reception year.

11. Friendly attitudes and mutual respect are promoted to great effect by the example of the headteacher and other staff. Consequently, pupils relate very well to each other and to adults. They work amicably together and readily help each other. They cope well with responsibility when, for instance, older pupils help younger ones with their reading. The friendly atmosphere leaves little room for bullying and the headteacher and other staff carefully resolve the few problems that arise. The care pupils show towards others extends also to the local and wider community. For example, pupils join every year in a giving day, to raise funds for a Christmas party for senior citizens.
12. Cultural and spiritual aspects of personal development now get good attention. Various subjects contribute well to pupils' understanding of their own culture and those of others, as when pupils study artistic styles of peoples from different ethnic traditions. Through the 'Pencils for Africa' scheme they discover something of children with very different lives from their own, and respond to their needs. Pupils find out about a range of world religions in religious education and in assemblies. They gain sensitivity to feelings and ideas of others, and think about how music reflects moods and feelings. However, opportunities for prayer or reflection on their own religious beliefs, or those of others, are not given to all pupils on a regular daily basis.

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

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.0
National data	5.4	National data	0.4

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

13. Attendance has fallen a little since the previous inspection, due largely to an appreciable impact of family holidays taken in term time. Nevertheless, it remains higher than often seen in other schools.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory education for its pupils. Teaching and learning are satisfactory. The curriculum provided for the pupils is sufficiently broad and balanced but not all statutory requirements are met.

### **Teaching and learning**

Teaching and learning are satisfactory overall. Lessons in many classes through the school are good, but there is not a consistent picture. Assessment procedures and the use of assessment are satisfactory.

### **Main strengths and weaknesses**

- Teaching is particularly good in the reception class and, as a result, children learn effectively.
- Despite some good and very good teaching in many classes, in a minority of lessons, pupils make more limited progress.
- The teachers' management of pupils' behaviour is very good. Relationships are very good.
- Work for pupils with special educational needs is not always accurately matched to their individual needs.
- Assessment information could be used more effectively to monitor how individual pupils are doing.

### **Commentary**

14. The majority of parents feel that teaching in the school is good. Over 90 per cent of parents responding to the pre-inspection questionnaire agreed that teaching is good and at the pre-inspection meeting parents felt that, in general, pupils were taught well. The inspection team

supports this view, but would also identify that there are inconsistencies between classes, which was a point also raised by some parents. Despite the consistently good teaching found in many classes, the less effective teaching does have a negative impact on the learning of a significant minority of pupils. Added to which, in a number of classes, one or two individual pupils could make better progress, particularly pupils with special educational needs. Teaching and learning are judged as satisfactory overall.

15. For children in the reception class, teaching is good. The teacher in the reception class makes good use of assessment and ensures tasks are built on previous knowledge and match the learning needs of the children. The teaching of personal and social skills is very good and promoted well in all activities. Planning is good and is linked carefully to assessment.

**Summary of teaching observed during the inspection in 34 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (6%)	23 (68%)	7 (20%)	2 (6%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

16. Teaching is inconsistent for pupils with special educational needs. In classes where it is good, teachers and the teaching assistants give good quality support and work is pitched at the correct level. Pupils respond positively to the activities they are given and achieve well. However, there are other examples, where teaching and the quality of support are judged to be satisfactory or worse for pupils with special educational needs. In these instances, targets on pupils' individual education plans are not referred to consistently when planning lessons or marking work. Teachers and teaching assistants do not always give pupils enough guidance to improve. When this happens, learning is not as good as it should be. A few parents expressed concerns about how well pupils with special educational needs achieve. The inspection team agrees with these views. Weaknesses and inconsistencies in the quality of teaching do limit the achievement these pupils make.
17. Teachers are well aware of the needs of the children from travellers' families and do their best to ensure that they are well integrated. Pupils who use English as an additional language are also well supported and are learning well at the school. The majority of teachers do their best to ensure that all pupils are actively involved in activities, such as class discussions, and deliberately pose questions to different groups of pupils to support or challenge individuals.
18. Most classrooms are interesting places to learn. Pupils' relationships with each other, and with the staff, are a strength of the school and pupils' behaviour is managed sensitively and very effectively. This is reflected in the pupils' views of teaching when responding to their pre-inspection questionnaires. The majority of pupils think teachers are fair, show them how to work better and trust pupils to do things on their own. The inspection team would support these views. Time has been spent in the school on developing teachers' marking. This professional development has been effective, particularly in literacy where the great majority of marking is not only supportive, but informs pupils how to improve their work and, in some instances, helps pupils move to the next stage of learning. When pupils begin their main activities in lessons, they do so confidently and are able to work effectively by themselves, or with their classmates. Discussions with pupils during the inspection indicated that pupils of all ability had a good understanding of what they were doing, and what was expected of them, and that they enjoyed their lessons.
19. The unsatisfactory lessons observed during the inspection did not really excite or interest the pupils. The main reason for this was that the activities for many of the pupils were not appropriate to their needs. In these lessons, the majority of pupils made only limited progress and underachieved. An analysis of pupils' work through the school also indicated that in a minority of classes, pupils' progress was at best, satisfactory and on other occasions, too many pupils underachieved.

