

INSPECTION REPORT

HAYDONLEIGH COMMUNITY PRIMARY SCHOOL

Haydon Wick, Swindon

LEA area: Swindon

Unique reference number: 126295

Headteacher: Mr J Swaffield

Lead inspector: Jennie Willcock-Bates

Dates of inspection: 4-7 May 2004

Inspection number: 256370

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:	291
School address:	Haydon Court Drive Haydon Wick Swindon Wiltshire
Postcode:	SN25 1JP
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs N Price
Date of previous inspection:	17 June 2002

CHARACTERISTICS OF THE SCHOOL

Haydonleigh Community Primary School is a larger than average primary school serving an area to the north of Swindon in Wiltshire. Most pupils come from estates in the surrounding area. Socio-economic circumstances in the area are generally advantaged and there is very little unemployment. However, housing costs are currently high and in many families both parents work. A low number of pupils are entitled to free school meals. Attainment on entry is generally above average, although there are wide variations from year to year. Almost all pupils are of white British heritage and two pupils are of Indian heritage. Very few pupils are at an early stage of acquisition of English, which is low compared to schools nationally. The school receives support from a local language support service to help them develop their English language skills. The proportion of pupils with special educational needs is in line with the national average and eight pupils, including one with a statement of special educational needs, receive school action plus external support, mainly for autism, dyslexia, moderate learning difficulties, behavioural and speech and communication needs. The school is involved in a local 'Excellence in Cities' project with the secondary school and provides an annual literacy programme one term each year for parents and their children. Pupils move in and out of the school at a similar rate to other schools nationally.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1067	Mrs J Willcock-Bates	Lead inspector	English, art and design, music, physical education and English as an additional language.
A8919	Mr J Kerr	Lay inspector	
23055	Mrs W Lucas	Team inspector	Mathematics, geography, areas of learning in the Foundation Stage and special educational needs.
1939	Mr M Benson	Team inspector	Science, information and communication technology, design and technology, history, religious education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** and improving school that gives very good value for money. It is no longer underachieving because standards are high. All pupils' achievement is good in reception and Years 1 and 2 and very good in Years 3 to 6. Pupils know exactly what they have to do to raise their levels of attainment. Teaching is good and has many strengths. The school is very well led and managed. The headteacher is continually seeking ways of raising standards further.

The school's main strengths and weaknesses are:

- Standards are high in English, mathematics and science and above average in information and communication technology by the end of Year 6 because of good teaching and very effective assessment procedures.
- The very effective leadership and management have created a common commitment to improvement underpinned by successful strategic thinking and planning and a clear insight into pupils' progress.
- The excellent approach to analytical monitoring and evaluation means that teachers and pupils know exactly what they have to do to improve their skills and knowledge.
- Pupils work very hard and their positive attitudes to learning help them develop successful work habits, which make a significant contribution to their very good achievement.
- The current balance of the curriculum and time allocations to improve pupils' achievement in English, mathematics and science means that time spent on raising standards and enhancing teaching and learning in other subjects such as geography and religious education has been compromised.
- Every child counts in the school and very effective strategies ensure that every pupil, whatever their gender, race or special educational needs, is fully included in all aspects of school life.

Overall the school's improvement in the two years since the last inspection is very good. The key issues have been successfully addressed and the provision in the reception classes is now good. Standards have risen sharply in English, mathematics, science and information and communication technology. Teaching is good and leadership and management are now very effective. There is a clear common purpose to continual improvement.

STANDARDS ACHIEVED

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

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

Achievement is very good overall. Standards have risen significantly and results in 2003 are higher than in previous years. In the reception year, children's achievement is good and they are on course to reach above the goals children are expected to reach at the end of reception in all areas of learning. Standards in the current Year 2 are average in reading and writing and above average in mathematics and science, which reflects the above average proportion of pupils who have special educational needs. However, all pupils achieve well. Achievement is very good in Years 3 to 6. By the end of Year 6, standards in the work seen in English, mathematics and science are high. Pupils do very well in relation to similar schools.

Pupils' personal qualities are **very good** overall. Their attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is also very good overall. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are **good** and are still improving. Teaching is good in each year group. Lessons are very effectively planned and based on comprehensive assessment of pupils' achievements. Pupils have a very well developed understanding of what they need to do to improve, particularly in English and mathematics, because they know their targets. More could be done to help pupils evaluate their work at the end of lessons. Teachers and teaching assistants have high expectations of what pupils can achieve. Pupils respond well to this and work hard both on their own and with others in groups.

The curriculum is good with effective links between subjects. A very good range of extra-curricular activities supports pupils' learning. There is good provision for pupils with special educational needs and the provision for pupils whose home language is not English is very good. The provision for support and guidance is very successful and the links with parents are very effective.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher has a very clear vision and is committed to continual improvement. Very effective management enables the senior management team and co-ordinators to carry out their roles very thoroughly. Monitoring and evaluation are excellent and provide an analytical approach to continued improvement. There is a strong team spirit and very good relationships. Governors have a very good understanding of the strengths and areas for development of the school. Statutory requirements are met in full.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with what the school provides. They consider teaching to be good and that their children make good progress. Parents feel that the school helps their children to become mature. They feel children behave well and staff expect them to work hard. The inspection team agrees with them. A very small number felt that the school does not communicate well with them but an equal number of parents felt this was a strength. The inspectors feel that parents are kept very well informed about the school and children's progress.

Pupils like everything about their school very much but a few were concerned about the behaviour of some children. They really enjoy lessons and feel that teachers and teaching assistants help them do their work better. The inspection team agrees with this but found no evidence of anti-social behaviour.

IMPROVEMENTS NEEDED

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

- Review and improve the current balance of the curriculum and time allocations to raise standards and develop teaching and learning in all subjects to the levels of English, mathematics, science and information and communication technology.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good overall regardless of gender, level of attainment, acquisition of English or special educational needs. By the end of Year 6, standards in English, mathematics and science are high, and they are above average in information and communication technology.

Main strengths and weaknesses

- Standards in reading, writing, mathematics and science are high by the end of Year 6 and pupils' achievement is rapid.
- Standards in information and communication technology are above average and pupils achieve well from Year 3 to Year 6.
- Standards in religious education and geography are average but not yet as high as the core subjects.
- Children in the reception class achieve well and all pupils will exceed the goals that children are expected to reach by the end of reception.
- Results and achievement are rigorously analysed and the information is used very effectively to extend levels of attainment.

Commentary

1. In the 2003 national tests, pupils in Year 2 and Year 6 performed well, indicating a significant rise in standards since the previous inspection, where the school was considered to be underachieving. The results of the tests for pupils in Year 2 were above the national average in reading, writing and maths and in line with the average of similar schools. Teachers' assessment in science was below the average of similar schools but more pupils attained the higher Level 3. Following a dip in the last two years, results have risen in each subject and are now broadly in line with the national trend.

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

Standards in:	School results	National results
Reading	16.9 (15.9)	15.7 (15.8)
Writing	15.6 (14.4)	14.6 (14.4)
Mathematics	17.3 (16.7)	16.3 (16.5)

There were 32 pupils in the year group. Figures in brackets are for the previous year

2. The picture was even better in the results for mathematics and science of pupils in Year 6. In both subjects, results were well above the national average and that of similar schools. All pupils attained the average Level 4, which is very high when compared to similar schools. In English, results were above the national average and that of similar schools. There is an upward trend in all subjects and particularly science, where a high proportion of pupils attained the higher than average Level 5. This rising trend is higher than the national trend. There is also a sharp rise in the proportion of pupils reaching the higher level in mathematics. The pupils' achievement from when they took the tests in 1999 when they were in Year 2 is high. The school is now clearly adding very good value to pupils' education. The school's carefully maintained records indicate that pupils are on line to reach similar high standards in their tests this year.

