

## INSPECTION REPORT

### CLARENDON JUNIOR SCHOOL

Tidworth

LEA area: Wiltshire

Unique reference number: 126492

Headteacher: Mr A J Bostock

Lead inspector: Rosalind Johns  
22745

Dates of inspection: 26<sup>th</sup> to 28<sup>th</sup> January 2004

Inspection number: 255828

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll;	258
School address:	Ordnance Road Tidworth Wiltshire
Postcode:	SP9 7QD
Telephone number:	01980 607007
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Appropriate authority:	The governing body, Tidworth Junior School
Name of chair of governors:	Mrs C Wilson
Date of previous inspection:	May 1999

## **CHARACTERISTICS OF THE SCHOOL**

Clarendon Junior School is about the same size as other schools and has 139 boys and 119 girls in nine classes. The school serves an area of mainly Armed Forces and local authority housing. Fifty-seven pupils have special educational needs (SEN) although there are no statements of SEN. This is broadly average. There are few pupils from minority ethnic backgrounds. One pupil speaks English as an additional language which is below average. During the last school year, 45 pupils joined and 29 left the school at other than the normal times of entry and leaving. This rate of turnover is very high. Pupils' attainment on entry is variable but is below average or average depending on the year group. The school is taking part in the Primary Leadership Programme.

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## **INFORMATION ABOUT THE INSPECTION TEAM**

Members of the inspection team			Subject responsibilities
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9977	Fran Luke	Lay inspector	
15271	Brian Farley	Team inspector	Mathematics, design and technology, geography, physical education.
16492	Bob Lever	Team inspector	Science, information and communication technology, art.
2913	Sue Airey	Team inspector	Religious education, Special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Clarendon Junior School is giving its pupils a sound education.** Teaching and learning are satisfactory so that, overall, pupils achieve satisfactorily and reach average standards. Pupils with special educational needs (SEN) achieve well but more able pupils do not make enough progress. Satisfactory leadership and management are giving clear direction to the school's work as well as providing security and stability for the large number of pupils who join during the school year. The school faces very real barriers to achievement. Eighty per cent of pupils come from Armed Forces families so that the turnover of pupils is very high. This mobility also means that new support staff have to be trained more frequently and the school finds it difficult to recruit new governors. High housing costs leading to difficulties in recruiting teachers have resulted in staff being helped with army accommodation. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Very good induction procedures for pupils joining during the year help them to settle quickly into their new school.
- Pupils' attendance, behaviour and relationships are all good and are firmly rooted in the high quality of the school's provision for their personal development.
- The pace of some lessons is too slow to enable pupils to achieve well.
- Good provision for pupils with SEN ensures that they make significant progress but more able pupils are not always making the best use of their skills and talents.
- Pupils' serious approach to learning is shown in the care with which they approach their work and their pride in its presentation.
- Time is not always used efficiently during the school day.
- Good systems for looking after pupils' personal welfare and their involvement in the life of the school enable them to be secure and confident learners.
- Skilled support staff are not being used enough in larger classes where they are needed.
- Governors are committed to the pupils' interests and support the headteacher and staff well but they do not have the experience to challenge the school in its work.

There has been a satisfactory improvement since the school was last inspected in 1999. The best improvement has been in the provision for pupils with SEN which is now good. Standards in information and communication technology (ICT) are better and the school has a stronger focus on raising standards and improved systems for checking its success. Subject leaders have been given clearer responsibilities and more time to carry out their work. Standards in Year 6 are broadly the same as at the last 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	D	E	C	C
mathematics	E	E	C	D
science	D	E	D	D

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those who have similar percentages of pupils eligible for free school meals.*

**Achievement is satisfactory.** During the inspection, standards were average in English, mathematics and science, ICT, history, physical education (PE), personal, social and health education and citizenship (PSHCE) and religious education (RE). Science has improved since the 2003 national tests results because there has been a strong emphasis on pupils planning their own investigations. Not enough evidence was gathered to make reliable judgements about art and design, music, design and technology (DT) and geography. Pupils with SEN achieve well because

work is carefully matched to their needs. The overall achievement of more able pupils is unsatisfactory as procedures put in place to provide more challenging work for them are too recent to have had a significant impact.

**Pupils' personal qualities including their spiritual, moral, social and cultural development are good.** Their attitudes to learning, behaviour and relationships are good so that pupils learn together in a happy atmosphere. Attendance is good and pupils are keen to start work.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. The overall quality of teaching and learning is satisfactory.** Teachers manage pupils carefully and sensitively so that they are not afraid to ask questions and say when they do not understand. This makes for a happy partnership in learning. In some classes, there is not enough sense of urgency in teaching and pupils relax into a comfortable rate of working. The school day is not organised well enough to make the best use of time available. A broad range of activities outside the classroom effectively brings the curriculum to life. Good levels of care help pupils to grow in confidence as learners. Good links with other schools and colleges mean that the school can draw on outside resources and expertise to help pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher and deputy ensure that there is a caring, friendly ethos, a real sense of teamwork among staff and a clear focus on improvement. There are some sound systems in place to bring about improvement but they are not always being carried out quickly or sharply enough. Governors use their interests and skills well to help the school but they do not pay enough formal visits to the classroom to get a better view of its strengths and needs. All statutory requirements are met.

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

Parents are generally happy with most aspects of school life. A few had concerns about homework but this was found to be good. Nearly all pupils stated how much they liked being at the school and some said that there was nothing they wanted to change. In discussion, they said how much they liked their teachers and felt that they listened to their ideas.

## **IMPROVEMENTS NEEDED**

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

- Improve the overall quality of teaching, learning and achievement especially for more able pupils.
- Make more efficient use of time during the school day.
- Use the expertise of support staff in larger classes of younger pupils where it is needed.
- Provide training for governors to give them the confidence to question and challenge the school's work.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

## STANDARDS ACHIEVED BY PUPILS

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

Overall, achievement is satisfactory. This includes pupils from minority ethnic groups and the pupil who speaks English as an additional language. Achievement for pupils with SEN is good but more able pupils do not always achieve as well as they should. Overall standards are average in Year 6.

### Main strengths and weaknesses

- Standards in English and mathematics are rising in the national tests because the school is using performance data more accurately to pinpoint problems.
- There has been a good improvement in standards in ICT but it is not being used enough in other subjects.
- There is a stronger emphasis on enquiry and investigation in science.
- Pupils with SEN make good progress in basic skills and in confidence and attitudes to learning.
- More able and gifted and talented pupils are not always being encouraged to think more deeply about subjects.
- Assessment information is not being used sharply enough to raise standards in some subjects.
- Across the school, pupils take pride in the presentation of their work.

### Commentary

1. Standards in the end of Year 6 national tests in 2003 were average in English and mathematics and below average in science. Compared with similar schools with similar proportions of pupils who are eligible for free school meals, standards were average in English and below average in mathematics and science. Eighty per cent of pupils in this school come from military families so that the turnover of pupils is very high. Only 35 per cent of the pupils who took the national tests in Year 6 in 2003 actually entered the school in Year 3. In comparison with similar schools with large numbers of pupils from Armed Forces families identified by the local education authority, results were above average in English and mathematics and average in science.