20. Literacy and numeracy lessons are normally good and contribute successfully to the above-average standards in English and mathematics. The recommendations of the national strategies in these areas of learning are used effectively. The majority of teachers try to ensure that lessons are planned effectively to cater for the different ability groups found in all classes. In some lessons, teachers could be more insistent about the amount of work that they expect from some pupils and, occasionally, lessons would be more successful if extension activities were planned for different ability groups. Teachers' interactions with pupils during lessons are often good. This enables them to support those who need help and challenge others. The use of teaching assistants is satisfactory overall, but it is a variable picture. Some of the teaching assistants relate well to the pupils and make a significant contribution to pupils' learning. However, on other occasions they do not effectively support learning, as they do not fully understand the needs of the pupils they are supporting.
21. The school has a satisfactory range of assessment procedures and is in good position to be able to predict how well pupils should perform in end of key stage national tests. Pupils' progress against these targets is monitored so that those who require support or further challenge are identified. Unfortunately, much of this evaluation is undertaken retrospectively and is not focused sharply enough on what pupils are currently doing. Good evaluations of test results are undertaken, so that the teachers can focus on specific areas of weakness in lessons. Although general targets in English and mathematics are given to the pupils, who have a good understanding of what these are, pupils do not have individual targets that reflect their current levels of achievement. This is an area of development acknowledged by the school. Although teachers have a general understanding about the levels pupils are performing at in other subjects, formal assessment procedures are only just developing in these other areas of learning.

## **The curriculum**

The school provides a satisfactory curriculum that is well supported by a good range of extra-curricular clubs and other activities. Not all statutory requirements concerning the curriculum are met. Accommodation and resources at the school are satisfactory.

## **Main strengths and weaknesses**

- Provision for children in the reception class is good.
- There are weaknesses in the provision for pupils with special educational needs.
- There are good opportunities for pupils to take part in activities outside the school day.
- The school does not ensure that a daily act of collective worship is provided for the pupils.
- Visits and visitors are used well to extend and enrich the curriculum.

## **Commentary**

22. There were numerous criticisms of the curriculum when the school was previously inspected. These related to curriculum planning, resources and the accommodation for the children in reception. These have all been addressed well. Satisfactory policies and schemes of work are in place for all subjects, which result in satisfactory planning for all subjects. In addition, the curriculum co-ordinator is very aware of the difficulties that can occur when planning for mixed-age classes for example, the need to adjust the curriculum each year, if necessary. Resources have been satisfactorily developed where necessary. Provision for personal, social and health education is effective because teachers have good clear guidance to work to. Not all pupils are provided with a daily act of collective worship and this is a weakness.
23. The provision for pupils with special educational needs is satisfactory. Reviews are completed effectively and parents are regularly informed. The procedures for the identification and assessment of pupils with special educational needs are satisfactory. All pupils with special educational needs have individual education plans containing targets to develop their understanding in literacy, numeracy and behaviour. In good lessons, pupils are given tasks, which reinforce these targets however this is not consistent in all lessons. Some teaching assistants are not effectively informed of the specific targets, which they need to work to. Equality of opportunity is promoted satisfactorily for most pupils.

24. The curriculum in the reception class is good, is planned to meet the early learning goals set nationally for children of this age, and is matched well to the needs of the children. A good range of learning opportunities is provided, with activities that allow children to learn through child-initiated practical and investigative activities alongside teacher-directed work. The outside area is secure and used satisfactorily to promote learning. However, outside space is limited and this has been an area identified by the school for development.
25. A wide range of well-planned visits supports the curriculum. These visits enrich many curriculum areas, such as history, art and design, design and technology, religious education and geography. Older pupils have the opportunity to take part in a residential visit to the Isle of Wight. This enhances many curriculum areas, as well as pupils' personal and social skills. During the inspection, pupils spoke of the many interesting and exciting activities they experience. Visitors invited into school effectively enrich the curriculum. 'Curriculum weeks' enhance the pupils' experiences further. The pupils in Year 6 spoke positively about these events. There are a good number of extra-curricular clubs. They are well attended by pupils in all year groups. Sporting activities, such as football and netball, are well promoted. In addition there are musical activities where pupils have the opportunity to sing in the choir or learn to play a musical instrument. These activities reinforce and develop learning in many areas.
26. Accommodation and resources are satisfactory. There are minor weaknesses in this accommodation. At times, the noise from the reception class interferes with learning in Years 4 and 5. There is a recently developed information and communication technology suite, which is attractive, but gets too hot and sometimes results in pupils working in an unpleasant environment. There is a satisfactory number of teaching and non-teaching staff in all classes, with the exception of the reception class, where there are too few qualified teachers in relation to the number of children.

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

The school gives good attention to pupils' care, welfare, health and safety. It provides them with satisfactory support and guidance. Good consideration is given to pupils' views.

### **Main strengths and weaknesses**

- The headteacher and other staff ensure that pupils are happy at school and gain good attitudes to work.
- Support is good for the children from travellers' families and for those with behavioural difficulties.
- Pupils with special educational needs do not get support tuned consistently closely enough to their individual learning needs.
- The school actively seeks pupils' views and takes their ideas seriously.

### **Commentary**

27. The good induction arrangements include a series of visits for children before they join the reception class, so that they settle happily into the caring environment. Similarly, pupils who transfer into other classes are welcomed and cared for. Teachers' caring attitudes, their expectations that pupils will work hard, and their effective use of awards for effort and achievement, all contribute to the positive atmosphere for learning. There is room though to improve educational guidance by more focused use of individual targets.
28. Good care is apparent for pupils whose circumstances might place them at a disadvantage. Those who join with behavioural difficulties benefit from good persevering efforts that help them improve. Children from travellers' families get good support, helped by the care of staff and by input from specialists. Good procedures are in place to respond to any child protection issues that arise and to meet the needs of children in public care. Other personal needs are considered, as when pupils in Year 6 are helped to think about and control any stress they might feel as they prepare for statutory tests. They in their turn help the next year group, by leaving a record of their thoughts before and after the tests. Three days of visits help these pupils in Year 6 to prepare happily for their move to the local secondary school.

