

INSPECTION REPORT

HILPERTON CE VC PRIMARY SCHOOL

Newleaze, Hilperton

LEA area: Wiltshire

Unique reference number: 126328

Headteacher: Mrs Susan Haldane

Lead inspector: Ms H M Carruthers

Dates of inspection: 3 - 5 November 2003

Inspection number: 256442

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	151
School address:	Newleaze Hilperton Trowbridge Wilts
Postcode:	BA14 7SB
Telephone number:	01225 755343
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev B Magill
Date of previous inspection:	18 May 1998

CHARACTERISTICS OF THE SCHOOL

This small primary school serves the village of Hilperton, and is situated on the Newleaze Estate, on the outskirts of Trowbridge. Currently there are 151 pupils on roll, including 15 children in the reception and Year 1 class, all of whom attend part-time to start. The school is higher than average on the local authority index of social deprivation. Attainment at entry shows that nearly half of the pupils have below average skills in reading and mathematical development when starting school. Most pupils are white with a very small number of pupils coming from different ethnic groups and for whom English is not their first language. The number of pupils identified as having special educational needs is broadly average, but there are year-on-year variations in this, and it was above average in 2002. One pupil currently has a statement of special educational need. The number of pupils entitled to free school meals is below the national average, but very few families entitled take up their option. The school achieved a *Healthy Schools Award* in 1998 and received a *Schools Achievement Award* in 2000 and 2003. More pupils join the school than leave at times other than for transfer.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22167	Ms H M Carruthers	Lead inspector	The Foundation Stage Geography History Religious education English as an additional language
9644	Mr M Whitaker	Lay inspector	
8864	Mr P Clifton	Team inspector	Mathematics Science Information and communication technology Physical education
30559	Mrs J Taylor	Team inspector	English Art and design Design and technology Music Special educational needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS [AND COURSES] IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a **sound education**, and has many strengths. It provides **satisfactory value for money**. Pupils' attitudes and behaviour are good. Many pupils start school with below average standards and national test results vary year-on-year. Pupils' achievement is satisfactory overall, and standards are average. Those more-able pupils achieve well. Teaching and learning are satisfactory overall, with some strengths. The leadership and management of the school are satisfactory with good features.

The school's main strengths and weaknesses are:

- Pupils show good attitudes to learning and their behaviour is good.
- There is a good ethos throughout with good inclusion and pupils' attendance is very good.
- Overall, pupils' spiritual, moral, social and cultural development is good.
- The school's links to parents and the community are good.
- Standards in mathematics are below average and in science they are just below average, currently, for pupils by the end of Year 6, and standards in writing are below average for all pupils.
- The use of information and communication technology (ICT) is not sufficiently developed and standards, particularly by the end of Year 6, are below average.
- The school's improvement plan is broad, but its focus on raising standards is not sharp enough.

The improvement since the previous inspection has been satisfactory overall. Better curriculum planning is provided and greater use is made of assessment to set targets for pupils. Management systems have been implemented and governors and staff involved fully in school improvement planning. School improvement is monitored, but its impact on raising standards is less sharp.

STANDARDS ACHIEVED

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

*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.*

The results of national tests show year-on-year variations, which reflect in each year group the proportions of pupils with lower ability and those identified with special educational needs (SEN).

The achievement of pupils throughout is satisfactory overall. Many children in reception start school with below average skills in their early development in reading and mathematics. The current reception children in the Foundation Stage (FD) are making satisfactory progress towards achieving the goals they are expected to reach. Their achievement is satisfactory with a stronger focus on personal, social and emotional development, communication, language and literacy and mathematical development because these areas are weakest at entry.

The standards achieved by pupils in the current Years 1 and 2 are satisfactory. Standards in reading and mathematics are average, but below average in writing. In science, ICT and religious education (RE) and the other subjects seen standards are as expected by the end of Year 2. **The standards achieved by pupils in the current Years 3 to 6 are satisfactory.** For pupils currently in Years 3 to 6 standards are average in speaking and listening and reading, but below average in

writing. In mathematics and ICT, standards are below average, and are just below average in science. In RE, art and design, design and technology, geography and history, physical education (PE) and music, standards in the work seen meet expectations by the end of Year 6. There are strengths in the standards and quality of pupils' singing. Higher attaining pupils are challenged suitably and achieve the standards of which they are capable. Pupils with SEN achieve satisfactorily.

Pupils' **personal development is good**. Their **spiritual, moral, social and cultural development (SMSC) is good** overall, with satisfactory cultural development. Pupils have good attitudes to school and their behaviour is good. Attendance is very good.

QUALITY OF EDUCATION

The quality of education is satisfactory with some good features. **Teaching is satisfactory**, with some strengths. Teachers promote equality of opportunity well, have good relationships with pupils, but expectations are not always high enough to move learning forward further.

The quality of the curriculum is satisfactory, with strengths in the good provision of extra-curricular activities, sports and music. Good use is made of educational visits and other activities to enrich pupils' learning, but ICT, the library and FD outdoor curriculum require developing further.

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

The leadership and management are satisfactory with good features. The leadership of the curriculum and teaching by the headteacher are good. The recruitment of new staff is strengthening the teaching team further and having a positive impact on the education provided. The governing body is hard working and supportive and has a sound understanding of the strengths and weaknesses of the school. Thorough analysis of pupils' performance takes place, but this has yet to be reflected in the school's improvement plan as more rigorous targets to be achieved in order to raise standards further.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school and support it well. The inspection team looked into concerns about communication raised and found the school dealt with these issues appropriately.

Pupils clearly enjoy school and are happy. They feel that they can give their views on the school freely and that the headteacher, teachers and staff and the school council value their views.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics and science for Years 3 to 6 and in writing for all pupils.
- Make better use of ICT provision and improve standards for pupils, particularly Years 3 to 6.
- Make tighter and more measurable links to raising standards further in the improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards of achievement are satisfactory overall. Pupils achieve satisfactorily from their point of entry, and many start school with below average skills in reading and mathematics and are of lower ability, while others have special educational needs. Those pupils capable of higher attainment achieve well. Taking into account year-on-year variations in national test results, which reflect the different abilities of groups of pupils, inspection evidence and the progress pupils make across the school from entry, standards are average overall.