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

Standards in:	School results	National results
English	27.8 (27.7)	26.8 (27.0)
Mathematics	28.6 (25.9)	26.8 (26.7)
Science	30.9 (27.1)	28.6 (28.3)

There were 37 pupils in the year group. Figures in brackets are for the previous year

3. Pupils are no longer underachieving and the school has rectified the poor results of the previous inspection. Higher attaining pupils are now achieving very well because they are rigorously challenged by complex tasks that enable them to apply their knowledge and skills across the curriculum. Pupils with special educational needs achieve very well overall. Very effective assessment provides information that is skilfully used to increase their skills and knowledge. Work and support are especially targeted to enable and improve their skills and understanding at just the right rate to be confident and enjoy their successes. It is a similar picture for the pupils who are at an early stage of learning to speak and understand English. They are making rapid gains in their acquisition of English because teachers and teaching assistants ensure that they take a full part in all lessons.
4. Children enter school with generally above average attainment, particularly in their communication skills. In the reception year, their achievement is good within an exciting curriculum. They are on course to reach above the goals children are expected to reach by the end of the reception year in all areas of learning where a judgement could be made. At the end of the current Year 2, standards are average. This is not a fall in standards but reflects the above average proportion of pupils with special educational needs in Year 2. All pupils achieve well in Years 1 and 2 because teaching focuses on what they need to learn to boost their attainment.
5. Standards are high at the end of Year 6 and pupils' achievement in Years 3 to 6 is very good. There are several reasons why pupils achieve very well, particularly in English, mathematics and science, and well in information and communication technology. Good and improving teaching is highly focussed on boosting levels of attainment. The application of mathematics, and particularly numeracy skills in other subjects, is another key strength. Pupils practise their reading and writing skills rigorously in other subjects. These carefully constructed and monitored links between subjects mean that pupils have a good grasp of how to fit the curriculum together in a cohesive whole. Similarly in science, the clear emphasis on practical and investigative activities means that pupils are continually applying what they have learned and extending their skills and knowledge. The good achievement in information and communication technology stems from successful training that has extended the teachers' understanding of how to get just the right balance of teaching skills and setting up situations where pupils can apply and practise their skills in a range of interesting ways.
6. Another key reason for very good achievement is very effective assessment that is thorough and rigorous and provides information for teachers to set challenging targets for pupils but also for teachers. The regular review of targets promotes achievement. Consequently, the pupils have a very good idea of what they need to do to raise their own levels of attainment. For example in writing, pupils in Year 6 know how to develop the complexity of the structure of sentences to judge their work to be at the higher than average Level 5. Very effective co-ordinators, together with the headteacher and senior management team, monitor the rate of progress and adjust work programmes and targets as necessary to maintain this very good rate of improvement.
7. These significant improvements have been brought about by the school successfully adjusting the balance of the curriculum for the last two years. This has compromised time for raising standards and increasing the rate of progress in some other subjects such as religious

education and geography. While standards are average and pupils achieve what is expected for this age group, standards are clearly not as high as in the core subjects of English, mathematics and science.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good and they enjoy coming to school. Attendance is good. Pupils' spiritual and cultural development is good and their moral and social development is very good.

Main strengths and weaknesses

- Pupils have very positive attitudes to their work and their very good behaviour leads them to develop very effective work habits and achieve very well.
- Throughout the school pupils respond well to praise, and recognise the success of others in their class and groups.
- Relationships between pupils and with teaching staff are very good and have a significant impact on pupils' confidence.

Commentary

8. The school successfully nurtures the pupils' personal development. As a result, pupils demonstrate very positive attitudes to learning and are proud of their school. They are very keen to learn and make very good contributions to the work of each class. From reception year to Year 6, pupils meet the challenges presented to them with enthusiasm. They are interested and keen to develop their ideas. Pupils work hard, concentrate well and are willing to persist with a problem. As they mature, pupils approach new forms of learning with confidence and are keen to complete tasks. These positive attitudes are reflected in the high standard of presentation and neatness in books. As they progress through the school pupils are developing very good work habits. This has made a significant contribution to their very good achievement and the rapid improvements the school has made since the previous inspection.

Attendance in the latest complete reporting year 2002/03

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.0
National data	5.4	National data	0.5

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

9. Attendance is good and there is no unauthorised absence. Authorised absence is well below average. Nearly all pupils arrive on time and are punctual at the start of lessons.
10. Pupils' behaviour is very good. They know the school rules and have a clear sense of what is right and wrong. Their moral development is very good. Pupils respect each other and their teachers and are well mannered and considerate to visitors. From the reception class, children understand what is expected of them. Children in reception are on course to attain above the goals expected of children at the end of the reception year in their personal, social and emotional development. Throughout the school pupils recognise the good work and achievements of others. This is evident when they elect the class Champion each month to be honoured in a special assembly. Staff act as very effective role models in establishing high expectations of pupils' conduct. Last year it was necessary to exclude one pupil for a fixed term for abusing a teacher, which was an isolated case.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	229	1	0
White – any other White background	2	0	0
Asian or Asian British – Indian	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	5	0	0

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

11. Very good relationships are one of the school's strengths. From the start pupils are encouraged to be independent and are trusted to work on their own. This means that they co-operate well in groups and enjoy the successes of sharing ideas with others while striving to solve a problem or undertake a complex task. When very rare disputes occur they quickly resolve the problems with the help of friends, a teaching assistant or a teacher. Pupils report that some of these reconciliations have resulted in the formation of lasting friendships.
12. As they mature, pupils take on responsibilities and volunteer for more responsible tasks. This helps to develop their personal skills and makes a very good contribution to their social development. A good example of this is the school council elected from each year group in the school. Pupils on the council are proud of their responsibilities, and are careful to discuss issues with their class. The council makes an important contribution to decision-making in the school. Pupils have to apply for positions of responsibility and are interviewed before being accepted. Volunteers help in the junior playground; they help to introduce a new pupil into the school and are responsible for school and class duties. As a result of their involvement older pupils, particularly those in Year 6, are very good role models to the younger ones.
13. Pupils' spiritual development is good. Whenever it is appropriate, teachers give pupils time to reflect on an aspect of their learning so that a moment of truth is not lost. Pupils are confident to discuss personal feelings and the matters which affect them as a community, but they do not have many opportunities to discuss current world events. Pupils' cultural development is good and has improved since the previous inspection. As there are very few children from minority ethnic groups, the school ensures that pupils experience the traditions of a wide range of other cultures through demonstrations and talks by visitors to the school. Teachers promote racial harmony. Consequently, pupils of all racial heritages happily work and play together. Teachers take every opportunity to explore racial stereotypes and help pupils appreciate different cultural traditions. Pupils are sensitive and thoughtful when discussing other races and religions, as in a lesson when they were examining religious artefacts belonging to the Jewish and Muslim faiths.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Good teaching enables all pupils make good gains in their learning and achieve very well. The curriculum is effective, with successful links between subjects and a very good range of enrichment activities. Pupils are well cared for. Links with parents are very good and links with other schools are effective.

Teaching and learning

Teaching and learning are good overall and still improving throughout the reception year to Year 6. Teaching and learning are good in all subjects except geography, where they are satisfactory. Assessment of pupils' work is of high quality.

Main strengths and weaknesses

- Very thorough assessment procedures give pupils a very good understanding of what they need to do to improve.
- Work is very carefully planned for all abilities in each class, which ensures that pupils of different needs, gender and levels of acquisition of English are fully included in each lesson.
- High expectations and effective use of teaching assistants mean that pupils concentrate and work very hard.
- A very effective range of teaching methods are skilfully used to capture the pupils' interest, motivating them to learn.
- Teachers manage the pupils very well, and as a result pupils work very well independently and with other children in groups.
- Some evaluation sessions at the end of lessons do not always give pupils opportunities to make their own evaluations of their work.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (12 %)	29 (71%)	7 (17 %)	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.