29. Despite efforts to plan relevant support for pupils with special educational needs, these are catered for less successfully. Support for them is no better than satisfactory because steps to meet their individual needs are variable in quality and instances occur when arrangements are inadequate. Outside agencies are used well when necessary to support pupils with special educational needs.
30. Thorough attention is given to ensuring the safe conduct of the range of school activities, with good use made of advice and support available from the local authority. Pupils' health and safe living is also promoted well through the good personal, social and health education programme.
31. Staff readily take account of pupils' ideas and opinions. For instance, pupils help decide the rota for use of the large play 'ship' that enhances playtime provision. The school council is well organised to give all pupils a voice. Governors are now seeking pupils' ideas about points for inclusion in the school improvement plan.

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

The school's partnership with parents and with the community is good. Links with other schools are satisfactory.

### **Main strengths and weaknesses**

- Parents receive a good amount of information about the work of the school and about their children's learning.
- Support from parents and local businesses makes a good contribution to enhancements to the school buildings and resources.
- Links with the community make good additions to the breadth of pupils' experience.

### **Commentary**

32. The school encourages and welcomes parents' interest. Very good efforts are made to involve parents when their children join the reception class, through helpful booklets and meetings about what children will learn and how to help them. Parents of older pupils also get advance information about the curriculum. However, as some parents indicate, routines for sending this information home vary between classes. A more regular flow would be helpful.
33. Annual reports give good details of what the pupil has learnt and parents come in very good numbers to meetings arranged for them to discuss their child's progress with teachers. Meetings at alternative times are offered to any who miss the usual sessions. Videos of school activities are made available to add to parents' understanding. Parents give enthusiastic support when their children are involved in events such as class assemblies. The school takes the opportunity to encourage their interest by letting them see their child's work in the classroom after these assemblies. The school finds it disappointing that attendance at events organised to explain the curriculum is relatively low. The headteacher is readily approachable. He responds willingly to any concerns that parents raise about any aspect of the school's work. Class teachers are also accessible to parents. However, there is some misunderstanding of the school's reasonable expectation that teachers should not be asked to enter into discussions when they are busy with pupils at the start of the day. Parents of pupils with special educational needs are satisfactorily informed about how their children are doing in relation to targets on their individual education plans.
34. With parents' help, good support is gained from local businesses, for instance the millennium garden that enhances playtime was constructed with expert input from a local firm. A local building society gives ongoing practical support. A classroom block was painted inside and out by staff, parents and building society employees. The parent-teacher association funds extra resources and has also helped by encouraging the developing role of the school council.



35. Links with the community make a good contribution to the breadth of pupils' experience. Visitors have a notable impact, for instance, pupils proudly point out pictures they created with a visiting artist. Similarly, pupils gain from a range of visits. The local community gains from the way the school welcomes various groups and clubs, including the weekly mothers' and toddlers' group. There are supportive links with local primary schools, but the headteacher feels that increased curricular liaison with the local secondary school would be advantageous to pupils.

## LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership provided by the headteacher is good. Management is satisfactory. The governance of the school is satisfactory. Not all statutory requirements are fulfilled.

### Main strengths and weaknesses

- The headteacher and a number of key staff provide good leadership. They are good role models and provide an impetus for improvement.
- The leadership and management of the Foundation Stage are good.
- The leadership and management of special educational needs provision is unsatisfactory.
- The governors have a good understanding of the school's strengths and weaknesses and are a well organised group.
- The school's development planning is good.

### Commentary

36. Most parents feel that the school is led and managed well. Parents described an enthusiastic atmosphere and were impressed that the headteacher knew the name of every individual pupil. The inspection team agrees with most of these observations. Parents identified that the school had a *positive sense of direction*. This is a result of the headteacher's drive and enthusiasm and the care he shows for the pupils and staff of the school. He is supported well in developing the school's strong values by other key staff, notably the deputy headteacher and the co-ordinators for subjects such as English, mathematics and information and communication technology. These teachers are consistently good classroom practitioners who are good role models for less experienced or confident members of staff and contribute well to the school's drive for improvement.
37. School management is not as strong as the leadership. Although management is supportive, and with a focus on raising standards, target setting and the monitoring of pupils' achievement is not rigorous enough. The monitoring and evaluation of teaching and learning is not well enough focused. Although staff are observed regularly, particularly when teaching literacy and numeracy, some pupils are not achieving as well as they should be as a result of less effective teaching. A strong feature of management is the development planning. The process has brought a clear focus and direction in moving the school forward. Development planning has an important place in the school calendar. The school and governors are also looking at ways in involving other stakeholders, such as the pupils and parents. The school improvement plan is an impressive document and is moving the school forward.
38. The leadership and management of special educational needs are unsatisfactory. There are no clear procedures for monitoring either how effectively teachers use the targets on the individual education plans or how well pupils achieve in their classes. Lack of procedures affects the learning of many pupils with special education needs in all areas of the curriculum.
39. The good provision found in the reception class is the result of good leadership and management. Some parents are concerned about the number of children in the reception class and, although the inspection team acknowledges that statutory requirements are not being fulfilled, the children receive a good education.
40. Although the governors are failing to fulfil all of their statutory requirements, they have many strengths. They have a good understanding of the school's strengths and weaknesses and are

prepared to challenge the school when necessary, as well as offering good support. Individual governors meet with subject co-ordinators as part of the school improvement planning process and this is good practice. The governors are a well-organised group and this is exemplified in the good quality and informative minutes of governors' meetings.