Main strengths and weaknesses

- Above average standards attained in the 2002 national tests, by the end of Year 6.
- The current children in the reception class are making satisfactory progress.
- Standards are average in speaking and listening, reading, mathematics and science and in the other subjects for pupils currently in Years 1 and 2.
- Standards are average in speaking and listening and reading and the other subjects for pupils currently in Years 3 to 6.
- Standards in writing are below average and improvement is a school key target.
- Standards in mathematics and science need improvement for pupils currently in Years 3 to 6.
- Pupils throughout sing to a good standard.

Commentary

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

Standards in:	School results	National results
reading	12.7 (14.8)	15.7 (15.8)
writing	13.8 (14.7)	14.6 (14.4)
mathematics	13.7 (17.9)	16.5 (16.5)

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

1. The standards in the table above for 2003 represent a dip from those achieved in 2002 and reflect the year-on-year variations in proportions of pupils of different abilities, bearing in mind the numbers that start school with below average abilities, particularly in reading and mathematical skills.

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

Standards in:	School results	National results
English	26.7 (28.4)	26.8 (27.0)
mathematics	26.7 (29.0)	26.8 (26.7)
science	28.7 (29.7)	28.6 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

2. The table above shows better results in 2002 than in 2003. These results reflect the year-on-year variations in proportions of pupils of differing abilities with overall average standards in 2003 and above average in 2002.

3. Year 6 pupils achieved the school's targets set in 2002, but not in 2003. The school is working with the local education authority on its target setting as targets had been too challenging for the abilities of pupils in 2003. The school was pleased with pupils' results in 2003, considering the abilities of pupils. Overall, there is an improving trend in test results from Year 2 to the end of Year 6. The scores are made up of pupils' individual expected and higher level results to give an average point score, which are then combined for school results. Overall, pupils achieved better at the expected level, but the proportions reaching the higher levels were fewer in 2003. The school is targeting the achievement of boys to raise their attainment further. It has been successful in improving standards in reading and has now highlighted writing. Pupils in Years 5 and 6 benefit from 'booster' work during the spring term and this work will target improvement in literacy and numeracy standards. There is a thorough analysis of data on standards by school management and it is used to plan improvement, but as yet, this has not included sufficient measurable steps.
4. The achievement of the current reception children in the FD stage, being taught in the reception and Year 1 class, is satisfactory and they are making satisfactory progress towards attaining the six Early Learning Goals by the end of the reception year. In communication, language and literacy and mathematical development children are making a satisfactory start on reading, simple writing skills and understanding a broad range of practical number activities. In their knowledge and understanding of the world children show a growing confidence in satisfactorily using simple ICT skills. Opportunities for creative development are well linked to the other areas of learning and children are making satisfactory progress in developing and using drawing and cutting skills. In their physical development, children satisfactorily use the space in the hall and have some opportunities for planned outdoor play, but this area is less well provided for, although development is planned. Children show satisfactory personal, social and emotional development overall. They play together and share small equipment, but when the planned activity ends, some are less able to play independently in a purposeful way, particularly boys, and this impacts on their progress.
5. Inspection judgements show an improvement in standards for the current group of Year 2 pupils. This is partly explained by a more able group of pupils and a stronger emphasis on raising standards in reading. The standards achieved by pupils are satisfactory. Standards are average in speaking and listening and reading, but are below average in writing, particularly imaginative and creative writing. In mathematics, standards are average with pupils experiencing a broad curriculum. Standards in science are as expected with pupils benefiting from a practical approach. In ICT pupils, have a satisfactory understanding of basic computer operations. In RE, standards meet the expectations of the locally agreed syllabus with pupils showing a sound understanding of stories from the Bible.
6. Inspection judgements show that for pupils currently in Year 6, standards are average in speaking and listening and reading, but below average in extended writing, particularly for creative and imaginative writing. Standards are below average in mathematics, with strengths in number work, but pupils' mental mathematical skills and graph work is not developed well enough. In science, standards overall are just below what is expected, and, although pupils experience a rich curriculum, their ability to express their knowledge is less secure. In ICT, standards are below expectations, particularly in the range of graph and data work and links to other subjects, such as mathematics, science and geography. In RE, pupils by Year 6 show an appropriate understanding of Christianity and other faiths and meet the expectations of the locally agreed syllabus, with the more able well challenged. In the other subjects inspected, art and design, design and technology, geography, history, music and physical education, standards are as expected. In music pupils throughout sing well.
7. For pupils with special educational needs, progress is measured against the targets set in their individual education plans. Progress is monitored when the targets set for individual education plans are reviewed. Targets are clearly stated and measurable. Reviews take place regularly and parents and pupils are invited to participate. Teachers adapt work to match the needs of all pupils, but plans do not show a strong enough link between the targets specified in individual

educational plans. The very few pupils for whom English is an additional language and pupils from all ethnic backgrounds receive appropriate support from teachers and advisory staff and achieve satisfactorily.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

The attitudes, values and personal qualities of pupils, including those with SEN, are good, and their attendance is very good. Pupils' behaviour is good and they demonstrate much enthusiasm for school and the opportunities it offers. The school's provision ensures pupils' spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Levels of pupils' attendance are very high.
- Standards of pupil behaviour, both in class, at play, and at lunch are good.
- Pupils' show much enthusiasm for school, especially in their keenness to take advantage of the opportunities it offers.
- Pupils' spiritual, moral and social development is good overall.