14. Teaching has improved significantly since the previous inspection, when it was satisfactory overall but both very good and unsatisfactory lessons were observed. The main weakness of teachers not asking enough of pupils was a key factor in the school being considered to be underachieving. This has been corrected and is now one of the school's strengths. Improvement in teaching has been rapid and closely associated with training programmes that have helped teachers focus on what they want pupils to learn. This has a significant impact on raising standards and improving achievement. Systematic review and feedback to teachers undertaken by the headteacher, senior management and co-ordinators for English, mathematics, science and information and communication technology has motivated and challenged them to make considerable improvements to planning and the strategies they use to help pupils learn effectively. The good teaching now has several strengths and is continuing to improve.
15. There are many reasons why teaching is good. Teachers know pupils very well because work is carefully assessed and analysed. Very effective assessment procedures provide a wealth of information about pupils' achievement and attainment. Data is carefully recorded and thoroughly analysed to establish targets for classes, groups and individual pupils. This thoroughness is the strength of the school's procedures and helps teachers plan activities that are just at the right level to enable all the different groups of pupils in each class get the most out of lessons. The quality of marking across the school is very good. There are many examples where teachers have helped pupils to focus more carefully on areas where they need to improve in addition to praising them for their efforts. There are times when evaluation sessions at the end of some lessons are not so successful at helping pupils discuss what they find hard and what is easy. The current work on pupils' assessment of their own work is beginning to have an impact in some classes but is not yet well established throughout the school. However, pupils know exactly what they have to do to improve their work and this makes a significant contribution to their very good achievement.
16. High expectations of what pupils can achieve mean that boys and girls, higher and lower attaining pupils and, in the reception classes and Year 1, those pupils who are an early stage of

acquiring English learn confidently and effectively. A good example of this was in one of the reception classes when a pupil who speaks little or no English, with the encouragement of the teacher, confidently demonstrated her knowledge of numbers and counting to the delight of the class.

17. Pupils learn effectively because they concentrate for sustained periods of time. They work hard because teachers and the effective teaching assistants intervene at just the right time to correct misconceptions or challenge their thinking. There were many examples in lessons where the intervention of a classroom assistant or skilful question of the teacher extended pupils to a higher level of thinking. Questions such as 'what would happen if you...?' or 'how could you work that out another way?' really made pupils think about what they were doing. In one English lesson in Year 6 the teacher encouraged pupils to make their sentences more complex by accepting ideas, skilfully supplementing her own words into complex sentences and then asking pupils 'how can we make that more interesting to the reader?' Ideas bounced around the class and the quality of the pupils' vocabulary and grammatical structure in the sentences they used improved considerably because they were highly motivated by their successes.
18. Lessons are interesting and fun because teachers use a range of successful ways of motivating pupils. A good example was in an art lesson where the pupils were excited by a range of interesting natural objects to touch and talk about. They were enthralled when the teacher demonstrated very good observational drawing techniques. This very good balance between skilful direct teaching, pupils investigating and solving problems for themselves and successful coaching with groups and individuals enables teachers to help pupils learn in a range of different ways.
19. Another key strength in lessons is how, from the reception classes to Year 6, pupils develop effective working habits. One of the reasons for this is that teachers manage pupils very well, insisting on high standards of behaviour. Pupils respond to this by co-operating well in groups and working equally well on their own. In a very good music lesson in the mixed Years 5 and 6 class where the emphasis was on group composition to a round in four parts, the teacher and support assistant skilfully helped groups to organise themselves. A high degree of trust meant that groups worked independently of the teacher, solving problems of who would sing and who would play instruments. One pupil with special educational needs related to behaviour was allowed to blossom and worked hard to accept the ideas of other members of the group. Pupils were buzzing with ideas and the classroom assistant managed one group so successfully that when they evaluated their performance against the criteria set for them they were delighted with their success.

The curriculum

All pupils have a good curriculum. There are very good opportunities to widen their experiences through enrichment, for example through extra-curricular activities, numerous visitors to school and visits and residential trips. The accommodation and resources support pupils' learning well.

Main strengths and weaknesses

- Successful links are made between subjects that enable pupils to apply their skills in literacy, numeracy and information and communication technology effectively.
- The balance of time allocated to different subjects and the design of the present curriculum have been crucial in raising standards to the present levels in English, mathematics, science and information and communication technology but have compromised developments in other subjects such as geography and religious education.
- Provision for pupils with special educational need is good and very good for pupils who speak English as an additional language, and this enables pupils to be fully involved in lessons, especially for literacy, mathematics and science.

- The curriculum is enriched by the inclusion of a very good range of sporting, artistic and educational activities.

Commentary

20. A challenging and interesting range of learning opportunities is a key factor in promoting the pupils' very good achievement. This marks an improvement since the previous inspection. Extra time allocated to English and mathematics has enabled the pupils to become very competent in numeracy and literacy. As a result, they are increasingly competent at using and applying these skills in other subjects. Good examples of this are found in history and science where their ability to write well is helping them deepen their understanding of the subjects.
21. The balance of time in the school curriculum is heavily weighted towards the core subjects and in particular English. This has been a very effective strategy to rectify the underachievement identified by the previous inspection. However, time spent to radically raise standards in English, mathematics and science has been gained at the expense of that available for other subjects. The timetable leaves limited time to raise standards and improve teaching and learning in other subjects. The headteacher and his senior management team recognise this and, as a result, an appropriate review of the curriculum is planned to ensure that a new curriculum reflects the needs of the current pupils.
22. Provision for pupils with special educational needs and for pupils who are at an early stage of learning the English language is well planned. Pupils with special educational needs have individual education plans with clear targets that all understand. Class teachers plan lessons carefully so that these pupils can work on the same objectives as the rest of class and devise tasks that interest and engage them. The good management of the special educational needs co-ordinator ensures that where necessary the pupils receive good support from teaching assistants and outside agencies. Pupils who are learning to speak and understand the English language are given very good support. The provision is very good and they are acquiring English language skills rapidly. Support from the local authority is very effective.
23. High numbers of skilful teaching assistants make a very positive contribution to the achievement of all groups of pupils. Their work is well organised, enabling them to use their many skills and expertise to the full. An effective programme of training is increasing their understanding of a range of subjects such as information and communication technology. Accommodation is good and pupils benefit from specialist areas such as the computer room. The attractive site is well maintained and provides many learning opportunities for pupils. Resources are of good quality and support teaching and learning well. Computers and whiteboards that interact with computers are about to be upgraded and a digital camera is used effectively to support learning in a range of subjects.
24. The school provides a very good range of enrichment activities within and outside the school day. These include sports, music, booster classes and cultural out-of-school clubs. Members of the community and other visitors use their expertise and interests when helping with art, coaching for sports and other special events such as the Greek day or science week. Older pupils enjoy the experience of outdoor and adventurous activities on residential camps.

Care, guidance and support

The school makes good provision for the care, welfare, health and safety of the pupils. The provision for pupils' support and guidance is very good. The school values pupils' views and involves them in decisions very well.

Main strengths and weaknesses

- The pupils feel secure and they are very well cared for.
- Pupils are confident in seeking advice from school staff if they have a concern.
- Pupils achieve very well because their progress is very closely monitored.

- The school council enables pupils to be fully involved in the work of the school.