41. The last audit report for the school in 2002 identified serious weaknesses in the school's financial management and development planning. This led to a number of recommendations that have been addressed by the school. There is now a clear and open cycle of financial planning and day-to-day monitoring of expenditure. The governors agree and monitor the school budget and have a good understanding of the challenges that face the school with regards financial planning. A breach of building regulations several years ago led to the school having to receive a budget advance from the local education authority to pay for the completion of a new school building. The inspection team is not in a position to apportion blame for failing to adhere to building regulations. However, it would conclude that the repayment of the budget advance means that not all of the financial resources available to the school are being used to benefit the pupils who are currently at the school. This also explains why the balance carried forward from the previous financial year is higher than the recommended level.

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

Income and expenditure (£)	
Total income	537,077
Total expenditure	484,673
Expenditure per pupil	1,930

Balances (£)	
Balance from previous year	13,317
Balance carried forward to the next	73,229

42. The governors have a good understanding of applying best value principles when purchasing goods and services. They have made several decisions to ensure that the school gets good value for money when obtaining services. Parents are consulted regularly on important decisions such as the school meals service and swimming lessons. However, although the governors have a good understanding of how the school compares academically with other schools, they have not explored financial comparisons and this is an area for development.

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

**The provision for the Foundation Stage is good** Children start their reception year with attainment that is similar to others of their age and make good progress in all areas of learning. The most capable children make good progress in mathematics, which is an improvement since the previous inspection. Children make very good progress in their personal, social and emotional development. Children are admitted to the reception class in the September before their fifth birthday. They attend part-time for the first few weeks, gradually building up to full-time attendance over a period of weeks. This ensures that children settle in happily and enjoy coming to school.

The outside area is used daily, but is small and limiting. There is a good range of resources to support the activities.

The quality of teaching is good overall. Staff in the reception class work as a team sharing ideas and expertise; because of this, children make very good progress. Planning is linked closely to the nationally agreed goals for early learning. All adults supporting the learning know exactly what they have to do because they liaise closely with the classteacher. The teacher's knowledge and enthusiasm, and that of her team, motivate children to succeed and also help to build on previous experience and skills so that children develop appropriately. Questioning is used effectively to promote children's full involvement in the task and extend their knowledge. The good use of day-to-day assessment ensures all children make good progress, regardless of background or ability. The leadership and management of the Foundation Stage are good.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

### Main strengths and weaknesses

- Achievement is good and standards are above those expected.
- A good range of activities encourage the children to relate well to each other.
- All adults support learning well as they interact sensitively when children work in small groups or alone.
- Children develop positive attitudes to learning and behaviour is very good.

### Commentary

43. Nearly all the children are on course to attain or exceed the national goals for early learning by the end of the reception year, including about a third who are likely to exceed them. Reception class staff provide very good role models. They work well together as a team and provide a calm, well-ordered and secure learning environment. During a circle time<sup>8</sup> session, for instance, the leader provided a good role model to help children learn the social skills of listening to each other, sharing their thoughts and being kind to others. These opportunities have a positive effect on their learning, helping the children to become confident and articulate. In all group sessions, children are encouraged to share and take turns. The children listen well and are keen to respond. All children enjoy coming to school and are aware of what teachers expect. There is a calm atmosphere, within which children are confident to explore for themselves, and are encouraged to share and help each other. The staff plan a variety of interesting lessons and follow-on activities to engage children's concentration and imagination. In all activities, adults encourage children to explore and to develop their vocabulary. Teaching and learning are good and pupils achieve very well.

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<sup>8</sup> Circle time is a session provided for pupils to discuss certain matters in class, following strict rules about listening to others and taking turns to speak.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Achievement is good and standards are above average.
- The quality of teaching is good, and the range of activities to stimulate the children is wide and well planned. Every opportunity is used by adults to extend the children's vocabulary.
- Role-play opportunities support children's imaginative development.

### Commentary

44. Most children enter the reception class with typical skills for their age. All of them are developing their skills well and almost all of them are on course to attain and some will exceed the national goals for early learning by the time they transfer into Year 1.
45. Teaching is good and children learn well. The staff teach basic writing skills well. All children are shown clearly what they need to do to form letters correctly and are given many opportunities to develop their writing skills. These are linked to exciting creative tasks, such as writing about what treasure they would like to find at the end of 'Jack's beanstalk'. Children enjoy listening to stories and can recount a story heard the previous week. They are offered a range of reading material including non-fiction books, which are carefully linked to their topic. There are good opportunities for children to begin to develop their knowledge of letter sounds. Many children can recognise some of the commonly used words that are displayed on leaves made by the children to form part of the beanstalk. Children's work indicates that the teacher has high expectations regarding completing tasks and presenting work neatly. The children have many opportunities to develop speaking skills and these result in most children in reception speaking clearly and confidently. During the inspection, the role-play area had become 'Chiseldon Castle' and the children enjoyed re-creating roles using imaginative language. The children take home 'story sacks' each week and these have been carefully planned to support curriculum links across all the areas of learning. As well as containing books, tapes, games and other resources, there are also suggestions for parents on how to use the story sack. Reading skills are developed well.
46. The staff are knowledgeable and interesting in their presentation of lessons; they motivate the children to want to learn. Children respond positively to the input and the activities and remain well focused on their tasks.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The quality of teaching is good and achievement is good.
- The range of opportunities offered to the children is good.
- Relationships are good which enable children to work together as they develop number skills.