Commentary

8. The youngest children in the reception and Year 1 class show good attitudes to learning. They are keen to learn and, overall, their behaviour is good. However, some children, particularly boys, are less able to play independently after the planned structured activity has finished.
9. Attitudes and behaviour are good for pupils from Years 1 to 6. All staff have clear expectations of high standards of behaviour to which pupils respond well. There are clear and simple class and school rules that are discussed and agreed by pupils, thus giving them ownership. There are, however, a small number of older pupils, mostly boys, who demonstrate inappropriate behaviour at times during lessons. Their behaviour is irritating rather than disruptive and is firmly dealt with by teachers. Pupils are open and friendly with visitors and considerate to each other. They are encouraged to be tolerant of pupils with difficulties and, consequently, the school is free of oppressive behaviour. The very small numbers of pupils from ethnic minority backgrounds are fully included in all activities and there have been no incidents of a racist or sexist nature.
10. The majority of pupils display enthusiasm for school, and are keen to talk about and take up the opportunities it offers; for example, considerable numbers of pupils stay after school to take part in choir practice, sports and gymnastics clubs. Attitudes in lessons are positive although some pupils respond passively, showing a lack of self-confidence at times. Staff work hard to encourage and motivate these pupils.
11. Relationships and personal development are good. Pupils are encouraged to take responsibility for their own actions and are given opportunities to exercise wider responsibility, for example by serving on the school council. Older pupils are given a number of opportunities to consider the needs of younger children, such as reading with them, by acting as 'playground buddies', or looking out for younger children who might be lacking someone to play with. Parents report that their older children are keen to take on these responsibilities.
12. Pupils' spiritual, moral, social and cultural development is good overall. Spiritual development is good throughout the curriculum. Collective worship is covered by an inspection from the Diocese. Pupils' spiritual development is enriched throughout the curriculum, whilst the personal, social and health education (PSHE) provision enables pupils to explore feelings. Moral and social development are good. There is a clear moral code pervading the school and pupils' social development is well addressed. They discuss and agree school rules, they support each other well across age groups and they are encouraged to accept personal responsibility. Cultural development is satisfactory; through different subjects pupils learn

about their own and other cultures. Older pupils are taking part in a *Global Citizenship Project* to develop their awareness of the multicultural diversity of society and are to set-up a link with a school in Ghana.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.2
National data	5.4

Unauthorised absence	
School data	0
National data	0.5

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

13. Attendance is very good. Pupils enjoy school and the school has the confidence of parents and the community.

Exclusions

As the table below shows, there have been two fixed-period exclusions, involving two pupils, over the preceding twelve months.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian
Mixed – any other mixed background
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
124	2	0
1	0	0
3	0	0
1	0	0
1	0	0
5	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is satisfactory with good features. Teaching is satisfactory with strengths. Whilst satisfactory, the curriculum is enriched by a good range of extra-curricular activities. The care of pupils is good, as are the links the school has with its parents.

Teaching and learning

Teaching and learning are satisfactory overall for all pupils, including those with SEN and the very few for whom English is an additional language.

Main strengths and weaknesses

- Teachers manage pupils well and insist on good standards of behaviour.
- Teachers often place a strong emphasis on practical activities.
- Teachers promote equality of opportunity well and all lessons are inclusive.

- Teachers' expectations are not always high enough.
- The use of assessment has improved.
- The use of ICT is less developed.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	11	15	1	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.

- Teachers are mostly consistent in achieving good standards of behaviour in their lessons and plan activities which engage pupils in learning. Lessons are inclusive and boys and girls work together well in harmony. Teachers have targeted raising the achievements of boys and in most lessons, teachers' engage their interest well and they make satisfactory progress in learning. The leadership and the management in this aspect of teaching are good.
- The teaching and learning in the FD stage are satisfactory overall. There are strengths in the teaching of communication, language and literacy, but in other areas of learning, particularly mathematics and knowledge and understanding of the world, there is room to provide even more planned practical activities to extend learning further.
- Throughout the school, the teaching and learning in literacy and numeracy are satisfactory, overall with some good features. In English, there is a strong emphasis on well-thought-out lesson planning to teach skills. Reading is well taught, and there is sufficient emphasis on teaching spelling and handwriting, but opportunities for creative and imaginative writing are less well developed and impact on standards. In mathematics, number work is well promoted, but less emphasis is given to solving problems and using mental mathematical skills, which affects standards for pupils currently in Years 3 to 6. Teachers' expectations are not always high enough to push learning forward further. At times, too many worksheets are used. Teachers teach ICT skills satisfactorily, and its use is being developed to enhance learning in English and mathematics, and other subjects, consequently, at present, pupils' opportunities for learning are narrow, particularly those in Years 3 to 6.
- In science, teaching and learning are satisfactory overall, with good teaching seen in Years 1 and 2. Teachers use a strong practical approach, which encourages pupils to enjoy science. However, many older pupils find difficulty in retaining specific knowledge. Teaching and learning in the other subjects seen are satisfactory; in art and design, design and technology and physical education. In history teaching and learning were good in the lesson seen. No teaching was seen in geography. In music, teaching and learning were satisfactory overall, but this was good in Years 5 and 6. Throughout, all pupils made good progress in singing. In RE, teaching and learning are satisfactory, and again good in Years 5 and 6, with pupils well challenged in their thinking.
- The teaching and learning for pupils with SEN are satisfactory. Teachers have copies of individual education plans. Some pupils are withdrawn from classes for basic skills' tuition. Teachers plan the use of support assistants within lessons so the overall picture of support is less clear. Assessment and tracking procedures are developing further to allow teachers to ascertain pupils' achievements more accurately. There are some opportunities for SEN pupils to use computers so that they can develop their ICT skills to improve basic literacy and numeracy skills.

19. Teaching for those few pupils from ethnic minority groups and for whom English is an additional language is satisfactory, as is learning. Those pupils capable of higher attainment receive at least satisfactory teaching, and often good teaching, which in most instances challenges them well. However, there is room to extend challenge even further, particularly in writing and using mathematical problem solving.
20. The use of assessment has improved since the last inspection and is satisfactory. The marking of work is effective in moving pupils' learning forward. Individual targets are set for pupils, and pupils achieve these, but often these could be more robust. Work is well presented and homework is used satisfactorily to enhance and extend learning, particularly in literacy and numeracy.