Commentary

25. There is a very happy and industrious atmosphere in the school that is conducive to learning. Staff are vigilant about health and safety matters. A minor issue about security has been reported to the governors and headteacher. The governors and senior management undertake regular risk assessment and pay due regard to any issues that need attention. Pupils learn about healthy and safe living through a well-developed programme for personal, social and health education. This programme is enhanced with talks by the police and other outside speakers as well as after-school activities such as cycling proficiency. Staff are well qualified to attend to pupils if they are sick or injured. Records are kept and parents informed. Child protection procedures are good and staff are well aware of their responsibilities.
26. The excellent systems for monitoring pupils' achievement using assessment and performance data mean that teachers and teaching assistants know their pupils very well. Teachers are sensitive to pupils' needs and they are always ready to involve parents if there is a concern. Very good assessment procedures are used to analyse and track pupils' academic progress and their personal development, including those with special educational needs and those who are at the early stages of learning the English language. Pupils are well informed about their progress and in Years 1 to 6 they know what they need to do to improve because well-focussed and achievable targets are set. Because pupils have very good relationships with staff they are confident in seeking advice or further explanations if they have not understood a teaching point.
27. Induction arrangements are good. Pupils in the reception classes settle quickly into school routines because the relationship with the play group is good. Other pupils who are new to the school settle into their classes happily. Similarly, pupils are well prepared for their new life in secondary school.
28. The school continually finds ways of seeking pupils' views and involving them in its work. The school council is well established and is respected for the work it does. Councillors feel that their ideas are carefully considered and they are always given full details of the outcome of their suggestions. Innovations to playground routines have recently been adopted. Two members of the school council have been invited to act on the local parish council, providing them with a helpful insight to living within the local community. Pupils value the opportunities they have to write down their worries and concerns. These are dealt with discreetly and efficiently by a member of the senior management team. This adds to the pupils' increased confidence.

Partnership with parents, other schools and the community

The school has very good links with parents and good links with other schools and the community.

Main strengths and weaknesses

- Parents are very supportive of the school, and they make a very good contribution to their children's learning.
- Parents are very well informed of school events and their children's achievements.
- Parents' concerns and suggestions are very carefully considered and the school values their views.
- Good links with the playgroup and other local schools ensure a smooth transfer of pupils into the school and as they move on to their secondary school.

Commentary

29. Parents are very satisfied with the school and all it provides for their children. They value education and are keen to secure the best for their children. This has a beneficial effect on the partnership with the school in its efforts to achieve high standards. Parents feel that, because

teaching is good, their children make good progress. They feel that teachers encourage their children to become mature by allowing them to ask questions and to discuss and raise their own points of view. They note that the added responsibilities given to their children and the wide range of extra-curricular activities help to develop their maturity.

30. Parents are kept very well informed about the school and its activities through newsletters, special notices and the school prospectus. Consultation evenings, open days and very well-written annual reports keep parents well informed about their children's progress. A few parents stated that it is difficult to fully understand the terminology in some reports. However, they confirm there are ample opportunities to meet with class teachers, who help them so they can help their children to cover the work more efficiently.
31. Very effective links enable parents to make a very good contribution to their children's learning by helping with homework, providing valuable help in the classrooms and on trips and visits. Parents also contribute in other effective ways; for instance, research into what boys like writing about was ably assisted by fathers working with their sons, also, parents from the Japanese community came to talk to pupils about their culture. The parents of the Japanese speaking pupils are regularly used to talk to pupils in their home language to ensure that they are happy and learning effectively. This provides very good support to the provision for pupils who are at early stages of acquiring English language skills. Parents feel they are consulted. For example, their recent input in the revised homework policy was highly valued by the headteacher and staff. It was particularly helpful because almost all parents support their children with their homework. Parents raise considerable sums for the school through the very active Parent and Teacher Association.
32. There are good links with the community. Pupils from Year 6 are members of the local Junior Parish Council. Visitors to school and visits to local museums, galleries and country parks enrich the curriculum and make pupils aware of their own and other cultures. There are strong links with the local churches where pupils take part in the key services, which enhance the pupils' spiritual development. Close links with playgroups help to prepare the children for the reception classes well. The good links with other local schools ensure that pupils transfer happily to the next stage of their education. Work with the Excellence in Schools project with the local secondary school enhances the curriculum and extends pupils' learning. This makes a good contribution to pupils' social development and the high standards they attain.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher provides very effective leadership and with the senior staff manages the school very successfully. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher is committed to continual improvement and his very effective leadership enables the senior management team and subject coordinators to fulfil their roles very successfully.
- The strong sense of teamwork encouraged by the headteacher ensures that all staff have a common purpose, make effective contributions to the school's goals and values and strive to raise standards.
- Procedures for monitoring and evaluating standards, teaching and learning are excellent and result in clear strategic thinking and improvement planning.
- Comprehensive and analytical assessment procedures are organised precisely to provide a clear insight into pupils' progress throughout the school, particularly in English, mathematics, science and information and communication technology.
- The governors have a very good understanding of the strengths and weaknesses of the school, and use their own expertise effectively.
- Finances are very well managed and the school evaluates its spending carefully.

Commentary

33. The headteacher provides strong and caring leadership that is dedicated to ensuring the highest standards and achievements in all the school's work. This is a major factor in the very good improvement made since the previous inspection. The headteacher empowers his managers to undertake their roles very successfully. The senior management team support the headteacher very well, forming a dynamic partnership that continually seeks ways of improving the practices and procedures that continue to raise standards and improve the quality of teaching. This inspires and motivates staff and pupils and has successfully developed a strong team that promotes the school's ambitions and goals. The team is dedicated to improvement and has successfully addressed the weaknesses identified in the last inspection. This makes a significant contribution to the school's deservedly high reputation.
34. Management is very good. A key factor in this is the excellent procedures for monitoring teaching, learning and standards. This provides a comprehensive range of information that is very carefully analysed. Subsequent actions are very effective and ensure continued improvement. For example, the senior management team have already recognised as an area for development the key issue related to the balance of the curriculum identified by the inspection. The school has a very effective school improvement plan that is fully understood by all governors, administrative staff, teachers and teaching assistants. The plan is flexible to respond to initiatives and to unexpected staff changes, which is a significant improvement since the previous inspection. Subject coordinators and the senior management team monitor performance in the different subjects well, ensuring that very good use is made of information from analytical assessment of pupils' achievements. Realistically challenging targets for both teachers and pupils mean that everyone fully understands what has to be done to improve performance. As a result, the pupils' needs are fully met and all pupils, regardless of background or level of attainment, are fully included in all the school's work. This very good commitment to inclusion contributes strongly to the very positive ethos.

Example of outstanding practice

The procedures for monitoring teaching, learning and standards are excellent.

The headteacher and his very effective senior management team know exactly what has to be done to continue to improve the school because of the very rigorous way they check progress against a range of targets. This is undertaken at several different levels. For example, monitoring and evaluation of teaching and learning in English, mathematics, science and information and communication technology are systematic and well established. Experienced teacher-consultants are sometimes used to support co-ordinators in their monitoring role. A careful evaluation of evidence from methodical classroom observation is then linked to the analysis of samples of pupils' work and matched to lesson plans. In each year, evidence of pupils' achievement is matched to previous test and assessment data, and targets are set for individuals and groups of pupils. Co-ordinators link with teachers to agree strategies for boosting achievement. Highly professional teachers rise to the challenge of their own targets for improvement, which are reviewed termly. The senior management team then regularly evaluate the information to check that progress towards whole school targets and school improvement is on track. Systems and practices are constantly and rigorously analysed for efficiency and effectiveness.