2. Overall, standards are broadly in line with the national trend. In English, standards have risen year on year except for a dip in 2002. There was a sharp rise in standards in mathematics in 2003 after a steady decline whilst standards in science have fluctuated. The general upward trend in pupils' attainment in English and mathematics in the national tests is because the school now has a much more self critical and analytical approach to its performance and has used information gained about these subjects to sharpen its focus on raising standards especially in reaching the average Level 4. Numbers of pupils reaching the higher Level 5 in these subjects and in science are still too low.

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

Standards in:	School results	National results
English	27 (24.8)	27 (27)
Mathematics	26.6 (24.5)	27 (26.7)
Science	28 (26.1)	28.8 (28.3)

*There were 42 pupils in the year group. Figures in brackets are for the previous year*

3. The findings of the inspection are that, in Year 6, standards are average in English, mathematics, science, ICT, RE, history, physical education and PSHCE and achievement is satisfactory in all

these subjects. No difference in achievement was noted between boys and girls. Satisfactory teaching and learning and leadership and management in these subjects are promoting average standards. There was not enough evidence gathered to make valid judgements about standards and achievement in DT, geography, music and art and design. Where the evidence allows comparisons to be made, these judgements are the same as they were when the school was last inspected. An exception is ICT where standards have improved from below average to average and the key issue for action from that inspection has been well addressed. This is the result of the staff's increased confidence through training, a new ICT suite, new subject leadership and more widespread use of the internet. Standards in science in this inspection were judged to be higher than the 2003 national tests results because pupils are now given more opportunities to extend their investigative skills by finding answers to questions for themselves. Progress in reading is not as good as at the last inspection for reasons outlined in the subject section of this report. Standards in Year 3 were judged to be below average in five of the seven lessons observed but this particular year group entered the school at below average levels.

4. Standards in many subjects have not risen since the previous inspection because of the satisfactory quality of teaching and learning across the school and because assessment information is not being used precisely enough in some classes to adjust teachers' planning, adapt teaching styles and match work carefully to pupils' individual levels of understanding and need. This is especially significant in the case of more able pupils and there is insufficient analysis of why not enough of them reach the higher Level 5. As a result, some of them are working well within their limits, for example, when they are all given the same task in a Year 5 upper ability set in English. In some lessons, the degree of challenge given is not inspiring or imaginative enough to make demands upon the most able within the group. Although the school is developing its provision for the more able and gifted and talented, it is still too early to have had an impact.

5. Pupils who have SEN make good progress towards the targets set for them. This is because the targets in their individual education plans (IEPs) are specific to their needs, and they are achievable. The care and support offered by the teaching assistants and specialist teachers who work with them further this good progress and raise self-esteem.

6. Literacy and numeracy skills are developed satisfactorily across the curriculum. In ICT, a good range of new technology is being used to improve pupils' skills but, although it is being used in other subjects, it is not developed well enough. Throughout the school, there are high standards in the presentation, organisation and neatness of pupils' work which reflects their confident and careful approach to learning. Discussions with pupils and their views in the questionnaires showed that they were expected to work hard at all times. Parents were also happy with the progress made by their children.

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

Pupils' attitudes and behaviour are good. Their attendance is good. Pupils' spiritual, moral, social and cultural development is good overall.

### **Main strengths and weaknesses**

- Pupils' attendance is above the national average. Unauthorised absence is well above the national average.
- Pupils show very good levels of interest in school life.
- Pupils behave well in lessons and around the school.
- Relationships between pupils, and between pupils and adults, are good and there is a high degree of racial harmony.
- Pupils with SEN have good attitudes to their work
- Pupils have a good understanding of moral and social values and apply them well.
- Wider aspects of spiritual education are not specifically planned into the curriculum.



## Commentary

7. Attendance is above the national median and is, therefore, good. Unauthorised absence is well above the national median, but this is monitored well and parents are asked for reasons why their children are absent from school. The school has recently begun to monitor attendance electronically to enable staff to monitor the situation much more closely. Punctuality to school during the inspection was good as pupils are eager to come to school and to arrive on time. There were no exclusions at the school during the year before the inspection.

8. Pupils show a very high level of interest in their lessons and concentrate well on their work. They take great interest in the large number of out of school activities on offer to them. Behaviour is good, around the school and on the playground. In lessons, pupils generally behave well. Behaviour is better in classes at the top end of the school, where it is sometimes very good, but satisfactory in classes lower down the school. Pupils are aware of the school and class rules and understand the difference between right and wrong. At the pre-inspection parents' meeting, parents confirmed that they thought behaviour was good, and that the school took "no nonsense". Most parents had no experience of their children being bullied, and were happy that rare cases cited were dealt with effectively. There are high levels of racial harmony throughout the school.

9. Pupils have good opportunities for taking on additional responsibility such as membership of the recently established School Council. There is also a 'buddy' system where Year 6 pupils are paired with pupils from Year 3. There are House Captains whose jobs are to help with the younger pupils during wet play, and to help out around the school at lunch and play times. Pupils respond well to these opportunities. In their questionnaires, nearly all pupils said that they mainly liked being at the school and that other pupils were friendly and generally behaved well.

10. Pupils with SEN behave well and work hard. Those with SEN who are new to the school are well supported by teachers and teaching assistants and other pupils also value their contributions. They soon feel part of the whole school community.

11. Pupils' moral and social development is good. This is because there is a strong emphasis by the headteacher upon the development of moral and social values. For example, pupils are well aware of the principles of fairness, respect and courtesy. They apply their understanding of these values in practical situations. The promotion of good values is reinforced in PSHCE lessons and in assemblies. In addition, the school makes good use of rewards such as 'Golden Time'. This encourages pupils to have positive attitudes and to make good efforts in their work. They learn about different cultural traditions through RE and subjects such as geography. For example, they have learned about aspects of Indian village life or about Aboriginal traditions from an Australian teacher. Pupils have some understanding of spiritual values through assemblies. However, the wider and non-religious aspects of spirituality in English, art and design, music and science, are less evident because spiritual elements are not systematically planned into the curriculum.

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

Authorised absence	
School data:	3.6
National data:	5.4

Unauthorised absence	
School data:	1.3
National data:	0.4

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
227	0	0
1	0	0
2	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 by the school is satisfactory. The strongest features are provision for pupils with SEN, activities outside the classroom, the levels of care for pupils' welfare, and links with other schools and colleges. Areas needing improvement include some aspects of teaching and learning, using assessment carefully to adapt planning, the use of time during the school day and ICT across the curriculum.

### Teaching and learning

The quality of teaching and learning is satisfactory. Assessment is satisfactory.

### Main strengths and weaknesses

- Good relationships in the classroom create a happy environment for learning.
- The quality of teaching for pupils with SEN is good and they are included well in all aspects of class lessons.
- Skilful questioning helps pupils to make the best use of previous learning.
- Good use of homework reinforces learning in the classroom.
- The pace of many lessons is comfortable rather than challenging.
- There is a good partnership with teaching assistants but they are not always used where they are needed most.
- Assessment information is not being used sharply enough to give more able pupils the right blend of help and challenge in lessons.
- Marking gives pupils clear and constructive indications about how they can improve.
- Targets help pupils to know what they are working towards.