The curriculum

The school provides a satisfactory curriculum that meets the needs of all pupils. Opportunities for enrichment of the curriculum are good. The accommodation is satisfactory overall and supports learning. The amount and quality of resources are satisfactory.

Main strengths and weaknesses

- Opportunities for curriculum enrichment are good. There are many different clubs and opportunities to visit places of interest and to meet visitors.
- There are few opportunities to visit places of worship from other faiths and cultures.
- All pupils have equal access to the curriculum although some pupils are withdrawn for short periods for basic skills' tuition.
- Curriculum planning has been improved since the last inspection.
- Subject co-ordinators need more time to enable them to develop their role, to manage and monitor their subjects more effectively.
- The use of ICT facilities, the library and FD outdoor facilities is less developed.

Commentary

21. The curriculum provided for the reception children covers the Early Learning Goals of the FD stage satisfactorily. Children are provided with a curriculum which is strongly focused on developing literacy and numeracy skills and opportunities for their personal, social and emotional development. At present the planned outdoor curriculum is less well developed, although there are plans for this work to be completed.
22. The curriculum in Years 1 to 6 meets legal requirements because all subjects of the National Curriculum (NC) are taught, as well as RE and personal, social and health education (PSHE). The recommendations of the revised Code of Practice for pupils with SEN are fully implemented.
23. All pupils benefit equally from what the school has to offer including a good range of extra-curricular activities. Teachers of those pupils who are withdrawn from lessons for specialist teaching, for example instrumental tuition, ensure that they do not miss any part of the curriculum. A dedicated staff and a group of volunteers lead these. Extra-curricular activities range from music to sports clubs and other enrichment includes two, annual, residential visits for older pupils. The school is particularly successful in music competitions. There are several clubs and activities available to pupils both at lunchtime and after school. Pupils are encouraged to participate in the clubs and both boys and girls can join the football team and netball team. Older pupils take part in a wide range of activities and are suitably prepared for the next stage of their education.
24. Curriculum planning has been developed since it was highlighted as an area for improvement at the last inspection. Now planning takes appropriate account of the different abilities and

ages of pupils taught in the school's mixed-age classes. Subject co-ordinators' roles have been developed and they manage curriculum responsibilities as well as they can given the constraints of time and the wide range of responsibilities they have. They work with good commitment to improve the provision in their subjects, but their role in monitoring improvement in relation to raising standards is less developed.

25. Provision for SEN is satisfactory and pupils participate in the same curriculum offered to other pupils. Some pupils are withdrawn from parts of lessons for specialist skills' tuition. The school is aware of this situation and teachers ensure pupils cover all work from lessons. Pupils with SEN benefit from the care provided by the staff and the good relationships, which exist throughout the school.

Staffing, accommodation and learning resources

26. Staffing levels are good. There are sufficient numbers of qualified and experienced teachers to deliver the curriculum. The good number of teaching assistants and classroom support staff makes a strong contribution to pupils' learning. They play an important part in the staffing structure and actively contribute to the teaching team.
27. The accommodation provided is satisfactory overall, but it is of a good quality. Much refurbishment has taken place since the last inspection to improve the general appearance of the school, pupils' toilets and the entrance and admin area. Although some classrooms are small, there is space available for specialist music tuition, areas adjacent to classrooms for practical activities, a room for specialist tuition in ICT together with SEN, as well as two small library areas. The school has extensive, attractive grounds to allow a wide range of outdoor activities to take place. There is a good-sized secure play area, which is attached to the reception and Year 1 class. There is some play equipment for outdoor use for the reception children, and there are plans to improve this further to provide large play equipment and ride-on toys.
28. There are sufficient books for pupils to read and research information but the two small specified library areas distinguish between younger and older pupils. Consequently, there is an unnatural division between reading books and materials available for each age group. The ICT suite has recently been established but is not yet fully functional with appropriate chairs and furniture.

Care, guidance and support

The care and welfare of pupils are **good** and are a high priority in this school. All pupils are well known to staff and their personal development is **good**, being well supported. There are **good** procedures for seeking and acting upon pupils' views.

Main strengths and weaknesses

- The school council is becoming effective in giving pupils a voice.
- Pupils' welfare and personal development have a high priority.

Commentary

29. Pupils, including the youngest reception children in the reception and Year 1 class, are well cared for. The headteacher is the designated person for child protection purposes and all staff, including support staff, are aware of the action to be taken in cases of concern. Health and safety matters are overseen effectively by a governor who has professional experience in this area. All the necessary procedures are in place. Risk assessments on all activities are undertaken. There are competent arrangements for providing first aid in case of an accident; instances are recorded and the headteacher monitors the record to check for patterns, with parents informed as appropriate. Safe working practice is addressed in the curriculum, for

example in science, PE and design and technology. Healthy living is well promoted; the school has a *Healthy Schools Award*, and takes part in the *Get Fit Kids* week. All pupils visit the *Life Education Bus*, run by the Lions and Rotary clubs, which addresses issues such as drugs, crime and personal safety. No pupil is disapplied from the NC. The school has access to visiting specialists from the local education authority Special Educational Support Service, Behavioural Support team, Speech and Language Service and Educational Psychological Service.