35. New teachers are given good support. Induction procedures are effective. The newly qualified teacher has been supported effectively and senior staff provide effective role models of teaching and learning. Performance management procedures are very good and are effectively monitored by the governors. Staff development is closely linked to both personal development and the school improvement plan. Morale is high in the school because teaching and non-teaching staff feel valued by their managers.
36. The governors play a very strong part in the development of the school, and use their expertise to good effect. For example, governors regularly visit the school to observe teachers working with the pupils and to assess pupils' attitudes to learning. They form an important part of the strong school team. Governors know the strengths of the school and what has to be improved next because they visit regularly and meet with co-ordinators to discuss their visits. Governors

have a significant impact on the school improvement plan, which they monitor and check regularly. This means they are well informed and while they are very supportive they play a strong part in dealing openly and frankly in discussions about the school's development.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	672,306
Total expenditure	689,747
Expenditure per pupil	2,354

Balances (£)	
Balance from previous year	67,953
Balance carried forward to the next	50,512

37. The budget is below the national mean. Governors continually seek ways of getting the best out of the resources available to them. Consultation with staff, pupils and parents and analysis of performance data from the school and the local authority help spending decisions focus on raising standards further. The governors and staff carefully evaluate spending. In addition, they try to ensure the minimum of disruption to classes when staff changes occur as a result of maternity leave being taken. The large carry forward to the budget has been maintained to originally provide a cushion because of a fall in the numbers of pupils. More pupils have been admitted and now funds will be needed to resource a new class. In addition, funds have been carried forward for a major update of information and communication technology resources to enable important developments in the curriculum to take place. Governors have budgeted for a major overhaul of school security. Consequently, the surplus will be significantly reduced during the current financial year and will be greatly reduced in subsequent years.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Provision is good because of effective assessment procedures, careful well-focussed planning and good teaching. Children's attainment on entry to school is above average. Higher attaining children are now making satisfactory progress, which marks an improvement since the previous inspection. Children are arranged in two classes according to age, with the youngest having started school in January 2004. They get a good start to school. There is a strong drive to develop learning in the reception classes. Teaching is good in all areas of learning, except in the children's creative development where there was not enough evidence to make a secure judgement. A strong unified team of adults are ambitious for the children and have high expectations of what they can achieve. Staffing levels are generous and all children, including those who speak English as an additional language, are supported well, which helps them to achieve well at all levels. Relationships are very good and, as a result, the children's personal skills quickly develop. The curriculum is well led and managed in all areas of learning. The effective management in the school has ensured that the provision and the standards expected are in line with whole school policies and procedures. The many changes and improvements since the previous inspection have been skilfully managed through very good planning and monitoring and effective assessment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The school fosters very good relationships that enable the very youngest children to settle quickly and happily into school life.
- Children feel secure and develop confidence because they are well supported and encouraged by adults and older pupils in the school.

Commentary

39. Children enjoy school and are beginning to form very good relationships with their peers and adults. Teaching and learning are good and children achieve well. The teaching and non-teaching staff help children learn how to behave as a member of the class. They are gradually given more responsibility and quickly learn the well-established routines of each classroom. Children dress and undress themselves with the minimum of help, take themselves to the toilet when necessary and put on their coats and appropriate footwear in order to take part in outside activities. They show consideration towards others. For example, when one child noticed another struggling to put on an apron and was unable to help because her hands were covered in sand, she asked an adult to assist. Children show very good levels of self-control. They know that resources have to be shared, such as when they use the computer, and they know there are times to be quiet. Imaginative role-play activities such as when they play in the "Garden Centre" give them the opportunity to express their feelings, use language and make sense of their world. Adults provide very good role models which help children to rapidly learn good social skills.
40. All children receive very good support from adults and great care is taken to ensure that all are involved in the work of both classes. Children are very well behaved around the school and know what to do if they need help. Many children use the conventions of "please", "excuse me" and "thank you" without prompting and they often step to one side to allow an adult to pass through a door. Attendance at assemblies and working with a variety of adults help the children to be confident and see themselves as part of the whole school community. This means that

almost all pupils will reach above the goals expected for children at the end of the reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Assessment is good and planning enables all staff to meet the needs of the different groups of children.
- Teaching is imaginative and children find learning fun, which encourages them to contribute to lessons and achieve well.
- Very good relationships enable children to confidently try new language activities.
- Opportunities to extend children's understanding during evaluation sessions at the end of lessons are sometimes not rigorous enough.

Commentary

41. Most children achieve well and are expected to attain above the Early Learning Goals by the end of their reception year. The variety of imaginative opportunities teachers provide for children to practise their speaking and listening skills and to read and write enables them to make good progress. Teachers know just what to plan to extend children's learning, including the learning of children at the early stages of speaking English. Teaching is supported by effective assessment procedures. Good teaching and the very effective support given by teaching assistants and parent helpers ensure children confidently know what they have to do and make good progress. A good example of this was when children worked hard with their teacher to reply to a letter received from a giant. Children spoke clearly and were full of good ideas about what to write. They demonstrated a good knowledge of the sounds letters make. Children make good attempts to form their letters correctly and almost all are beginning to understand the conventions of writing. The majority write one or two simple sentences with help. They thoroughly enjoy an increasing range of books invitingly displayed in the classrooms.
42. The very good range of activities in other areas of learning encourages the children to develop their vocabulary. For example, during an activity with sand and water the teaching assistant prompted a group of children to discuss the conditions needed for plants to grow. They impressively used appropriate vocabulary such as soil, sun, and light to describe the process. However, the children are not always given sufficient opportunities at the end of lessons to explain what they know in order to further develop their understanding. Standards are now above average and in line with the rest of the school. Standards have improved since the previous inspection.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A good range of well planned practical activities stimulate the children and support their learning.
- Teaching assistants are deployed well.
- Teachers make good use of incidental opportunities to develop children's mathematical understanding.

Commentary

43. Teaching and learning are good. Adults take every opportunity to stimulate children's interest in mathematics while developing their skills and language. Good use of imaginative resources and incidental opportunities encourages children to participate in the lessons. For example, children happily told the puppet how to spell words when asked to spell the date and used the number square to work out how many children were in the class if two were absent. By using opportunities such as these, children are interested and thoroughly enjoy their lessons.
44. Very good support from teachers and teaching assistants enable children to learn quickly. The teachers bring an element of fun to lessons. For example, in one session the teacher helped children demonstrate their knowledge of the number system when doubling simple numbers such as two, three, four, five and six, using toy animals and their fingers. The clever interaction of teaching assistants, when children are engaged in role-play activities, helps to develop mathematical skills well. The interesting practical activities provide many opportunities for children to use mathematical language and to develop mathematical concepts. Computer programs are used to good effect to promote the children's understanding of matching pictures and using numbers. Children's attainment in their mathematical development is average when they enter school. They achieve well and almost all are on course to reach above the goals by the end of their reception year. This prepares them well for mathematics in Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good teaching and very good first-hand experiences mean that children enjoy finding out for themselves.
- Children's enthusiasm for this area of learning and consistently effective support enable them to develop their knowledge, skills and understanding well.

Commentary

45. A wide range of activities help children to learn about the natural world and consequently, they do well in both classes. For example, they learn how seeds grow by planting and caring for cress. Teaching is good and children's achievement is appropriate for their age and level of attainment. They are developing knowledge of the characteristics of different materials through their play with sand, water and dough. Children show curiosity and make observations. For example, when they went on a 'Welly Walk' they noticed the seeds at the ends of the parachutes on a dandelion clock and wondered at the antics of a bee as it moved from flower to flower. Children extend their knowledge and make comparisons between fruit when they examine items through magnifying glasses. They show awareness of change as they observe the growth of the bean seed they planted the previous week. Children are beginning to ask questions as to why things are as they are and realise the sequence of events which take place when a plant grows. They perform simple functions on the computer, cooperating well with each other when required to work in pairs. The good teaching and variety of these very well thought out activities make learning relevant and fun, resulting in a high level of interest and concentration.
46. All adults ask challenging questions to develop the children's understanding - for example, "Why has this bean grown when there is no soil?" - and reference to previous learning puts the lessons in context. They were encouraged to think how the environment could be improved when, during a walk in the grounds, they were asked what could be done about a garden planter full of weeds. The very good support from all adults ensures that children feel safe, confident and willing to try anything new. Children are on course to reach the goals expected at the end of the reception year.