### Commentary

12. Teaching and learning are satisfactory overall and satisfactory in all subjects where judgements could be made. The number of good lessons was not as high as in the previous inspection although there was no unsatisfactory teaching. Teaching and learning are stronger towards the top of the school and almost two thirds of lessons are good in Year 6. In one Year 6 class, teaching and learning are consistently good and pupils achieve well. Teaching across the school has common strengths including good teamwork with teaching assistants, clear explanations and demonstrations, support and encouragement of all pupils and firm guidelines for pupils' response and behaviour. Ninety-four per cent of pupils in their questionnaires said that they mainly found lessons interesting and fun and 97 per cent felt that they generally learned new things in lessons. Nearly all parents considered that teaching was good and that their children were expected to work hard.

#### **Summary of teaching observed during the inspection in 35 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	0 (0%)	9 (26%)	26 (74%)	0 (0%)	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.*

13. There is a very positive work ethos in the school which is founded upon teachers' careful management of pupils' behaviour. They value pupils' contributions and treat mistakes sensitively so that the atmosphere in the classroom is supportive and friendly. This means that pupils are not afraid to express their ideas, ask questions and say when they do not understand. In a Year 4 lesson when pupils were discussing the qualities of a king, the teacher used lots of praise to reward their efforts so that pupils talked knowledgeably about the power and importance of a Tudor king. Teachers are also good at asking questions which make pupils think a lot before giving their ideas. In a Year 6 mathematics lesson about different types of graphs, the teacher's searching questions challenged pupils to think carefully and to explain their reasoning. Teachers also introduce and

reinforce specific language so that pupils learn to use technical terms quickly and naturally. In spite of parents' concerns, homework is used regularly and constructively.

14. In a Year 5 lesson about recognising different dynamics in a piece of music, the teacher moved the lesson on briskly by his lively interaction and spirited approach to the topic. This crisp pace meant that pupils grasped concepts quickly and really enjoyed their music making. However, a major weakness is the pace of teaching. Sometimes, there is no real sense of urgency. Pupils are quick to pick this up so that time and momentum are lost. They adopt a leisurely rate of working and do not cover as much ground as they could in lessons. Occasionally, teachers talk too much. This means that the pace flags; pupils' good behaviour masks passive listening and they do not finish the task set. These features were also noted at the last inspection. Lack of organisation by teachers sometimes results in valuable learning time being lost. In some classes where there are younger pupils, teachers do not have good strategies for coping with a few pupils' behaviour and they have to waste time re establishing control. There is close and effective teamwork between teachers and teaching assistants but support staff are not always deployed where they are needed most especially in larger classes in the lower school.

15. Teachers' expectations of more able pupils are not always high enough. For example, in some English and mathematics lessons in the upper school, pupils in 'sets' all do the same work. However, some could be capable of higher achievement as these large 'sets' still encompass a wide range of abilities. The quality of teaching and learning for pupils with SEN is good. Pupils are given work that is appropriate for their needs and levels of attainment, and they receive good support from teachers and assistants. In addition small groups and individuals are taught for short sessions to take part in specialist work. Pupils benefit from the specialist inputs and there is good dialogue between the specialist teacher and class teacher to ensure continued support. This is a good improvement from the previous inspection. Teaching and learning for the pupil who speaks English as an additional language is satisfactory and there is good liaison with the support teacher who visits weekly.

16. Assessment is satisfactory overall and there has been a sound improvement since the last inspection. The school has a comprehensive range of assessments which are carried out regularly. They are used appropriately to build up a clear profile of pupils' achievement in English, mathematics and science. However, in English, they are not being used to track progress carefully and set targets for pupils to achieve from term to term. Some teachers use observations and notes satisfactorily to plan subsequent lessons around pupils' attainment and response. However, formal and informal assessments are not always accurately used by teachers to change what they will teach in future lessons. This means that not all lessons are planned to include the right kind of work for pupils which they can do but which has a good degree of challenge. Teachers mark work regularly and give pupils good pointers so that they can improve. In the best practice, for example, in English in Year 6, marking is analytical and evaluative and shows pupils clearly what they have to do to achieve higher National Curriculum levels. Good use of targets also help pupils and teachers to focus on the specific skills needed to move on to the next stage. Year 6 pupils talk confidently about what they have to do to improve the quality of their work to reach the next National Curriculum level.

17. For pupils with SEN the school uses assessment data from teachers and standardised tests to inform target-setting procedures in IEPs. Assessments made on entry to the school, at all times in the school year, enable early identification of pupils needing extra support.

## **The curriculum**

Curricular provision is satisfactory overall. Provision for pupils' learning outside of the school day and for the development of their interests is good. The accommodation and resources of the school provide good support to meet the needs of the curriculum.

## **Main strengths and weaknesses**

- The needs of more able pupils are not fully met.

- Provision for pupils with SEN supports good progress and achievement
- IEPs are of good quality but handwritten which increases the workload.
- Teaching assistants are not always deployed where they are needed most.
- The timetable does not clearly identify how time is used and some time is wasted.
- The school provides good opportunities for pupils outside lessons.
- Accommodation and resources provide a good basis for pupils' learning.

## **Commentary**

18. The school has started to identify pupils who are more able. However, this identification is in its early stages and is not rigorous or wide-ranging enough to ensure that all more able pupils are fully included. The provision made for more able pupils does not always challenge them as much as it should. In English and mathematics in Year 5 and Year 6, they are taught in 'sets', but work is not always matched closely enough to their individual capabilities. The school is aware of the need to improve provision for more able pupils.

19. Provision for pupils with SEN is good. Pupils are taught in targeted groups for literacy and make good progress. In addition, care is taken to ensure that pupils are in range of groupings for a variety of subjects in order to be able to contribute in different ways. Pupils also change groups when good progress is made. IEPs are of good quality and have clear, specific targets, which address pupils' needs very well. This is a good improvement since the previous inspection. However, they are handwritten and require much time to reproduce.

20. There are a sufficient number of teachers to match the demands of the curriculum. However, the use of teaching assistants to support pupils' learning is not monitored carefully enough to enable them to be deployed efficiently. Often pupils, usually those with SEN, are withdrawn from lessons rather than having support in class. The use of teaching assistants to support pupils who are more able is also limited. There is not always enough support for teachers in large classes of younger pupils where it is needed most. The school is aware of this issue and plans to improve provision when funds are available.

21. The timetable does not identify clearly enough the time allocated to all learning activities and there is slightly less allowed for teaching each week than the recommended minimum. The organisation of pupils together in 'sets' for lessons often takes too long and time is wasted. Arrangements for guided reading have only just been established and pupils still spend a lot of time in silent reading. The curriculum provided is broad, balanced, and regularly checked for coverage of subjects and for effectiveness. The school has made a sound start in introducing more flexible and closer links between subjects as part of its coordinated curriculum project in response to Excellence and Enjoyment. For example, in Year 5, there are good links between science, geography, literacy, ICT and RE using water as a central theme.