30. Teachers, teaching assistants and classroom support staff suitably support those pupils identified as having SEN. During the spring term, older pupils are taught in groups according to their ability so that their needs can be met more efficiently. The school assesses and monitors the progress of SEN pupils within the same procedures for all pupils and particularly through the review of individual education plans. Those few pupils from ethnic minorities and for whom English is an additional language are suitably supported, as are more able pupils in most instances.
31. Pupils' personal development is well supported. The school is small and all pupils are well known to staff. Parents have commented on how quickly new staff get to know children as individuals. Whilst much of the care is informal and undocumented, staff keep notes on pupils' personal development and are quickly aware of any problems. Pupils feel secure and valued: "It's a brilliant school", observed one pupil in Year 4. The well-supported extra-curricular activities and after-school clubs increase the range of adults to whom children are known and reinforce the supportive family atmosphere. For example, the vicar (who is chair of governors) accompanies pupils on their annual summer residential visit.
32. The school council is beginning to provide pupils with a forum for expressing their views. It is a relatively new initiative for the school, having been started about 18 months ago to collate pupils' views on the redevelopment of the grounds. At present the headteacher both chairs and acts as secretary, though she has plans for training pupils to run the council themselves. Pupils are aware of the existence of the council and know that it is designed to serve them, though some are a little vague as to the detail.

Partnership with parents, other schools and the community

The school works hard to establish good links with parents. Information on pupils' progress is good, but parents would like more information on and involvement in some organisational matters, which is satisfactory. Community links are good as they are varied and enrich pupils' learning; links with partner institutions are entirely satisfactory.

Main strengths and weaknesses

- The supportive, friendly family ethos of the school.
- Parents have easy, informal access to staff.
- Good community links enrich pupils' learning and help to promote personal development.
- There is close liaison with the local pre-school group, thus easing children's induction into school.
- Parents would like a greater degree of communication over some organisational matters.

Commentary

33. Parents are well informed about their children's progress and the work they do. In the autumn term, parents meet teachers and learn about the curriculum to be followed that term. Each class sends parents a newsletter detailing the topics to be covered. There are two formal consultation meetings a year; these are well attended. Children's targets are discussed and agreed by the class teacher, pupils and parents. Parents are invited to attend the annual review of individual education plans and statements of SEN for those pupils with special

needs. Pupils' annual reports are detailed; they cover each subject of the NC and there is good detail on the child's personal development. Pupils add their comments on the year's work. This area has been improved since the last inspection identified it as in need of development.

34. Parents particularly appreciate the ready informal access they have to teachers, who are happy to discuss and resolve minor issues at the end of the day. In the pre-inspection Ofsted questionnaire, however, 27 per cent of parents said that the school did not seek their views; a further 21 per cent could not agree that they were kept well informed about their children's progress nor that they would feel comfortable about approaching the school with a problem. Discussions with parents during the inspection reveals that the root of their unhappiness lies largely in two decisions the headteacher had to take, at short notice, on the instruction of the local education authority, at the end of the summer term. With the exception of those particular matters, parents appreciate the work of the school and support it strongly. Parents are consulted for their views and sent questionnaires on various matters of development, such as the grounds.
35. The school has the confidence of all communities which it serves. Good links enrich pupils' experience and supports their personal development. There are strong links with the parish church, which pupils attend for all the major Christian festivals, and which serves as an historical record for pupils to study. The school choir performs at a number of local venues, often with the nearby Trowbridge Youth Band. They sing to local pensioners at Christmas and present musical and drama productions to local residential homes. The school has a Maypole dance team that entertains at the village fete. Good use is made of nearby facilities; for example, pupils have visited local museums and historic houses to support learning. Visitors from the community include writers and artists as well as police officers and fire fighters. A group of local senior citizens join pupils for a hot lunch once a week, and although this adds much to the community ethos of the school, the opportunity for interaction between them at lunchtime is limited.
36. There are satisfactory links with other local schools, although links with neighbouring primary schools are limited mostly to staff training. There are effective links with the two secondary schools, to which the majority of pupils transfer. Staff from the secondary schools visit to meet their new pupils and pupils have the opportunity to spend a familiarisation day at the secondary school to which they will be going. Parents are particularly appreciative of the arrangements for the induction of pre-school children. These children make a number of visits during the summer term, and the reception class children return to the pre-school group to support their Christmas nativity play.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory with some good features. The governance of the school is sound and developing. Leadership of the headteacher and other key staff is satisfactory with some strengths. The management of the school is satisfactory with good features.

Main strengths and weaknesses

- The headteacher provides good curriculum and teaching leadership and is building an effective team of teachers.
- The governing body fully supports the work of the school and is developing its monitoring role.
- The headteacher, governors and staff show a strong commitment to inclusion and concern for the individual needs of the pupils.
- The school is run efficiently.
- Procedures for following up on any pupils identified as underachieving are not robust enough.
- The school improvement plan is not sufficiently well linked to raising standards of attainment.