PHYSICAL DEVELOPMENT

The provision for physical development is **good**.

Main strengths and weaknesses

- Teachers' high expectations and good support from other adults encourage all children to concentrate and work hard.
- Cross-curricular references make the lessons interesting and relevant.

Commentary

47. The children have good opportunities for physical development, in physical education lessons in the hall, during outdoor activities, when participating in "Welly Walks" in the grounds, and during lessons and play-time. Teaching and learning are good. Children's attainment in their physical development was as expected for their age group when they entered school. They achieve well and will reach above the goals expected for them at the end of the reception year. Resources for outside activities are much improved since the last inspection and are now good.
48. In a well-taught physical education lesson, children showed an awareness of space and exercised good control as they weaved in and out of each other. They made interesting positions when they were asked to "freeze" during the warm-up activity. Children are beginning to recognise the importance of keeping healthy and how physical activity contributes to this. They show increasing control over clothing and fastenings, hold pencils unaided and usually correctly. They show a developing skill when cutting out their flowers for their book covers and planting tiny cress seeds onto cotton wool. They thoroughly enjoy being active and are well coordinated. Adults are very sensitive to children's particular needs, giving appropriate help when needed so that each child can make an appropriate effort.

CREATIVE DEVELOPMENT

49. It was not possible to make an overall judgement of provision or standards in this area of learning, but the standards seen were mostly average. Work on display covered a wide range of media such as paint, collage and models. Children enjoyed singing and sang well-known songs tunefully. They joined in the actions of songs, moving their fingers in time to the music. They show an interest in what they see, touch and smell when taking a walk in the grounds. The high quality provision for imaginative role play in a garden centre shop enables children to play together and use their imaginations.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching is consistently good, assessment is very effective, and as a result, standards are high at the end of Year 6.
- Achievement is very good overall because pupils use their knowledge of what they must do to improve to raise their levels of attainment to develop their reading and writing skills.
- The school encourages reading and the enjoyment of books, which results in very good achievement in reading as pupils progress through the school.
- Teachers develop pupils' writing skills in a range of very interesting and challenging ways; as a result standards have risen significantly over the year.
- The subject is very well led and achievement is very carefully analysed and monitored.
- Pupils develop their literacy skills very effectively in other subjects.

Commentary

50. Standards in reading and writing have risen sharply since the previous inspection, when the school was considered to be underachieving. One of the reasons for this is the very careful way the school has evaluated teaching and learning and monitored pupils' achievement. Information is skilfully used to set targets in reading and writing specifically for individuals and groups of pupils. In addition, information drawn from evaluating the effectiveness of teaching enables targets to be set to help teachers improve their methodology. Leadership and management are very effective. The headteacher and literacy co-ordinator keep track of pupils' progress and monitor the rate of improvement to teaching very carefully on a regular basis.
51. Pupils' achievement is good in Years 1 and 2 and very good in Years 3 to 6 because teaching is specifically focussed at their different needs. Standards at the end of Year 2 are broadly average. Twenty-five per cent of the pupils receive support for special educational needs and entered the class with low attainment in reading and writing. Work is carefully planned to boost the attainment of all pupils in the class. Consequently pupils achieve well, building on their literacy skills. Achievement is very good over Years 3 to 6. As pupils mature they extend their reading and writing skills. Standards are high. Lessons and programmes of work are based on very helpful information from systematic assessment of progress and analysis of data. For example in writing, work in lessons and additional 'booster classes' is very effectively planned to extend the skills of different groups of pupils. Teachers and teaching assistants aim carefully constructed questions of different levels of complexity at pupils to help them extend their knowledge and understanding. These skilful questions use technical language that makes pupils think carefully about their responses. Learning about different authors and involvement in well-chosen daily reading tasks has led to an obvious enjoyment in reading and effective knowledge about books.
52. Pupils' achievement is carefully and thoroughly assessed. Marking provides just the right amount of encouragement and criticism to help pupils know what they need to do to improve their levels of attainment. Consequently, they are fully involved in decisions about what they need to learn next and the current initiative to develop pupils' self-evaluation skills is already beginning to have a significant effect on their achievement. A very effective feature of some of the six lessons observed was in Year 2 and Year 6, where pupils were reading and discussing what the teacher had written on their work before they started writing.
53. Teaching is good and still improving. The significant strengths in subject knowledge and planning mean that work is interesting and challenging and lessons bounce along at a lively

rate. Pupils learn effectively, work very hard and write imaginatively. They are able to talk about how sentences can become more complex by using a range of grammatical structures. Speaking and listening skills are also enhanced because pupils work very well together, participate in discussions and listen attentively to each other.

Language and literacy across the curriculum

54. The use of language and literacy across the curriculum is very good. There are many and varied opportunities for pupils to develop their literacy skills across the curriculum. In science, the strong emphasis on recording results of investigations enables pupils to practise report writing in a range of ways. In history, pupils recorded information about home life in Ancient Greece in a range of imaginative ways through journals, letters, descriptions and diaries. Clever introductions to lessons, particularly in information and communication technology, extend the pupils' well-developed speaking skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The subject is very well led and managed, which has resulted in rapid and sustained improvement.
- Information of pupils' learning is used directly to plan teaching which ensures that all pupils' needs are met.
- Evaluation sessions at the end of lessons are used very well to correct misconceptions and extend pupils' learning.

Commentary

55. There are a number of reasons why standards in mathematics are so high and have improved rapidly since the last inspection. The co-ordinator provides very good leadership and has closely monitored standards in partnership with the senior management team. She has taken steps to ensure that areas of potential weakness in teaching or learning have been swiftly addressed. Teaching is good and continuing to improve. Consistently good teaching, where teachers share learning objectives with pupils and provide interesting challenging lessons at a brisk and lively pace, ensure pupils remain focussed on what they have to learn. The very good use of assessment to inform planning enables teachers to offer pupils tasks that closely match their levels of attainment. This is another strength which marks an improvement since the previous inspection, where pupils were found to be underachieving.
56. Pupils learn effectively. They know how they can improve and this is fostered by their work being regularly and thoroughly marked. Teachers' comments clearly tell them what is good and how improvements can be made. Group and class targets help pupils and teachers focus directly on specific areas where more work is most needed. This results in pupils knowing exactly what is expected of them and making a considerable effort to improve.
57. Pupils in the current Year 6 attain high standards. Pupils' achievement accelerates as they mature and responds to lively challenges to their skills and knowledge. Achievement is very good because of the consistently good teaching they receive. A notable success was evident in the 2003 tests when the number of pupils reaching Level 5 exceeded the school target by nine per cent. This is a considerable improvement since the last inspection when higher attaining pupils were underachieving.
58. In Year 2, there is a wider range of ability and nearly a quarter of the pupils require help for their learning. Standards are above average and pupils are achieving well, with some making rapid

progress since they have been in Year 2. They have a good understanding of place value and can multiply and sometimes divide by 2, 3, 4 and 5. Almost all pupils are beginning to represent and interpret discrete data using graphs and diagrams, including bar charts and line graphs.

59. Teachers use assessments very effectively to check pupils' understanding. For example, pupils in Year 6 demonstrated very good understanding of prime numbers by halving, doubling, and squaring them in a quick-fire session at the beginning of a lesson. They confidently explained a range of innovative ways of arriving at an answer. Evaluation sessions at the end of lessons are used successfully to clarify misconceptions and extend pupils' learning but do not always give pupils opportunities to evaluate their own learning. A particularly good example of this was in a Year 3 lesson where, to help the teacher check that pupils had grasped the objective of the lesson, she asked pupils to explain the difference between £2 and £1.67 by counting on in tens on a number line. These strategies make a significant contribution to pupils' very good achievement. In addition, pupils thoroughly enjoy mathematics and apply themselves enthusiastically to tasks. Very good behaviour and willingness to work hard mean that they get the very best out of mathematics lessons.
60. All staff are totally committed to raising standards, and the school has responded very positively and with considerable energy and rigour to the key issue identified by the previous inspection. This has resulted in pupils' achievement accelerating across the school and the high standards at the end of Year 6.