22. A good range of activities is provided for pupils outside regular lessons. This is of distinct benefit to them and enhances their educational experience. For example, they can take part in a range of sporting and cultural activities such as football, netball, gym, dance, choir, guitar, chess and art clubs. Visitors and visits provide additional educational experiences for pupils. Visitors have included theatre groups, a circus workshop and a local military band. Visits have taken place to the railway museum at Swindon, the ruins of Old Sarum and the Isle of Wight for a residential stay for pupils in Year 6.

23. Pupils benefit from good quality accommodation and learning resources. Teaching areas are spacious and used well. However, the library does not provide an attractive and welcoming area in which pupils can read, browse or do research. The grounds offer particularly good facilities for games and investigative work in a number of subjects.

## **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is good. The school provides good support, advice and guidance for pupils based on the monitoring of their achievements and personal development. The involvement of pupils through seeking and acting on their views is good.

### **Main strengths and weaknesses**

- Very effective strategies are in place to minimise the impact of pupils moving in and out of the school.
- There are good procedures for health and safety, child protection and first aid.
- Adults know pupils well and provide good levels of care for all their needs.
- Pupils feel well supported by all staff in the school.
- The involvement of pupils in the school's work and development is good.
- Good systems are in place for monitoring pupils' personal development.
- Pupils with SEN are well supported.

### **Commentary**

24. There are good induction arrangements for pupils when they start at the school in Year 3 and when they leave to join the secondary school. Very good induction procedures for those joining during the year give pupils the confidence and security to settle quickly. After an initial adjustment period, pupils are given a range of tests to identify their learning needs and to ensure that they are allocated to appropriate groupings. This is supported by very effective pastoral care including a 'buddy' system with links to their home or to a regiment. Procedures for receiving and transferring pupils' records between schools are very efficient. Parents confirm that they are happy with the arrangements to help their children settle at the school and when they leave.

25. The school has good health and safety procedures in place. Staff make regular health and safety checks and carry out risk assessments. Regular checks are made to grounds, buildings and equipment. The headteacher is the nominated officer for child protection procedures and has received appropriate training. All staff are briefed on the procedures and are well aware of the need to inform the headteacher should they have any concerns. Arrangements for the administration of first aid and for the care of children who are unwell, or who have specific medical needs are very effective and help them to feel safe and secure at school. Parents feel their children are happy in the school and that they are well cared for.

26. There are good procedures in place for monitoring pupils' personal development as they move through the school. Staff know the pupils well and provide good levels of care for them, as well as being good role models for behaviour. All adults, who work in the school, form close and trusting relationships with the pupils. Pupils confirm that they feel safe and secure and that there are always a number of adults to go to if they are worried or need help or comfort. Pupils are also happy that teachers listen to their ideas. They are committed to the School Council, which they feel is effective in raising their views about the school. The school started a Breakfast Club last term.

27. Pupils with SEN receive good levels of care, support and guidance. Identification is clear and a variety of assessment procedures are used. They are given work that is pitched at appropriate levels for their development. Pupils' progress is monitored carefully as they move through the school.

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

The school's links with parents and the community are satisfactory. The school's links with other schools are good.

### **Main strengths and weaknesses**

- Parents have very positive views of the school.
- Parents and children in Year 3 enjoy taking part in the SHARE project.
- Written reports do not show pupils' progress in relation to national standards.
- Communication with parents of pupils with SEN is good.
- Links with other schools are used well to promote achievement.

## **Commentary**

28. Parents and carers have positive views of the school. Nearly all feel that their children are making good progress, standards of behaviour are high, teaching is good and there is a good work ethos. At the pre-inspection parents' meeting, they said that they generally felt comfortable about approaching the school, but some expressed slight concern over the information provided for them. They felt that they did not receive enough information about the curriculum, or about future events. The inspection found that the information provided for parents by the school is satisfactory, but agreed with the parents' views that more could be done to keep them informed. In Year 3, parents and children have the opportunity to take part in the SHARE project every fortnight and take part together in activities such as model making and shopping.

29. The school does not have a Parent Teacher Association because of the high mobility of pupils, but many parents support the school by helping with fundraising activities throughout the year. Most parents support their children at home by helping with homework. A small number of parents come into the school and help in the classrooms.

30. There are opportunities for parents to meet staff informally to discuss their children's progress as well as formal consultation meetings. Written annual reports for parents are satisfactory: they inform parents what their children, know, understand and can do, and give areas for development. However, they do not give parents an understanding of where their children are in relation to National Curriculum levels.

31. There are good links with the feeder infant school and with the secondary school. Staff and pupils make a number of planned visits to the schools before transfer, which allow pupils to adjust to the changes easily. The headteacher and staff meet teachers from other schools regularly as part of the local "cluster group" of schools. The school also hosts the "more able" cluster group and a talk from the Garrison Commander about military matters which affect those schools concerned.

32. The school has satisfactory links with the local community. There are links with the Army Welfare Service, which help the school to keep abreast of pupils who may be moving on. There are also links with two of the local churches, civilian and army, and pupils visit the churches as well as the two vicars coming into school for assemblies. Civilian and Ministry of Defence police also come into school and work with the pupils on topics such as the Drugs Awareness Resistance Education project and road safety. The school participates in a number of sporting activities with some of the local schools.

33. Parents of all pupils who have SEN have good links with the school and, together with teaching staff and teaching assistants, support the target setting process. The level of liaison is good and has improved considerably since the last inspection when they were insufficiently involved in reviews. The school also ensures good working links with the infant school to help to make early assessments and, in addition, liaises well with secondary schools to ensure a smooth transition to the next school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory overall. The leadership of the headteacher is satisfactory. The management of the school is satisfactory. The leadership of other staff is satisfactory. The school's governance is unsatisfactory.

## Main strengths and weaknesses

- The headteacher leads by example in tackling the school's barriers to achievement.
- The school is building up an objective picture of its performance in order to raise standards.
- The role of subject leaders is not fully developed.
- Checking the quality of teaching is not rigorous enough.
- The pace of change and improvement is not fast enough.
- Good leadership and management of SEN and good support from link governor.
- Governors do not sufficiently challenge the school's work.

## Commentary

34. The thoughtful leadership of the headteacher gives sure direction to the work and development of the school and continuity and stability for pupils and staff. He also encourages teachers to have the flexibility, ability and willingness to adapt to the constantly changing circumstances of the school. This is very important in view of the barriers to achievement which the school works hard to overcome. As 80 per cent of pupils are from Armed Forces families, levels of mobility among pupils are very high, for example, only 35 per cent of Year 6 pupils who took the 2003 national tests entered the school in Year 3. Sixty-six pupils who make up the current Year 6 have had a total of 215 school placements between them. The turnover of military personnel means that support staff have to be trained more frequently and governors are very difficult to recruit. High housing costs have led to problems in the recruitment and retention of teachers although they are now being treated as key staff and are given army accommodation to overcome this. The headteacher's vision for the future expansion of the school and for a broad, balanced and creative curriculum without loss of rigour has been shared with staff and governors so that there is a strong team spirit and a conviction that pupils' needs come first. All staff are fully committed to including every pupil in the school's work. However, more able pupils do not have equality of opportunity as they do not make as much progress as they should.