Commentary

37. The headteacher and the governors have worked hard to tackle the issues raised in the previous inspection report. Management structures have been developed and strengthened and the role of the governors developed through the introduction and work of committees. New staff have been appointed, including those who are newly qualified. The school's procedures for these new appointments have been robust; much time has been given and care taken to recruit effectively. The headteacher provides a good role model for teachers, other staff and pupils. The school is well run and school rules are applied consistently and fairly. All teachers speak to pupils with respect, encourage them to share their views and listen to each other carefully.
38. The headteacher provides strong curriculum and teaching leadership. Innovation has taken place through, for example, the development of pupils' 'thinking skills'. Specific arrangements in Years 5 and 6 during the spring term, which involve additional staff as well as the headteacher, support pupils' learning well. This teaching takes into account the specific strengths and weaknesses of pupils. The staff are hardworking and committed to improvement. They are open and receptive to ideas and plan together.
39. The governing body has a sound understanding of the strengths and weaknesses of the school. Governors are suitably involved in developing the school improvement plan, which identifies clearly the current priorities. Funding is linked to the priorities within the plan. Governors have a very clear view about spending commitments and have adopted good procedures, which enable spending to be tracked carefully. They make sensible decisions, which ensure that the school gets good value for money on purchases. Any carry forward budget figure is used to help build the next budget with its identified priorities and for a small contingency.
40. There is a good working relationship between the governing body and the headteacher. Restructuring of the committees has enabled governors to become more involved and therefore develop their monitoring role. The governors provide a strong level of support and now need to strengthen further their role as 'critical friends' particularly linked to raising attainment.
41. The school improvement plan identifies specific targets as areas for improvement: for example, the 'development of pupils' thinking skills' and 'improving the achievement of boys'. Training has been organised to develop skills in these areas. Taking the plan as a whole, there needs to be greater clarity in how the 'actions taken' identified within the plan lead to better pupil learning and attainment. School self-evaluation is developing well, but the targets set and criteria used to evaluate the success of the improvement plan are not sufficiently specific and measurable. Where the timescale for implementation is over a significant time, there is currently insufficient detail, or steps to achieve, to support staff and governors in their roles of monitoring progress and questioning the effectiveness of the actions taken.
42. The performance of pupils is effectively monitored. The school has in place a range of formal and informal assessments, which enable progress to be measured. In addition to this, national tests at the end of Years 2 and 6 have been analysed carefully. This analysis gives good information of the strengths and weaknesses of these groups of pupils, including those who have just left the school. Therefore, the school has a good knowledge of those pupils who are performing particularly well and of any who are underachieving. Given this good level of knowledge, the school does not have sufficiently robust procedures to follow up any pupils who are underachieving, or to track progress towards agreed targets.
43. The provision for pupils with SEN is managed by the special educational needs co-ordinator (SENCO), who is in school one day each week. This restricts the SENCO's access to pupils, parents and staff. There is a comprehensive policy in draft form, which covers the Code of Practice for SEN and a governor with responsibility for SEN.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	322,364
Total expenditure	351,386
Expenditure per pupil	2,564

Balances (£)	
Balance from previous year	62,283
Balance carried forward to the next	33,260

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall, the provision is **good**, in terms of the quality of the accommodation, size of the outdoor area and the bright and cheerful displays of children's work. The quality of the accommodation has improved since the last inspection.

Children attend part-time to start and then full-time and are taught in a reception and Year 1 class. Standards at entry vary considerably each year, but evidence over time shows that often nearly half the intake has below average ability in language and mathematical skills. At this early stage in the school year, children were making **satisfactory** progress towards the Early Learning Goals in the six areas of learning and they were achieving **satisfactorily** overall, a similar picture to the last inspection. There is a **satisfactory** plan for the continued development of the FD stage, which has a strong focus on improving the attainment of boys and developing the outdoor curriculum. The leadership and the management of the FD Stage are **satisfactory** overall. The children benefit from the strong teamwork between the teacher and teaching assistant. Teaching and learning are **satisfactory** overall. Lesson planning covers reception and Year 1, but more structured practical activities for children to move onto after completing their main activities are sometimes lacking and this hinders opportunities to extend learning further. Much of the work is linked to topics and themes with traditional tales in literacy, including the story of 'Goldilocks and the Three Bears', being part of a theme this term.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**. Children are making **satisfactory** progress in this area and their achievement from entry is **satisfactory**.

Main strengths and weaknesses

- Children enjoy being at school.
- 'Snack time', when children eat a slice of apple and a plain biscuit and have a drink of water, is well organised.
- Some children, mainly boys, can be silly at times; often when they have finished their set tasks.

Commentary

44. Children show independence in selecting activities and carrying out simple tasks, such as putting a finished object on display, for example a pot made from play dough. Children take part in school assemblies and are developing good attitudes to learning. Children enjoy the social side of school, such as 'Snack time' and show a simple understanding of healthy eating. Overall behaviour is good, but some children find it more difficult to occupy themselves when a set task is finished. Teaching and learning are satisfactory overall in this aspect, with a suitable emphasis placed on the management of children's behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**. Children's language skills are developing well and they show **satisfactory** achievement from entry and are making **satisfactory** progress towards the early learning goal in this area.

Main strengths and weaknesses

- A good start made to teach early reading skills.

- A broad range of well-structured activities is provided.

Commentary

45. Children enjoy listening to taped stories on headphones and looking at and talking about books. They can talk about the pictures in books and some can read simple words and sentences. Many know a range of different letter sounds. Children can form some letters and write their name. Some are able to copy or write simple sentences and all can draw pictures and talk about them. Learning is well promoted through the good teaching.

MATHEMATICAL DEVELOPMENT

Provision in mathematical is **satisfactory** overall. Children are showing **satisfactory** achievement from entry and making **satisfactory** progress in developing their numeracy skills.

Main strengths and weaknesses

- Children are confident in counting and take part in a broad range of activities.
- Activities do not always enrich or extend learning further.

Commentary

46. Some children can count to 20 and others beyond and they have a sound understanding of simple shapes. They understand that objects can be different sizes and can compare two objects of different sizes using a variety of materials. Children can record their results from simple investigations. Teaching and learning are satisfactory overall with a strong focus on developing mathematical skills, particularly through counting activities and number songs. Activities and games to enhance learning were less evident after the main tasks were completed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**. Children experience a broad range of activities linked to this area and make **satisfactory** progress in their achievements.

Main strengths and weaknesses

- Children are confident using the computers.
- Effective use of design and making to support learning.
- Children learn how things work, and draw their designs.
- The provision of a broader range of practical, investigative, activities to extend learning further is not always enough.

Commentary

47. Children can use the mouse and click on pictures on the screen when playing word-matching games using the computers. Children have made model fire engines and drawn designs of objects, such as lamps. They explore their surroundings and learn about how things grow and change. Teaching and learning are satisfactory overall. However, practical activities for the youngest children enabling them to explore and investigate could be extended further.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**. Children are making **satisfactory** progress in this area and their achievement is **satisfactory**.

Main strengths and weaknesses

- Good use made of the school hall for lessons.
- The plans to improve outdoor physical provision are good.

Commentary

48. Children are confident in using the space in the hall. They can move in different ways, with big steps, backwards and sideways, and put together a simple sequence of up to three movements. Teaching and learning are satisfactory with children showing enthusiasm for their activities in the hall. The outdoor area is used as part of children's learning, such as sorting autumn leaves by size, but at present, the resources provided for the outdoor curriculum are limited.