Mathematics across the curriculum

61. Numeracy has been well developed in other subjects. For example, data handling skills are effectively developed in ICT and science where pupils use pie charts and block graphs to present information. They then raise questions that need to be asked to interrogate the data. In art and design pupils constructed carefully measured patterns when studying the work of Mondrian.

SCIENCE

Provision for science is **very good**.

Main strengths and weaknesses

- Standards are high and achievement is very good because of good teaching and very good assessment.
- Opportunities for investigative work that stem from a well-constructed and cohesive curriculum make an excellent contribution to the high standards the pupils attain.
- Teaching and learning are good and supported very effectively by evaluative marking and accurate assessment that helps pupils improve the quality of their work.
- Pupils use the skills they have been taught in numeracy, literacy and information and communication technology very successfully to enhance their studies in science.
- Leadership in science is very good and has made a considerable contribution to the rapid improvement the school has made and continues to make.

Commentary

62. Standards in science are at least above average throughout the school, and by the end of Year 6 they are high. The very effective assessment and pupils' work shows that achievement is rapid particularly in Years 3 to 6. In the current Year 6, the proportion of pupils attaining the higher than average Level 5 is high. Improvement since the last inspection has been excellent. At that time standards were below average throughout the school and the pupils' achievement was unsatisfactory.

63. One of the key reasons the pupils achieve so well is that the school has placed a clear emphasis on practical and investigative activities in the scheme of work. Because of good teaching and learning, pupils throughout the school are now able to set up investigations to answer scientific questions, devise appropriate ways to record their results and draw conclusions from what they have observed. By the time they are in Year 6, they are skilled at making accurate predictions and giving well thought out explanations for their hypotheses. Pupils in Year 2 already have a good understanding of how to make a test fair. This approach was a strong feature of all the science lessons observed. When pupils in Year 2 planned an investigation to answer the question “Do plants need water?” skilful organisation by the class teacher allowed all the pupils to put forward their ideas. In Year 6, when devising questions to test, pupils rose to the challenge. They thoroughly enjoyed organising investigations to test the suppositions they had made. Teaching assistants are used well. Because they often support lower attaining pupils, it means that all the different groups of pupils are making very good progress.
64. Marking is consistently very good. Work is marked regularly and thoroughly. Comments are perceptive and refer to what the pupils have successfully achieved as well as what to do next to improve. Pupils find this very helpful. Marking is making a very good contribution to improving the pupils’ performance. Very good assessment coupled with excellent marking means that the pupils know what they must do to improve. This is a key factor that drives the rapid achievement.
65. The pupils skilfully apply the skills that have learned in numeracy, literacy and information and communication technology to support learning in science. The older pupils’ accounts of their work are well written, and explain clearly what they think has happened and how it compares with their predictions. They successfully use information and communication technology for presenting graphs, or a digital camera to provide an accurate record of their studies.
66. Leadership in science is very good. This remains the most significant factor in the dramatic and sustained improvement in the pupils’ performance in science. Exhaustive and rigorous analysis of performance data, teaching, schemes of work and monitoring and assessment of the pupils’ work have revealed to the coordinators a very clear understanding of the strengths and weaknesses of the school. Using this information, a systematic and rigorous programme has been very successfully implemented. One effect of this has been to improve the quality of teaching so it is now consistently good and still improving.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The quality of teaching is good; efficient use is made of resources.
- Teaching assistants make an effective contribution to lessons, in particular supporting the learning of lower attaining pupils.
- Leadership in the subject is effective and there is a clear plan for further improvements.
- The subject is being used with increasing effectiveness across the curriculum.

Commentary

67. Good teaching, successful training, effective use of support staff and an improved curriculum have all made a major contribution to the pupils’ good achievement. Teaching assistants are knowledgeable and skilful. This helps pupils with special educational needs work on the same objectives as the rest of the class and achieve well. Teaching and learning are good. All staff have a good understanding of information and communication technology and continually seek opportunities that this presents to support learning in other subjects. While no teaching was observed in Years 1 and 2, pupils’ work shows that standards are as expected and pupils are

developing skills and knowledge at an appropriate rate. Achievement is good in Years 3 to 6 because teachers make the lessons interesting. Standards are above those expected for this age group. Teachers use a data projector skilfully to teach new ideas, which helps pupils learn quickly. Resources are used efficiently to support pupils' learning. Another reason that pupils achieve well is because teachers make sure that pupils spend nearly all lesson time at their own computer and so have plenty of practice. Teachers' interventions are skilful, asking questions, encouraging pupils to think ideas through and providing information just at the right time for pupils to succeed. This approach is rapidly building up the pupils' confidence, helping them to learn effectively. Class teachers assess the pupils' work carefully. In addition, pupils are involved in evaluating their work. Consequently, they know what they are working on, what they must do to improve and where they have reached in tutorial programmes.

68. Leadership and management are good. The coordinator has a thorough understanding of the strengths and weaknesses of information and communication technology. Consequently, there is a clear vision of what must be done to improve things further, for example, in the upgrading of the hardware and in further extending the use and application of information and communication technology in other areas of the curriculum.

Information and communication technology across the curriculum

69. Pupils' skills and knowledge in information and communication technology are developed effectively in other subjects. Teachers regularly identify opportunities for pupils to use and apply their information and communication technology skills to support learning in English, mathematics, history, geography and science. Information and communication technology is used successfully to support teaching and learning across the curriculum. The coordinator monitors this work rigorously, providing support and suggestion as appropriate. Good examples were seen in science when pupils used graphing programs to illustrate the results of an investigation about cooling liquids.

HUMANITIES

Religious education and geography were inspected in full and are reported below. History was not inspected.

Geography

Provision in the geography is **satisfactory**.

Main strengths and weaknesses

- A good programme of visits and visitors enables pupils to learn from personal experience.
- The subject makes a good contribution to pupils' skills in literacy and information and communication technology.
- Pupils sometimes find difficulty in remembering the skills and knowledge they have previously learned because of the length of time between each unit of work.

Commentary

70. Teaching is satisfactory, and by the end of Year 2 and Year 6, standards are broadly average and achievement is satisfactory. This is the same judgement as the previous inspection. Pupils' work in Years 1 and 2 shows that pupils are making satisfactory gains in their understanding of the geographical features of the locality. By the end of Year 6, pupils have a satisfactory understanding of a range of places and environments. They are beginning to recognise how physical and human processes lead to similarities and differences in the environments of different places. Visits to towns and cities such as Weston-super-Mare, Bath, Portsmouth and Bristol are highlights of the subject, providing pupils with valuable first-hand experiences of physical features. These visits make the work relevant and real, enabling them

to compare environments from direct observation. The local area is used well to promote skills, knowledge and understanding and as they move through the school there are well-planned day visits as well as visitors to the school from other countries. Pupils have very good opportunities to learn orienteering.

71. Lessons are interesting. For example, pupils in the mixed Years 4 and 5 class were challenged to find a suitable holiday for a named person, based on particular requirements. This activity captured the pupils' interests well and provided the basis for using reference material such as holiday brochures. They used their mathematical skills effectively to work out the price of the chosen holiday. In a Year 3 class, pupils used literacy and information and communication technology skills successfully when required to compose text for the book, "Window" by Jeannie Baker. Where teaching was less successful, opportunities to reinforce pupils' skills through the availability of maps were sometimes limited.
72. The current curriculum is satisfactory and planned in a two-year cycle, which supports the work in the mixed-age classes. It is taught in blocks of time over a term, alternating with history. However, although skills and knowledge are learned and pupils' work is monitored for progress, the rate of progress is sometimes not quick enough because they are not using their geographical skills sufficiently during the term when they are not studying the subject. Leadership and management in geography are satisfactory, although opportunities to develop teaching and learning have been limited by the school's emphasis on raising standards in English, mathematics and science in the last two years. The co-ordinator is knowledgeable and has a clear vision of what has to be done to raise standards further. Appropriate plans are in place to review the organisation of geography within the curriculum and seek ways of reinforcing geographical skills and knowledge within the two-year cycle.