### Commentary

47. Most of the children are on course to attain the national goals for early learning by the end of the school year. Teaching is effective and a good range of teaching strategies are used to develop mathematical understanding and appropriate vocabulary. Learning is good, as, for example, when the teacher used a beanstalk number line to make a counting activity exciting and relevant. The children were encouraged to count to 13. The children were asked to show 6 fingers and then counted on from 13 in their heads before recording number sentences to show 13 plus 6 equals 19. They were very excited when 14 plus 6 equalled 20 and Jack reached the top of the beanstalk.

48. Children explore numbers from zero to 20 within carefully planned activities such as dice games. Children identify the largest number thrown and are encouraged to add them together in their heads when appropriate or by using apparatus if required. Activities show good attention to children's differing abilities and support given to groups of children by teaching assistants is very effective. Children are encouraged to form numbers correctly. Computer programs are used well to extend children's learning. Occasionally opportunities for mathematical development are missed in other areas of learning. Many children are already achieving the expected levels normally achieved by the end of the reception year.

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

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

### **Main strengths and weaknesses**

- Children are enthusiastic and enjoy the activities provided for them.
- Opportunities to develop children's knowledge and understanding are planned well.
- The adults develop good relationships with the children and support them well in all activities.

### **Commentary**

49. Teaching and learning are good. The children achieve well. They have good opportunities to develop their computer skills in the information and communication technology suite and in the classroom. During the inspection, children were seen working through simple programs confidently, as they used the mouse to move the cursor around. Those who did not understand how to use the mouse were supported well by a teaching assistant. The activities were carefully adapted to take account of the differing levels of skills and all children enjoyed creating a beanstalk on the computer. Some children used more advanced aspects of the program and knew how to print and save their work. They confidently gave their work a title by copying the classteacher's example. The children enjoyed experimenting with different colours and making changes to improve their beanstalks.
50. The children planted beans as part of the 'Jack and the Beanstalk' work. Good use was made of the small outside area. It allowed the children to fill their own pot, plant the bean and talk about what was needed to make it grow. The children shared their ideas about the beans growing and spent time looking at non-fiction books about plants and growing things. Exciting activities, such as using magnets in potting compost, enable the children to understand that some materials are magnetic whilst others are not. They identify that plastic is not magnetic and name plastic correctly. Teachers provide stimulating activities and topics for investigation by the children.

## **PHYSICAL DEVELOPMENT**

51. There was too little evidence to make a judgement on provision in physical development, as no direct teaching was seen. However, the planning for physical development is satisfactory. Children were seen using pencils and scissors encouraging the good development of their manipulative skills. They play imaginatively and confidently with construction toys and have the opportunity to work in the sand using a wide range of apparatus. There are satisfactory opportunities to use the school hall for physical development. The outside area is very small and only allows a small group to go out at any one time. However, this is carefully planned to allow children the opportunity to develop their physical skills. The outside area has been correctly identified as an area for development by the Foundation Stage co-ordinator.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- The area for role play is an inviting and exciting part of the classroom.
- There are good planned opportunities for the children to develop creative skills.

### Commentary

52. The role-play area is an effective planned resource within the classroom. The children enjoy re-enacting stories and dressing up. Some lovely discussions took place in 'Chiseldon Castle', as children dressed up as different characters. The resources in this area are good and support children's learning. The children play well together and their personal and social skills are developed well within role-play. There was evidence on the walls and in the children's topic books of the development of creative skills. Children have the good opportunities to make models, paint and draw and are developing the appropriate skills. Sand and water play are used imaginatively, for example, when they search the sand tray for treasure.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Standards are above average at the end of Years 2 and 6.
- The subject is led well.
- Most lessons observed during the inspection were good, but pupils' previous work shows some inconsistencies in teaching.
- There is too little reference to the literacy targets on the individual education plans for pupils with special educational needs.

### Commentary

53. Standards are above average at the end of both key stages in speaking and listening, reading and writing. These results are similar to the 2003 national test results. Standards are higher than those reported during the previous inspection. Pupils' achievement is satisfactory overall. All pupils have satisfactory opportunities to develop all elements of speaking and listening, reading and writing. For example, pupils in Year 2 spoke confidently about the characters in the story of 'The Hunter and Tiddalik'. Well-chosen stories, such as these, promote pupils' personal, social and cultural development well and reinforce geographical skills. One average-attaining pupil said, *'I like the baby elephant best because it is a caring elephant and its mother has died and it is sad'*. Others identify that the story is set in Africa and that Africa is 'near the equator'. Older pupils in Year 6 spoke about developing their own scripts to read in assembly after their recent visit to the Isle of Wight. All teachers keep reading records showing how well pupils are doing in reading. The best ones are very detailed and clearly show what the pupils need to work on to improve. Others are less informative.

54. Pupils in all year groups write with confidence because they are given many opportunities to write in different ways. Good examples of pupils' work in the Years 3 and 4 class were seen attractively displayed. After looking at a burning candle, pupils had written down their thoughts. There was clear evidence of drafting and re-drafting skills being used, as pupils wrote using their developing word-processing skills.

55. Teaching and learning are satisfactory. Although in the majority of lessons teaching and learning was judged to be good, pupils' previous work shows a more inconsistent approach.

This is because teachers in both key stages do not consistently inform pupils about what they need to do to improve. Lower-attaining pupils, including those with special educational needs, do not always receive enough guidance to improve their work and there is too little reference to their targets on their individual education plans. Handwriting skills taught are not consistently transferred when the pupils write in their literacy books. These weaknesses in teaching generally show satisfactory achievement but, occasionally, it is less than satisfactory. However, lessons are generally interesting and resources are used well to reinforce and promote learning. Teachers have secure subject knowledge and high expectations regarding pupils behaving well. Resources such as 'big' books and individual whiteboards are generally used well to reinforce and promote learning.