35. At the previous inspection, weaknesses in aspects of the leadership and management of the school were identified mainly because of the lack of a clear focus on raising standards. The school now has the systems and the planning in place to ensure that these issues have been addressed satisfactorily. Since that time, leadership has sharpened its focus on raising standards. The school has adopted a much more self-critical approach which helps it to keep abreast of issues as they arise or develop. Information from a scrutiny of data, tracking of pupils' progress and examination of their responses in national and internal tests is now used in a much more systematic and analytical way so that difficulties are highlighted and programmes of action put in place to tackle them. For example, work on word problem solving and data handling in mathematics led to higher standards in the 2003 national tests. However, the school does not always use these improved skills in analysing and interpreting data sharply enough to adjust planning, adapt teaching styles and provide work that is closely matched to pupils' needs. This is particularly true in the case of more able pupils who are not always allowed to be more adventurous in their learning. Data are not shared among all staff sufficiently to encourage them to take whole school responsibility for pupils' achievement in Year 6.

36. The school development plan is now satisfactory in guiding future developments and has a much stronger focus on raising standards. It maps out relevant priorities but does not identify which are the most important and, in some cases, evaluation is not sharp enough to enable the school to determine when it has successfully met its goal. There is an insufficient emphasis on what teachers need to do to improve their practice in order to raise standards, especially for more able pupils, across the curriculum. The roles and responsibilities of subject leaders are now much better defined than at the last inspection and more time is allocated for them to monitor, evaluate and develop their subjects. Initiatives such as the half termly work scrutiny and twice yearly review of professional targets give them a good overview of topics. However, outside English, mathematics and science, they are not carrying out classroom observations to give them a clear view of priorities and trends for improvement.

37. The monitoring and evaluation of teaching and learning by the headteacher and deputy are now well developed with a regular programme of observations and feedback. Arrangements for Performance Management are also well-established: teachers' objectives for improvement are closely linked to whole school targets and there is a clear programme of continuing professional development for all staff. The school has a good reputation for Initial Teacher Training. Induction arrangements for newly qualified staff are good. However, monitoring of teaching and learning is not rigorous or developmental enough to confront problems decisively and to put robust procedures in place to address them. Although there was no unsatisfactory teaching during the inspection, there was not enough good or very good teaching to raise its overall quality. All these factors relating to the review and use of assessment information, teaching and learning and subject leadership mean that the quality of teaching and learning and pupils' achievement are not improving at a fast enough rate.

38. The SENCO and headteacher work closely together to create the good provision for pupils with SEN. The policy for SEN has been reviewed and is now in line with the revised Code of Practice. The SENCO leads a strong team of assistants who are well trained and provide clearly focused and appropriate work for pupils. This makes a significant contribution to the pupils' good achievements. The link governor for SEN also meets with the SENCO on a regular basis and also reviews the IEPs and the provision. The school has made good progress since the previous inspection.

39. There has been a high turnover of governors since the last inspection and most are relatively new to the role. Problems in recruiting new governors are shown by the fact that there are currently five vacancies on the governing body. They are soundly led by an experienced Chair who has kept a very keen eye on the school's greatly improved provision for pupils with SEN. Governors are supportive and committed and have set their own development plan over the next four years. However, their systems for gaining information about the school are not comprehensive enough. Not all are aware of national performance data and there is no structured programme of visits to give them a sufficient and up to date understanding of the school's strengths and needs. This means that they cannot be involved in the earliest stages of school development planning or challenge and question the school when needed. The school meets all statutory requirements.

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

Income and expenditure (£)		Balances (£)	
Total income	507,137	Balance from previous year	2,640
Total expenditure	514,591	Balance carried forward to the next	-4,814
Expenditure per pupil	2,277		

40. The school's deficit budget is caused by an unexpected increase in the number of pupils in the school and will be redressed by the end of the financial year. Governors ensure that they get good value for money when making spending decisions and consider a variety of options, for example, the cycling project. They also have effective procedures for checking the results of expenditure on standards such as the new computer suite, and the new mathematics scheme measured against pupils' results in the national tests.



## PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

### SUBJECTS IN KEY STAGE 2

#### ENGLISH

##### English

Provision in English is **satisfactory**.

##### Main strengths and weaknesses

- Most pupils are active and attentive listeners.
- Pupils read accurately and fluently but not always with appropriate expression.
- Pupils' creative writing is often inventive and thoughtful.
- High standards in the presentation of pupils' work.
- Overall lack of pace and challenge in some lessons for all pupils to achieve well.
- Guided reading sessions still in early stages of development.
- Targets give pupils a good incentive for higher achievement.
- Marking gives clear indications about how pupils' work can be improved.

##### Commentary

41. Overall, standards in English are average in Year 6 and pupils achieve satisfactorily. This is the same as the findings of the last inspection so that improvement has been satisfactory. The achievement of pupils with SEN is good due to effective support and small group teaching for older pupils. At times, the work given to more able pupils lacks challenge so that they do not always achieve as well as they should.

42. Standards are average in speaking and listening. In Year 6, some pupils express their ideas confidently and thoughtfully and answer questions clearly and concisely. Others find it more difficult to choose precise words to convey their opinions. In a Year 6 lesson on writing an effective argument against the harsh conditions in Victorian factories, pupils showed a real delight in the richness of language as they discussed the topic. They are also accurate and responsive listeners so that they understand what is expected of them and settle to work without delay. In assembly, older pupils listened closely to the Islamic tale of *Raoul the Beggar* and were able to appreciate the moral of the story. Teachers do not extend pupils' confidence enough as speakers through activities like drama, role play and hot seating.

43. Reading skills are average in Year 6. Many pupils read with a degree of confidence, accuracy and pleasure. Although some of them have a sound understanding of characters, events and ideas in the text, they are unable to talk about the twists and turns of the plot and the interplay of characters. More able pupils cannot always detect hidden meanings or predict possible outcomes. In general, pupils do not use their voices expressively to convey emotion or build up a sense of drama in their reading. Guided reading sessions have only been introduced this term. This means that they have not yet had an impact on pupils exploring texts with greater insight and skill or realising how expressive reading can bring the text alive and affect the enjoyment of the reader. Focus groups receive good support from the teacher but there is too much silent reading in the case of other pupils. Unlike the last inspection, pupils have sound skills in researching information from books and other sources.

44. Standards in writing are average in Year 6. Pupils in that year group write in an interesting and challenging range of styles and show greater confidence in exploring ideas and experimenting with language. They plan and draft work carefully. Some write with flair and pace and perceptively vary style and mood but, in the case of others, output is small and ideas are not sustained consistently enough. Pupils are encouraged to be bold and innovative in their creative work. For example, Year 6

pupils' *What is ...?* colour poems and Year 3's *Jack Frost* are lively in content and full of arresting images. Work on grammar is good and most pupils have a sure grasp of spelling and punctuation rules. Handwriting is well established and fluent and most pupils try very hard to make it neat and legible. Even the youngest pupils take a justifiable pride in the presentation of their work. ICT is used satisfactorily to develop pupils' editing skills.