Religious Education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The Wiltshire Agreed Syllabus adopted by Swindon is used well to provide the scheme of work for the school.
- Pupils tackle demanding issues in lessons and enjoy what they are learning.
- The pupils do not complete sufficient written work to support their learning because the time available is kept to a minimum.
- Very good use is made of local education authority advisory staff to support teaching and learning.

Commentary

73. Standards are in line with requirements of the locally agreed syllabus for religious education at the end of Year 2 and Year 6, as was found at the time of the last inspection. Throughout the school, achievement is satisfactory. The quality of provision has been maintained since the last inspection. Pupils are making gains in their knowledge and understanding about Christianity and other major world religions at an appropriate rate. They make good progress in lessons and by the end of Year 6 they are able to articulate their ideas and views coherently. Some lessons are followed up with good quality written work. However, there are many examples when the absence of recorded work in Years 3 to 6 meant that there were few opportunities for pupils to consolidate their learning in written form.
74. Teaching is good and teachers effectively use the agreed syllabus and helpful scheme of work to plan interesting lessons. This is beginning to have a positive impact on pupils' achievement. Pupils' learning is good and they enjoy the work that they cover. A good example of this was seen in a lesson in Year 1 when pupils responded positively to the teachers' enthusiasm. A range of modes of learning was skilfully used to develop pupils' understanding of Judaism,

helping them to reflect upon the differences and similarities with Christianity. Similarly in a Year 4 class the pupils re-enacted a Jewish ceremony with great sensitivity, respect and understanding. This significantly deepened their understanding of the importance of this ritual in the lives of Jews. More challenging aspects of the agreed syllabus, such as the usefulness of diversity in society, are taught effectively. Teachers' perceptive questioning and explanation enable pupils to apply what they have learned to reflect on their personal thoughts and views. This makes a positive contribution to their spiritual and cultural development.

75. Leadership and management are good. Recent improvements are beginning to have a positive impact on teaching and pupils' achievement. The very good use of local education advisory staff as a co-ordinator means that teachers' subject knowledge is improving. Teachers are enhancing their understanding of different faiths, which is helping them to create the right conditions to enable the pupils to reflect on what they are learning by working alongside the coordinator. Effective assessment procedures are helping teachers to plan future work that is of good quality and meets the needs of the pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Due to the focus of the inspection and the timetable arrangements, there was not enough evidence to make a secure judgement about provision in art and design, music, design and technology and physical education. Consequently these subjects were sampled.

76. The colourful and exciting range of **art and design** work on displays reflects the broad range of skills taught. Of particular note is a good quality study of children playing based on the work of Brueghel in Years 5 and 6 and skilful symmetrical designs that followed study of the work of Mondrian. Good use is made of sketch books and pupils reach average standards at the end of Year 2, with above average standards in observational drawing. Pupils demonstrate that they are developing their skills and knowledge of shape and form and a range of media. In the one lesson observed in Year 2, teaching was good because the teacher skilfully enhanced the pupils' observation skills. The lesson was carefully planned to meet the different needs and abilities in the class. For example, artefacts were very carefully organised to provide both challenge and success. This promoted good quality drawing for many. The pupils worked hard and concentrated keenly on improving their work. An opportunity to evaluate their work and comment on each other's drawing further enhanced their understanding. By the end of Year 6, standards in drawing and painting are above average. Pupils have a good understanding of a range of media. Art is used very skilfully to illustrate work in science, design and technology, history and geography. Work in sketch books is effectively marked and many contain astute comments from pupils about what they have learned.
77. Pupils' work indicates that standards in **design and technology** are average at the end of Year 2 and Year 6. Pupils in Years 1 and 2 are able to make simple evaluations of what they have made. In Years 3 to 6 pupils undertake an appropriate range of activities that is helping them to build up their skills each year. In Year 6, while making slippers for children in the reception class, pupils are investigating their clients' preferences and have built these into the criteria by which they will evaluate the success of their finished article. Whilst pupils produce annotated diagrams to show the major features of what they are making, they do not yet make detailed sets of instructions to enable them to make it. Nor do they experiment with several versions before deciding on which version to put into production. Their evaluations are satisfactory although they do not yet reflect in depth what could be significantly improved and how. Class teachers assess the work carefully and discuss how pupils can improve. Pupils find this helpful and their recorded work shows that they apply what they learned to the next project they undertake.
78. In **music** the standard of singing in assembly was at least average. In the one lesson observed in the Years 4 and 5 class pupils were confidently singing in four parts and had a good grasp of rhythm and how to compose an accompaniment to the round using tuned and un-tuned percussion. Teaching was very good and this had a significant impact on the pupils'

achievement and understanding of what the complex tasks entailed. The lesson was rigorous in the demand it placed on pupils learning quickly and having the ability to apply what had been learned in previous lessons. Pupils thoroughly enjoyed the challenge and were reluctant to stop at the end of the session. The way that the teacher fully included pupils with special educational needs related to behaviour was especially skilful and resulted in good achievement for that small group. The pupils were thrilled with their success and worked very hard, refusing to be distracted from their enthusiastic compositions. Pupils benefit from a satisfactory range of instrumental tuition.

79. Photographic evidence shows that in **physical education** pupils are involved in a full range of gymnastic and sporting activities. Pupils receive considerable enjoyment from representing the school in team sports such as football against other schools. They feel that physical education is good and thoroughly enjoyed the two lessons observed. In one lesson in Year 6, teaching was good. There were strengths in the skilful direct teaching of techniques of throwing a ball that enhanced the pupils' skills. Consequently, progress in throwing skills was good and pupils improved considerably during the lesson. Their catching skills however, were not as accurate, a point which they recognised when they applied these skills in a team game. Teaching in the lesson in Year 1 was very good. The teacher used her subject knowledge very effectively to challenge the pupils physically and intellectually as they practised and learned a range of skills using bats and balls. Excellent management strategies enabled the pupils to get the best out of the lesson. There was little time for them to lose concentration. A particular strength of the lesson was the way the teacher was assessing the pupils as they practised and adapted the lesson to match their strengths and weaknesses. A very good range of resources supports physical education lessons, helping the pupils select the best equipment to help them develop their physical skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health education and citizenship was sampled.

80. The very caring and supportive ethos of the school enhances the pupils' personal development. A strong feature of the provision is the school council, which enables pupils to participate in important decision-making about aspects of school life and enhances their understanding of citizenship. In addition, the links with the local parish council provide pupils in Year 6 with a beneficial insight into decision-making in the local area. Specific personal, social and health education lessons are successfully designed to help pupils build up their confidence to have respect for themselves and each other. In addition, teachers skilfully use every opportunity to promote respect for others and sensitivity and understanding for the different cultures and abilities in the school. A good example of this was in religious education, where pupils were acting out a Jewish ceremony. Pupils were curious, interested and very sensitive. A very strong feature of lessons is how pupils listen to each other with appreciation of what is said. This has a significant impact on pupils' behaviour and racial harmony throughout the school. As pupils get older teachers give them more and more responsibility. For example, they evaluate their work and effort. They assess their learning and have a very clear idea about what they have to do to improve their work or broaden out their personal strengths. The school prepares them well for the next stages of their education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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