CREATIVE DEVELOPMENT

Provision in creative development is **good**. Children make **satisfactory** progress in this area and their achievement from entry is **satisfactory**.

Main strengths and weaknesses

- Effective links to the other areas of learning, particularly literacy and numeracy.
- The broad range of activities provided for children.

Commentary

49. Children enjoy drawing, painting, colouring, cutting, gluing and making linked to their work in the other areas of learning, particularly literacy and numeracy. They have painted pictures of themselves. Children make good use of the computers to draw pictures and make patterns. They enjoy singing and this is well linked to work in mathematics through singing number rhymes. Teaching and learning are satisfactory with children given appropriate opportunities for planned and free play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The school's aim to improve attainment in national tests over time by improving spelling and independent writing and extending speaking and listening skills.
- Good planning and good relationships between pupils and staff promote some good teaching and learning.
- Teacher expectations to enable standards to be improved further are not always high enough.
- Strong links with other subjects and good leadership and management of the subject.
- There is limited use of library facilities and ICT to enhance learning.

Commentary

50. There are wide fluctuations in the results of national tests. Each year results are dependent on the performance of a small number of pupils whose abilities vary widely year to year. Standards at the last inspection were above the national average at the end of Year 2 and broadly average at the end of Year 6. Standards attained in the national tests in 2002 at the end of Year 2 for reading were below average. In writing, at the end of Year 2 standards attained were average. At the end of Year 6 in 2002, standards attained in English were above average. Pupils by the end of Year 6 had made very good progress based on the standards they attained at the end of Year 2.

51. Most recent results in national tests in 2003 show that by the end of Year 2 reading was well below average and writing below average compared to all schools and both well below average when compared to similar schools. At the end of Year 6 pupils attained standards which were average when compared to all and similar schools. Although results overall were not as good as expected, the majority of pupils made good progress, considering the proportion of pupils of lower ability and with SEN.
52. Standards seen during the inspection show that the current pupils are attaining average standards in speaking and listening and reading by the end of Years 2 and 6. The school has identified writing as a priority for development, and the standards seen currently in writing for most pupils are below average and this would endorse this priority. Achievement is satisfactory overall, given the progress pupils are making from entry and taking into account the numbers of lower ability and special needs in different year group of pupils. Those more able pupils achieve well.
53. Pupils listen well and have some suitable opportunities to speak and to express their thoughts and opinions. Teachers present good examples of speech for pupils to copy. When pupils are encouraged to answer questions, many find it difficult to select the words they need or to construct sentences to express themselves but they are able to do this satisfactorily. Younger pupils can form questions in a role-play situation and talk about the main characters in the story of Red Riding Hood. Older pupils are able to explain clearly why it was necessary to use sticky tape to form a criss-cross pattern on windows during wartime. Many older pupils expressed their thoughts clearly in a RE lesson as part of a discussion.
54. Improving reading skills has been identified in the subject action plan. Pupils who need extra help to read receive additional support. All classes now have a dedicated reading lesson when the focus is on developing reading skills and raising standards in small teaching groups. Most pupils respond positively and work hard. Many strategies are used to support their learning. Higher attaining pupils read fluently and accurately, with good expression. Many pupils can describe main characters and retell favourite parts of stories. Most pupils were able to name their favourite story, poem or author. Overall, pupils enjoy reading and sharing books. Pupils read independently but make limited use of the local and school libraries. The home school reading diary is a useful link with parents but in some cases it is used inconsistently and consequently it is a missed opportunity to monitor progress in reading.
55. Writing and spelling are being addressed through the introduction of a structured spelling programme and greater use of writing in other subjects. Pupils are encouraged to use a wide range of dictionaries and vocabulary associated with particular topics to develop their spelling and writing skills. Pupils write for a range of purposes, often factual, for example instructions, letters and accounts, but there are too few examples of extended imaginative or creative writing. Too frequently, worksheets are used to help pupils to record their responses and structure their writing. Some younger pupils have an understanding of punctuation, for example exclamation and question marks and how these influence expression when reading.
56. The quality of pupils' handwriting is satisfactory overall. Presentation is often of a good standard. All pupils learn how to form letter shapes correctly so that, by the end of Year 2, most pupils write using a clear, legible print form of handwriting and by Year 6 they are beginning to write in a legible, joined handwriting style.
57. The quality of teaching is satisfactory overall and in some lessons, it is good. Teachers demonstrate good subject knowledge and planning ensures that the needs of all pupils are considered. Teachers communicate their knowledge and understanding confidently, and this stimulates pupils' interest and increases their motivation. However, some teachers do not have sufficiently high expectations of pupils' work. Opportunities at the end of lessons for pupils to reflect on their work and to discuss with others how it could be improved are often missed. An example of pupils reading the play scripts they had written with the rest of their

class and then discussing how they could improve them was a useful exercise in self-evaluation. Support staff and resources make a valuable contribution to the quality of teaching. Work in books is marked regularly. Constructive comments enable pupils to review their work and advise how they can improve. In literacy, assessment records are used to track pupils' progress, group pupils according to their attainment levels and to identify areas that may need additional support. For homework pupils learn words for the weekly spelling test. Most pupils take their reading books home regularly and they enjoy reading to adults.