56. Where teaching is consistently good, learning objectives are clearly identified and understood by all pupils. The summing up session, at the end of the lesson is used well to reinforce and show pupils what they have learnt. Marking is not only supportive but also informs the pupils what they need to do to move on to the next stage of learning. In good lessons, pupils with special educational needs receive work which is accurate to meet their needs and supports the literacy targets on their individual education plans. A good example was observed in the Years 3 and 4 class. In this class, the teacher and the teaching assistant supported all pupils well. Pupils had tasks that were matched well to their needs and reflected targets on the individual education plans. Opportunities were not missed to reinforce learning. As a result, all pupils including those with special educational needs, learnt well.
57. The subject is led well. The co-ordinators have a clear idea of what is needed to develop the subject and raise standards further. They have worked hard at the issues raised during the previous inspection. For example, they have developed curriculum planning, including the use of information and communication technology across the curriculum. Although little was seen during the inspection, information and communication technology is beginning to be used to support the subject. Library provision has been developed and the quality of teaching has been monitored in all classes. The management of the subject is satisfactory. Assessment arrangements are satisfactory. Teachers use information collected on individuals to group pupils and plan activities. They are beginning to track individuals, but this is at an early stage of development. The co-ordinators are aware that there is now a need to focus on the quality of learning and how well individuals and different groups of pupils achieve.

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

58. Literacy skills are developed satisfactorily across the curriculum. Although there are no specific strategies for the development of literacy across the curriculum, pupils have many opportunities to write in different subjects. These include religious education, history and music. Good examples of pupils' writing were seen in Year 5 as pupils wrote about Ancient Egypt.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Although much of the teaching in numeracy is good, some pupils could be given work that is more relevant to their needs.
- The subject is led well.
- Standards have improved since the previous inspection.

#### **Commentary**

59. Standards in mathematics are above average for pupils in Years 2 and 6. This is an improvement on the previous inspection. Despite many pupils achieving well a significant number of pupils do not make good progress as a result of inconsistencies in teaching. As a result, pupils' achievement is judged as satisfactory through the school. Inconsistencies in teaching were also a weakness at the previous inspection. Trends over time indicate that girls

perform better than boys at the end of Key Stage 2 to a greater degree than that found nationally. There was no evidence of these differences during the inspection and the school is aware of the situation. Pupils with special educational needs do not always achieve as well as their classmates. This is the result of them being given inappropriate levels of work or less effective support being provided by teaching assistants. Pupils who use English as an additional language make the same progress as their classmates because of good teaching and good support. Traveller pupils often make good progress when they are in school. However, those who do not attend regularly do not achieve well over time.

60. Many teachers in the school teach numeracy well. In Year 6, pupils are currently making good progress in mathematics as a result of good teaching and learning. However, their achievement as they have moved through Key Stage 2 is only satisfactory overall, indicating that in previous years teaching has been inconsistent and less effective. Although the great majority of numeracy lessons are good and pupils learn well, a significant number of pupils only make satisfactory progress as a result of less effective teaching. Pupils with special educational needs are sometimes given work that does not reflect the targets in the individual education plans and this slows their progress. Because a significant number of pupils make satisfactory progress, teaching and learning are judged as satisfactory overall.
61. Where mathematics lessons are successful, good use is made of the National Strategy for Numeracy. Pupils have a good understanding of what they are doing because lesson objectives are clear and sharp and constantly reinforced. New concepts are explained carefully and good use is made of question and answer sessions with good teachers ensuring that, as many pupils as possible are involved. Different work is provided for the different ability groups found in the classes and good use is made of time. Good lessons in the school have pace and this was reflected in the analysis of pupils' previous work. The quality and quantity of work from classes, where teaching is consistently good, was notably different to those classes where teaching is less effective. Many teachers, mark pupils' work well, making particular reference to the learning objectives of lessons and whether pupils have achieved these. Marking could be used more effectively to challenge pupils further and to take them on to the next stage of learning.
62. The leadership of the subject is good. The subject managers have a good understanding of the school's strengths and weaknesses and are good mathematics teachers. They are focused on continuing to improve standards and review and evaluate the school's performance in national tests. The management of mathematics could be more effective, particularly the monitoring of teaching and learning and pupils' work. Assessment procedures are satisfactory. The individual achievement of pupils requires a greater focus so that if underachievement is discovered, it can be dealt with more effectively.

### **Mathematics across the curriculum**

63. Numeracy skills are promoted satisfactorily in other lessons. Pupils use mathematics in information and communication technology, developing their data-handling skills and working with spreadsheets. Other subjects, such as science and design and technology, are used to reinforce skills such as measuring. However, teachers' planning does not identify mathematical links to other subjects and this is an area for development.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Years 2 and 6 are above average.
- Good opportunities for pupils to work independently and develop their own investigations are currently being developed.
- Assessment data is not used to identify areas of strengths or weaknesses.