45. Overall, the quality of teaching and learning is satisfactory although it gathers momentum at the top of the school. Teachers' calm and efficient management of pupils creates a friendly and supportive atmosphere where most pupils try to do their best. In a Year 6 lesson about comparison of adjectives, pupils had some imaginative ideas about adding interest and excitement as they built up complex sentences because the teacher used plenty of praise to reward their efforts. Teachers are also good at asking questions which encourage pupils to think about what they are going to write and how to frame their ideas properly. In another Year 6 lesson, the teacher's probing questions meant that pupils were able to work out the structure of the argument they were going to write. Teachers also interact well with individuals and groups to develop their responses and anticipate difficulties. In a Year 5 lesson about myths from other cultures, the teacher moved quickly around the groups encouraging pupils to be creative and original by introducing magical monsters and adventurous vocabulary to enliven their myths. The main weakness in teaching is the lack of pace and vitality in some lessons so that pupils relax into a leisurely rate of working and their output is not good enough. This sometimes causes an underlying restlessness in the classroom, especially with younger pupils. Extension tasks for more able pupils are not always sharply defined or imaginative enough to give them the right degree of challenge.

46. The leadership and management of the subject are satisfactory. The subject leader has an overview of the subject through half termly analyses of work and leading an English working party but there have not been enough recent classroom observations to give him insight into the subject across the school. Marking is very constructive and there are some challenging comments to help pupils think more deeply about their work. Targets have also helped pupils to raise expectations of their own performance and are a good springboard for improving standards.

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

47. The development of language and literacy in other subjects is satisfactory. For example, in science, Year 5 pupils make leaflets to illustrate to younger pupils the dangers and benefits of different gases. There are particularly good links with history as Year 6 pupils write a letter to the Prime Minister complaining about the harsh conditions in Victorian factories, Year 5 pupils write their own myths linked with studies of Ancient Greece and Year 4 look at Tudor banquets as part of understanding texts. However, some worksheets do not develop pupils' recording skills and narrow their awareness of the purposes of writing.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Good improvement in national test results in 2003, but too few pupils at higher level.
- Teaching and learning satisfactory overall, but with some good and weaker features.
- Time lost when "sets" assembled.
- Pupils' work not always well matched to their needs.
- Priorities for development identified but not enough detail about achieving improvement.
- Good monitoring of teaching and learning and assessment and tracking developed well.

### **Commentary**

48. Standards reached by pupils in Year 6 are average. The results of the national tests for 2003 indicate a similar picture and this was a good improvement over previous years. However, too few pupils reach the higher Level 5, a similar situation to that reported in the previous inspection. In most of the lessons seen, pupils were able to carry out various mathematical tasks, but some were restricted by their limited ability to explain their understanding of what they did or were to do. Therefore, their skills and understanding in investigative work and mathematical problem solving are relatively underdeveloped. In the Year 3 lessons seen, the standard of pupils' work was below average. Achievement, which takes account of the capabilities of pupils, is satisfactory overall. Pupils with SEN generally have satisfactory achievement for their capabilities.

49. The quality of teaching and learning is satisfactory overall, but with some variations. Pupils made good progress in lessons where teaching was challenging, but realistically so. For example, in a good Year 6 lesson, progress was good because teaching was imaginative with a sharp focus upon the use of questioning. Particularly effective was questioning that challenged pupils to explain what they knew. This helped them to put their understanding into words and to strengthen their grasp of key ideas. This method of teaching probed pupils' understanding and demanded that they thought hard about the problems that they had to tackle, for example, to work out what type of information was contained in a line graph from very few given clues. In some other lessons where pupils had to interpret questions, there were often insufficient opportunities for investigative discussion and analysis of questions or tasks. Therefore, too many pupils became muddled, confused, and made slow progress and mistakes in understanding. In most lessons, teachers had good expectations of pupils. They were well managed and relationships were consistently good and this made a valuable contribution to their progress. Almost all of the pupils' work seen was neatly set out and carefully marked to help them improve. In lessons, they were normally eager to learn and attentive except when teachers talked for too long. Sometimes, pupils became restless and lost concentration because of this. Therefore, they had insufficient opportunities to do the practical work to enable them to gain better understanding and consolidate their knowledge. Pupils in Year 5 and Year 6 are taught in "sets" of similar ability. However, within these 'sets', there is not always a close enough match of work to the varying needs of pupils. This means that they usually all do the same tasks, whereas the most able within the set are capable of more challenging activities.

50. Leadership and management are satisfactory. The coordinator has identified areas for development and these are set out in an action plan. However, there is inadequate detailed information about strategies to be used in order to achieve improvements and particularly to raise the percentage of pupils reaching national Level 5. The monitoring of teaching and of pupils' work has provided valuable information about what needs development. For example, the school has identified the need to help pupils refine and extend their understanding in mathematics through the use of language. However, strategies to achieve this have not been clearly established

51. There has been satisfactory improvement since the previous inspection. Pupils' use of mental strategies has been improved and the assessment and tracking of their attainment and progress have been developed well.

### **Mathematics across the curriculum**

52. This is satisfactory. Pupils use mathematics in aspects of science such as data handling and making graphs of temperature changes. In geography, they interpret graphs, for example, the range of snowfall in Alpine regions over a year. In history, they have used Victorian census data and in DT, they use measurement in the design and making of cam-operated toys.

## **SCIENCE**

Provision in science is **satisfactory**

## **Main strengths and weaknesses**

- Pupils have more opportunities to carry out investigations.
- Teaching and learning are satisfactory with some good features across the school and particularly for older pupils.
- Pupils have good attitudes to the subject.

## **Commentary**

53. In Year 6, pupils reach broadly average standards as they did at the previous inspection. This is an improvement on last year's 2003 results in tests and results from a greater emphasis placed on scientific investigations. The percentage of pupils likely to exceed the national expectation (Level 5) remains below average. Improvement since the last inspection has been satisfactory.

54. The quality of teaching and learning is satisfactory overall. This leads to satisfactory achievement and steady progress as pupils go through the school. In most lessons, pupils showed good attitudes to their learning. They enjoyed the subject and were generally enthusiastic and attentive. When involved in investigations, they worked sensible with due regard to safety issues. In lessons seen, teachers managed pupils well and provided a good working environment. Pupils worked co-operatively in pairs and groups. In a good Year 6 lesson about classifying animals using a key, the teacher was enthusiastic and lively and pupils were highly motivated. There was a real buzz of excitement and all achieved well. The level of challenge was good and the teaching assistant made a significant contribution in supporting groups of pupils. In a Year 5 lesson, pupils were able to identify gases and some uses and carried out activities methodically together. Year 4 have looked at circuits in electricity and have represented them diagrammatically in symbols. Following their visit from a builder, Year 3 pupils are carrying out work on materials and their properties.