## Commentary

64. Standards attained by pupils are above average by the end of Years 2 and 6. Pupils in these year groups achieve well, although achievement is satisfactory overall. There is not enough analysis of achievement in science throughout the school. Assessment sheets have been developed in line with the scheme of work but as yet they are not established. Sometimes pupils with special education needs do not achieve as they could because work is not accurately matched to their needs.
65. Teaching is satisfactory throughout the school, with some good teaching seen in Years 2 and 6. All staff follow an adopted scheme of work. In Year 2 pupils have investigated the use of different teeth to eat certain food. They enjoyed the task of food sampling and discussing with others which teeth they were using to eat each piece of food. In Year 6 some skilful teaching ensured the pupils were fully engaged and involved in discussions about different forces. The pupils showed obvious enjoyment, as they confidently offered predictions and asked questions about their work.
66. The curriculum is satisfactory. Pupils record their work in a variety of ways, including graphs, charts and written accounts, and this helps to successfully promote the use of literacy and numeracy skills. Pupils of all abilities and those with special educational needs are often given the same work. This is a weakness in teaching. In discussions with pupils in Year 6, they clearly enjoy science. As one pupil put it, *'It is made fun and active and this helps it to stick in your mind.'* The pupils really enjoyed the science and design and technology week, where they could choose to study a particular topic. In all year groups, the experience promoted pupils' social skills well, as they worked together and supported each other.
67. Leadership and management are satisfactory. The co-ordinators have a clear vision of the direction of the subject and are aware there is still much to do. They accept the need to develop assessment in science throughout the school that is currently unsatisfactory. The co-ordinators recognise the need to continue to develop an investigative approach towards science and in particular, the need to develop pupils' skills in questioning, predicting and drawing conclusions.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

### Main strengths and weaknesses

- There are a number of teachers with good subject knowledge who produce consistently good lessons in which pupils learn well.
- The pupils currently in Year 6 have not achieved consistently as they have progressed through Key Stage 2.
- The subject co-ordinators provide good leadership.
- The provision has improved since the previous inspection.

## Commentary

68. Standards have improved since the previous inspection. Pupils now attain expected standards by the time they reach Years 2 and 6. Much of the teaching observed during the inspection was good. Pupils learnt well in these lessons, but analysis of previous work and discussions with pupils in Years 2 and 6, indicated that pupils are making satisfactory progress overall. The pupils in Year 6 are currently making good progress in the subject as a result of consistently good teaching and learning, but there are gaps in their knowledge as a result of more inconsistent progress in the past.
69. Teaching and learning is judged as satisfactory overall, despite some good and very good teaching observed during the inspection. In a very good lesson for the pupils in Years 4 and 5, achievement was very high because the lesson's activities were matched very well to the pupils' needs. Lower-attaining pupils and pupils with special educational needs were very well

supported by a teaching assistant and a student. Higher-attaining pupils were challenged and all pupils were engrossed in their work, as they designed questionnaires that could be used by a customer before visiting a travel agent. The class teacher's very good interactions with pupils while they were working enabled her to have a very secure understanding of which pupils who were doing well and identifying those who required further support. Effective lessons were also observed as pupils in Years 1 and 2 began to produce simple databases and as pupils in Year 6 used the information on spreadsheets to produce graphs.

70. The subject is led well by the two subject co-ordinators. These are good practitioners who have a good understanding of the demands of the subject. They have made good progress in developing a new scheme of work for the school to replace the previous one that had become dated. Because the new scheme of work is linked more closely to the national guidance available, the curriculum is being monitored very closely to ensure that the pupils have covered all of the necessary units of work. In some instances, for example in Year 6, the pupils are having to catch up on some of the learning experiences. Fortunately, the good quality of teaching and learning in this year is allowing this to happen. Management of the subject is satisfactory. The co-ordinators have not monitored any teaching. Assessment procedures are still developing, so not all teachers are in a position to understand what pupils have achieved in the subject. The school has a good hardware policy in place that is managed by the headteacher to ensure that the school meets the government's target for the improved ratio of computers to pupils during this year. Resources are satisfactory.

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

71. The school's use of information and communication technology to support other subjects is satisfactory. It is a developing feature of the school and investment has been made in software, not only to support the new scheme of work, but also to encourage cross-curricular links. During the inspection, good lessons were observed in the school's computer suite as information and communication technology was being used to support learning in English and geography. Discussions with pupils in Years 2 and 6 indicated that information and communication technology is used regularly for word-processing and some good quality poems were on display in the computer suite. Less noticeable during the inspection, was the use of computers in classroom to support learning in other subjects.

## **HUMANITIES**

**Geography** and **history** were not part of the inspection focus, therefore, no judgement can be made about provision.

72. Evidence would indicate that standards in Year 6 in **geography** are similar to those found in most schools. Standards in **history** in Year 2 are at expected levels. One history lesson observed in Year 1 was good. Within many classrooms, there are good displays of pupils' work and interactive displays to support learning.
73. The pupils in Year 2 have covered a satisfactory range of work in **history**. Discussions with pupils of all abilities indicate a good understanding of the concept of time. They enjoy history and showed a good knowledge of different types of transport and how transport has changed over time. Good comparisons are made between times gone by and today. The pupils in Year 2 have covered a satisfactory range of work in **geography**. As part of their work on maps, they talked about using the information and communication technology suite to make routes to school. Pupils are encouraged to make links between history and geography such as thinking about suitable transport on an island.
74. The pupils in Year 6 have covered a satisfactory range of work in **history** and **geography**. They talk about their geography and history work satisfactorily. They have been involved in several field trips and expressed how much they had enjoyed these visits. They talked about coastlines and coastal erosion following a visit to the Isle of Wight and spoke with enthusiasm about the different visits. A history week took place last year and all pupils enjoyed this.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Good opportunities are given for pupils to discuss their ideas and express their feelings.
- Effective use is made of religious artefacts and visits to bring the subject alive.
- Some pupils with special educational needs do not make satisfactory progress.
- Provision has improved since the previous inspection.

### Commentary

75. Pupils demonstrate expected standards in religious education at the end of Years 2 and 6. Their achievement is satisfactory. There is insufficient evidence to make an overall judgement on teaching but of the two lessons seen, one was very good and one unsatisfactory. The lesson that was very good involved pupils in thinking about what it would be like to be lost. The pupils were engaged in all aspects of the lesson and the tasks set were very appropriate to the different levels of ability. In the unsatisfactory lesson, the activities did not engage the pupils and did not take sufficient account of the range of ability. Sometimes pupils experiencing learning difficulties do not achieve as they could because work is not accurately matched to their needs. Teachers do not always give the pupils the key vocabulary, which would aid their writing.
76. The curriculum is satisfactory. A satisfactory range of teaching methods are used, including the use of puppets. Speaking and listening skills are encouraged in discussion. In one lesson observed, the pupils were thoughtful and polite when listening to others in the class. Teachers do not always expect written work in lessons and this is reflected in the quantity of work seen in workbooks. However, the quality of the work seen is of a good standard.
77. The co-ordinators have a clear vision of the direction of the subject; they provide satisfactory leadership and management. Staff have grown in confidence in delivering religious education through this support from the co-ordinators.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. These subjects were not a focus of the inspection and there was not enough evidence to report fully on them. Standards in **art and design** and **design and technology** were not high enough at the previous inspection, so a significant amount of work was sampled in these subjects. Discussions were held with pupils from both Years 2 and 6 and curriculum planning was scrutinised. Two lessons were observed in **design and technology**. Discussions with pupils in Years 2 and 6 were also held with regards **music** and **physical education**. One lesson was observed in each subject.
79. Improvement in **art and design** and **design and technology** has been satisfactory since the previous inspection. Standards have improved and both subjects now have satisfactory guidelines for teachers to plan so that skills, knowledge and understanding can be built on progressively as pupils move through the school. There are sufficient resources to support the subjects.
80. Looking at pupils' previous work in **art and design** books and discussions with pupils in Years 2 and 6 indicated that standards are similar to those expected in both year groups. Pupils in Year 2 spoke confidently and knowledgeably about 'sketching' characters from stories they have read showed a satisfactory understanding of how to mix colours. Their art and design books are used well to experiment with pencils and paint. Pupils in Year 6 were able to discuss satisfactorily the skills required for sketching, shading and perspective. They used specific vocabulary related to the subject such as perspective, landscape and portrait. The pupils' understanding of the work of famous artists was more limited. Pupils' achievement is satisfactory.

81. Talking to pupils in Years 2 and looking at a limited amount of completed work indicated that standards in Key Stage 1, in **design and technology** were at expected levels. Pupils in Year 2, talked securely about the vehicles they have made. They used vocabulary such as 'axle' and 'chassis' confidently and spoke about making 'jinx frames'. However, the teacher missed opportunities to allow them to experience using saws independently to cut wood for this work because it was pre-cut. Looking at **design and technology** books from pupils in Years 3 to 6 indicated that standards regarding the design element of the subject are at expected levels by the end of Year 6. No finished designs were seen. Pupils in Year 6 described how they made rockets with an alarm system. In a **design and technology** lesson seen in Year 6, pupils worked well together in mixed-gender groups, as they began to design a shelter that they were to make at a later date. In Year 3 pupils developed their understanding of packaging as they linked their lesson to art and design and mathematics. They worked hard making boxes whilst reinforcing vocabulary such as 'three-dimensional', 'cube' and 'cuboid'. Teaching in both lessons was satisfactory. The lessons were organised effectively. Clear instructions were given initially which enabled all pupils to get on with the task. Learning within the lessons was satisfactory. Pupils were judged to be working at expected levels.
82. In the **music** lesson seen in the Years 4 and 5 class, teaching was judged to be good. There were good opportunities for pupils to work together in mixed-ability groups. They did this successfully, as they looked at pictures of different world locations, and decided how they could represent the mood of the location using percussion instruments. The class teacher showed good subject knowledge and promoted literacy skills well. Learning was good because the teacher reinforced words specifically related to the subject such as 'the texture' of the music. A good range of musical instruments were available, including some from other countries. Pupils were judged to be working at expected levels. All pupils have many opportunities to sing in assemblies. Pupils were heard singing during a brief hymn practice. Standards in singing are satisfactory. Pupils sing tunefully and enthusiastically with good expression.
83. In the **physical education** lesson in Year 5, teaching was satisfactory. The teacher gave clear instructions, which resulted in the pupils clearly understanding what was expected of them. They developed satisfactory gymnastic sequences and had sound opportunities to perform and later observe the performance of others. However, the teacher did not always promote good listening skills and at times allowed pupils to talk whilst she spoke. Learning was satisfactory and clearly indicated that pupils were working at expected levels for their ages. There are good opportunities for pupils to take part in sporting activities such as netball and football after school.

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

### **Personal, social and health education**

84. The programme for personal, social and health education is good and includes the importance of developing a healthy lifestyle, sex education and drugs awareness. In addition, pupils discuss topics such as '*how to get on with each other*'. There are good, clear guidelines for teachers to plan lessons and personal, social and health education is planned for all classes. One lesson was seen in Year 5. It was a good lesson that sensitively informed the pupils about 'Childline'. The pupils then worked on developing a leaflet to advertise 'Childline'. The teacher linked this well with other topics, such as the importance of taking care of themselves. They concentrated well and worked maturely together. Previous work undertaken by pupils in all year groups indicates that pupils achieve well in this area. All pupils develop personal, social and health education folders and previous work is generally well presented. For example, in Year 6, pupils have sensitively written about what they do to avoid becoming stressed. By completing such activities, literacy skills are satisfactorily promoted in this area.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
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>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
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	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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