55. Leadership and management are satisfactory. The subject leader is new to the post. She monitors pupils' work and teachers' planning but has not yet had the opportunity to monitor teaching in the subject. The subject soundly supports skills in literacy and numeracy. Pupils are developing scientific vocabulary and have appropriate opportunities to talk about their findings from investigations. In mathematics they collect and display data and have opportunities to measure capacity, time, temperature and forces. The use of ICT in the subject is limited in terms of presenting findings and handling data. Equipment for monitoring external events is available and its use is planned for next term.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

The provision for ICT is **satisfactory**.

## **Main strengths and weaknesses**

- The school is now well resourced and standards have improved.
- Staff are more confident in teaching the subject than at the previous inspection.
- The new subject leader is enthusiastic and knowledgeable.
- The use of ICT in other subjects is still limited.
- There is little work on display or in pupils' books.

## **Commentary**

56. Teachers are more confident in the use of computers than at the time of the previous inspection. They have all received appropriate training to cover the curriculum. This has led to a good improvement since the last inspection as standards in Year 6 are now average. Previously, they were below average and progress was reported to be slow. In the lessons seen, teaching and learning were overall satisfactory. Pupils achieved satisfactorily and reached standards appropriate

to their ages. Teachers gave clear instructions and pupils were attentive and concentrated well. In the Year 5 lessons, teachers taught pupils to use an advanced search to find information about the Battle of Marathon for their topic on the Ancient Greeks. They learned successfully how to find information but some of this was beyond their reading ability. In a good Year 6 lesson, most pupils achieved well and worked productively to find information on the Victorians. The teacher in Year 4 identified web sites for pupils to access and they were found work on the Tudors at a level they could understand.

57. Leadership and management are satisfactory. The new subject leader is keen to develop the subject. He has identified a need to provide more rigorous assessment to find what pupils know and what skills they bring from home. Previous management has ensured that all teachers received national training, which means they are more confident to teach the whole curriculum. The number of computers is above average. The computer suite is a good size with sufficient space for a whole class, with a computer for each pupil. This means that skills can be taught efficiently and can be used in classes. During the inspection, little use was made of class computers and the suite was not used much in the mornings.

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

58. There is a developing use of computers in other subjects. However, it is still limited. Use of CD Rom and the internet for research in history topics, such as Year 4 pupils using repeating patterns in designing a Tudor chair, is appropriate but there is little evidence of using ICT to handle and display data in mathematics and science. There is very little pupils' work on display to show what they can do or to enhance work in other subjects.

## **HUMANITIES**

No lessons were seen in **geography**. This was because of the way in which the timetable is organised. However, an analysis of work done by pupils in Year 6 indicates that their attainment and achievement are average. Because of the way in which the curriculum is organised over the year, the amount of work produced so far by pupils in Year 6 is limited. Discussion with them revealed that they enjoy the subject, find it interesting and have appropriate knowledge of what they have done. There is an appropriate breadth of curricular opportunities in geography, but there is insufficient evidence to form a judgement about its leadership and management. There is too little evidence upon which to base a judgement about improvement since the previous inspection.

### **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Pupils enjoy being 'time detectives'.
- Family members used well to tell pupils about the past.
- Pupils' abilities to interpret evidence for themselves are less well developed.
- Good links with other subjects enrich pupils' learning.
- History makes a good contribution to pupils' moral, social and cultural development.

### **Commentary**

59. In Year 6, standards in history are average and all groups of pupils achieve satisfactorily. This is similar to the findings of the last inspection so improvement has been satisfactory. Judgements are based on classroom observations, looking at displays and pupils' books and talking to them and to teachers.

60. Overall, teaching and learning are satisfactory. There is a good balance between giving pupils information and allowing them to research their own questions about the past. Pupils' skills as young historians are being developed soundly although their ability to explain and identify different interpretations is a weaker element. They use historical language confidently. A strength of pupils' learning is their enjoyment in using the detective skills needed in history and their understanding of how sources such as books, photographs, artefacts and the memories of older people can provide them with historical evidence. Pupils in Year 3 have learned about the Blitz and different features of wartime life like rationing, gas masks, evacuees and Anderson shelters. Reminiscences of older family members have helped them to draw conclusions about the past and have brought their learning to life. In a lesson on their new topic of Ancient Egypt, Year 3 pupils discovered how these people were dependent on the riches of the Nile for their survival from looking at scenes from the tomb of Panheri. In their study of Tudor times, Year 4 pupils learn about Henry VIII as a young man and a king and why people turned against him as ruler. Year 5 pupils are aware of the importance of war and warriors to the Ancient Greeks. When challenged in a lesson by their teacher's searching questions, they sensibly discussed the military strategy of the Battle of Marathon and its link with modern marathon running. There is a strong focus on historical evidence as Year 6 pupils study the harsh regime of the Victorian schoolroom and the conditions suffered by young people in Victorian factories and workshops.

61. Leadership and management are satisfactory. Half termly analyses of work give the subject leader an insight into the topics covered but there are no classroom observations to enable him to play a key role in developing the subject. There are good links with other subjects. In art, Year 6 pupils make Victorian silhouettes, in ICT Year 5 pupils use search engines to find information about the Battle of Marathon and, in good links with materials in science, Year 3 pupils talk about how Egyptian bricks are made. Visits such as Year 3's trip to the World War II museum in Swindon and Year 4's visits to the Tudor flagship *Mary Rose* mean that pupils are actively and imaginatively involved with the past. The subject makes a good contribution to pupils' moral, social and cultural development as they enjoy group work when researching information, discuss moral issues such as Victorian working conditions and learn about the legacies of ancient civilisations like Egypt, Greece and Rome.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- By Year 6, pupils are developing thoughtful attitudes towards Christianity and other major religions.
- Pupils are given plenty of opportunities to discuss important questions.
- There are not enough visits or visitors to bring the curriculum to life.
- Religious education supports spiritual, moral, social and cultural education well.

## Commentary

62. Pupils reach standards that are in line with the expectations of the locally agreed syllabus by Year 6. Achievement is satisfactory. Three lessons were seen and the overall quality of teaching and learning in these was satisfactory. Further evidence has been gleaned from the analysis of work and displays and from discussion with pupils and the subject leader. This indicates that pupils of all ages and abilities get a range of opportunities to explore the customs and beliefs of a number of different faiths, with emphasis on Christianity, Judaism and Islam. The school is working to the agreed syllabus and has reviewed the scheme of work and assessment in order to raise the profile and relevance of RE across the school.

63. During the discussion, it was clear that pupils enjoy the subject, particularly the discussions about right and wrong and other moral issues. They were also able to speak with confidence about the need to be charitable and to think of their actions towards others. Older pupils are also able to

discuss issues and consequences and to recognise the reasons for different viewpoints. In a Year 3 lesson observed, pupils were also getting to grips with understanding the meaning of worship. They were able to compare how people worshipped in the Christian church compared with the worship of more worldly objects such as footballers and pop stars.

64. Leadership and management are satisfactory. The subject leader is committed to helping staff to become more confident about the subject. Resources are adequate but there are not enough to enrich lessons or sufficient visits and visitors to give an extra dimension to pupils' learning. Teachers' assessments are developing and there has been whole staff monitoring of work covered against the scheme of work.

65. Since the previous inspection, improvement has been satisfactory. The curriculum has improved and assessment is improving. Although teachers are confident about certain aspects of RE, more subject knowledge of other religions and their practices is an area for development. The monitoring and evaluation of the teaching and learning through classroom observations are also insufficiently developed. The subject supports spiritual, moral, social and cultural education well as pupils think about and explore the customs and beliefs of others as well as discussing wider moral issues.

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

Only one **art and design** lesson was seen during the inspection so it is not possible to judge provision and the quality of teaching and learning. There was insufficient previous work on which to judge standards. In the Year 6 lesson observed, teaching and learning were good. The teacher managed a large class well and pupils were attentive and concentrated well on the task. He had good knowledge, encouraged pupils to look closely and put forward ideas about how to improve their work. They achieved well and made good progress in developing their skills of observation in presenting figure drawings.

No lessons were seen in **design and technology** because of the way in which the timetable is organised. Model shelters made by the previous Year 6 were of good quality and well made. However, no judgement can be made about the attainment and achievement of the current Year 6 or the quality of teaching and learning because, so far, no work has been done. At other times and in other year groups, pupils have made such items as slippers, alarm systems and cam-operated toys. Artefacts made were mostly of satisfactory quality and some were good. A valuable 'Robotics' day, for more able pupils, has been held in conjunction with other local schools. There are appropriate curricular opportunities for pupils in the subject, and it has satisfactory leadership and management. There is too little evidence upon which to base a judgement about improvement since the previous inspection.

Not enough evidence was gathered during the inspection to make valid judgements overall about provision and teaching and learning in **music**. Indications from the two lessons seen and analysis of work and talking to pupils in Year 6 are that standards in music are average. In a satisfactory Year 4 lesson on pitch, pupils were able to order the instruments in terms of pitch and create repeating patterns although some did not show proper control of the instruments. In a good Year 5 lesson, the teacher kept up a brisk pace through lively interaction with pupils who were able to recognise different dynamics in a piece of music. They then sang *This old freedom train* cheerfully with good pitch and melody. Analysis of work in Year 6 shows that pupils have a sound understanding of notation and use it satisfactorily to compose their own tunes. In discussion, pupils lacked confidence in talking about listening to music, the feelings it evoked and music from other cultures.

### **Physical education**

Provision in physical education is **good**. Lessons were seen only in games and dance.

### **Strengths and weaknesses**

- Good teaching in games.
- Pupils' dance skills are underdeveloped.
- Good range of extra-curricular activities.
- Improvement plan lacks detail for longer term development.

### **Commentary**

66. The standard of pupils' attainment in Year 6 games is average. Their achievement is satisfactory. In the games lesson seen, pupils showed a good understanding of how to link learned skills in order to improve their ball control. A significant number exhibited a good level of precision in this. It was also evident that they could apply learned tactics in football and rugby games.

67. The overall quality of teaching and learning is satisfactory. However, in a Year 6 games lesson, divided into football and rugby groups, teaching was good with a range of techniques taught to pupils that maintained their interest at a high level. Teaching was challenging and supported by clear instruction to develop appropriate ball control skills. The lesson was carefully structured so that pupils worked hard to acquire, consolidate and apply what they learned. This meant that they made good physical effort, had sporting attitudes and enjoyed what they did. In a Year 6 dance lesson, teaching was satisfactory and pupils showed sustained interest in the subject matter. Teaching ideas were imaginative, but pupils did not have sufficiently developed dance and movement skills to make the best of the ideas presented to them. In the lessons seen, a number of pupils had long hair that was not tied up safely.

68. The school provides a range of extra-curricular activities that make a good contribution to pupils' learning and enjoyment of PE. They have good opportunities to learn to swim and attend clubs for activities such as football, netball, gym and rugby. They can take part, as appropriate, in inter-school sporting tournaments. When pupils in Year 6 take part in the residential visit, they engage in outdoor and adventurous activities.

69. The physical education curriculum provides a good range of opportunities. Leadership and management are satisfactory and developing well. The subject leader is introducing a number of innovations to the curriculum and has begun to make good use of self-evaluation. However, the plan for longer-term development lacks sufficient detail to be fully effective. Improvement since the previous inspection is satisfactory.

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

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

Provision in personal, social and health education is **good**.

### **Main strengths and weaknesses**

- PSHCE gives the school a strong sense of identity as caring community.
- Supportive relationships in class give pupils the confidence to contribute.
- DARE project captured the imagination of the oldest pupils.
- The School Council is giving pupils a say in the running of the school although it is still being fully developed.
- A good range of visits and visitors is giving pupils another perspective on the subject.

### **Commentary**



70. Standards in the subject are average and the achievement of all groups of pupils is satisfactory. PSHCE is given a high profile in the school and throughout the curriculum. Pupils are encouraged to be confident, to have an optimistic approach to life and to feel they can succeed. They are also given an awareness of their responsibility towards others and the world. This results in good relationships in the school and a strong sense of community where pupils are expected to support one another and learn together. This is particularly important in a school which has a very high turnover of pupils and where many pupils have already attended several schools. Apart from classroom observations, judgements were made through talking to pupils and teachers, looking at books and displays and watching part of the DARE graduation presentation at the pre inspection visit

71. The quality of teaching and learning in the subject is satisfactory. A strong bond of trust and support exists between teachers and pupils so that pupils feel safe and able to express their ideas fully. In a Year 3 lesson, pupils spoke sensibly when they considered the roles of those who helped them in school. The teacher's thought provoking questions and use of role play encouraged pupils to realise that, with consideration and cooperation in looking after their classroom, they could make the cleaner's job so much easier. Year 3 pupils also enjoy the SHARE sessions with their parents such as making models and shopping activities. Under the sensitive guidance of their teacher, Year 4 pupils also showed maturity for their age in discussing the consequences of lack of respect for property. Year 5 pupils have looked at aspects of citizenship including living in a diverse world. In Year 6, pupils take part in the Drugs Awareness Resistance Education project with the Ministry of Defence police. In discussion, they talked about how much they enjoyed the activities about rules and rights such as 'Dare to resist Drugs and Violence', oral work and the graduation presentation to their families. They felt it was one of the highlights of the school year. Year 6 also have a 'buddy' project with Year 3 pupils and share activities together. 'Golden Time' is also used effectively as part of the school's reward system. 'Circle time' helps pupils to articulate difficult thoughts and ideas and to talk about matters that are important to them in and outside school. The School Council gives them good opportunities to feel that they can make things happen and pupils' views, for example, on playground equipment, were valued and acted upon. It is still in its early stages and the school has identified it as an area for development.

72. The subject is satisfactorily led and managed. It was not taught as a separate subject at the last inspection but it was reported that there were strengths in provision and a good programme of social and personal education. Improvement has, therefore, been satisfactory. There has been a good range of visits and visitors to extend provision. These include the civilian and military police, a builder, a theatre group highlighting road safety and the school nurse. Year 6 pupils attend a Junior Citizenship Day which is a safety day involving the emergency services and Year 5 attend Salisbury College for a performance about bullying. PSHCE is at the heart of the school's ethos and significantly improves pupils' capacity to learn.

## 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	3
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	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	5
The leadership of the headteacher	4
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).*