58. Pupils with SEN and those with English as an additional language receive appropriate additional support. This help is often through tasks being adapted to closely match pupils' needs and abilities, thus allowing them the opportunity to succeed and make progress. They often receive additional teaching and guidance from support assistants. The targets stated in individual education plans and workbooks are the focus for additional support.
59. Library provision is divided between the younger and older pupils. The library for older pupils uses a simplified system to classify books. The library facilities are not used fully as a potential source of information. The situations of both library areas are a thoroughfare for access to parts of the school and cloakrooms. This restricts the opportunity for quiet reading or independent research. Books and other resources for teaching reading are in good condition and appropriate. There is greater emphasis on non-fiction texts within the library areas. There is a range of structured reading books, as well as children's literature. This division makes it difficult for pupils to develop their research skills or see the wide range of books available to them. There is no formal loan system established for the use of library books but pupils are encouraged to take their reading books home.
60. The leadership and management of the subject are good. There is an understanding of how the subject is taught, the standard of work achieved and how to develop the subject further. In literacy, good use is made of assessment procedures, with close monitoring of standards and systematic analysis of pupils' performance. Resources are adequate to meet the needs of the National Curriculum, but library books, particularly fiction books are limited and this is an area for development.

Language and literacy across the curriculum

61. There are strong links with other subjects, especially history, science and music that provide good opportunities to practise the skills of reading, writing, speaking and listening, but the use of ICT is less well developed. Some programs are beginning to be used but pupils do not yet have sufficient confidence and knowledge to make best use of them. English makes a good contribution to social, moral, spiritual and cultural development.

MATHEMATICS

Provision in mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Provision for pupils in Year 2 is good.
- The school has a good understanding of subject strengths and weaknesses.
- Teachers have good pupil management skills.
- Problem solving is insufficiently developed.
- Data gathered by the school is not sufficiently well used to target any underachievement.
- The co-ordinator has a secure grasp of the subject strengths and weaknesses.

Commentary

62. During the inspection, four lessons were observed and pupils' work scrutinised. Across the school standards of attainment vary considerably and this is reflected in recent test results in Year 2 and Year 6. In Year 2, results in 2000 were well below national averages and in 2002, well above. In Year 6, the results were below average in 2001 and well above in 2002. These fluctuations are likely to continue given the small numbers of pupils in year groups and variations of proportions of pupils of lower ability and SEN.
63. The results of the tests in 2003 indicated that standards in Year 2 were well below national averages and in Year 6 broadly average. Given that the current pupils have only been in their year groups for just over half a term, the inspection indicated that standards for these pupils are average by the end of Year 2 and below average by the end of Year 6. Overall, achievement is satisfactory. Standards at the time of the last inspection, for those pupils then, were average.
64. The quality of teaching is satisfactory overall, with some good lessons seen. Good teaching in Year 2 enabled the pupils to consolidate their understanding of counting on in tens and understanding of the properties of two-dimensional shapes. Good work routines are well established and pupils' ability to work independently is developing well. Achievement and progress are good. Pupils with SEN have specific support from a teaching assistant, which is effective.
65. All teachers have good pupil management skills and high standards of behaviour are expected. Good teaching enabled Year 4 pupils to make good progress with their data handling skills. Planning, repeated use of technical vocabulary and effective lesson structure all contributed to a good learning atmosphere; pupils felt they were making good progress. Learning was less effective for some pupils when worksheets were used which were not necessary and limited independent thinking and where tasks did not effectively build on previous learning.
66. Marking in books is thorough. There are some good examples of marking throughout the school where achievement is acknowledged and ways for pupils to improve work suggested. The National Numeracy Strategy is embedded in the school. Analysis of tests completed by pupils has yielded some useful information about strengths and weaknesses and this has been important in shaping both recent developments and future planned action. Additionally, there is plentiful data on pupils' individual performance as they move through the school. However, action taken on an individual basis to counteract any underachievement is not sufficiently robust.
67. The samples of pupils' work seen and lesson observations show that pupils' skills in solving problems are underdeveloped. The co-ordinator is well aware of this and cites mental skills and pupil independence as areas for development. Older pupils are reluctant to use mental calculation skills with simple sums and are sometimes insufficiently clear about whether to multiply or add to get answers. Calculations, which require pupils to identify and then work through a range of steps, are insufficiently developed. This has been recognised by the school.
68. Given the strengths of the teaching and the good understanding within the school about strengths and weaknesses, the capacity for the school to make further progress is good. Leadership and management are satisfactory. Monitoring by the co-ordinator needs to be developed further to include direct observation of teaching across the school.

Mathematics across the curriculum

69. The use of number across the curriculum is satisfactory. Data handling is used across the whole curriculum but it is less well developed and is not linked sufficiently to pupils' mathematical attainment. There is some evidence of graph work, but this is limited, there are very few examples of line graphs, for instance. ICT is not used sufficiently well as a tool to support the subject.

SCIENCE

Provision in science is **satisfactory** with strengths.

Main strengths and weaknesses

- Good practical approaches to science make lessons interesting.
- Teaching is at least satisfactory through the school.
- Pupils have positive attitudes and work together effectively.
- Some scientific ideas, which underpin understanding, are not well established.

Commentary

70. Standards in science in Year 2 are average. In Year 6, national test standards have fluctuated over time being average or above in 2000, 2001 and 2002. Current standards from 2003 tests show a higher than average level of pupils attaining the expected level and a lower than average proportion attaining the higher level. Overall, the national test results for 2003 were broadly average. Inspection evidence from the current Year 6 indicates that the proportions of pupils attaining the average level is just below average and the higher level below average. Given the small number of pupils in the year, the attainment of individual pupils can make significant differences to standards and test results. Pupils are achieving well in Years 1 and 2 and satisfactorily overall in Years 3 to 6. Standards at the last inspection were average, and this change reflects the numbers of lower attaining pupils each year. A particular strength of the provision lies in the strong practical approaches that are used well throughout the school. These make lessons memorable for pupils.
71. During the inspection, four science lessons were observed and focussed discussion took place with older pupils. From this evidence teaching in Years 1 and 2 is judged to be good and in Years 3 to 6 satisfactory. Teaching is satisfactory overall. At the start of a topic on humans, effective prompting by the teacher drew out the pupils' knowledge and understanding well. The pupils' good behaviour and contributions enabled good learning to take place. Year 3 pupils work well together when finding which material is the best insulator. In a well-organised lesson on the properties of rocks, Year 4 pupils observed and recorded results independently. Year 6 pupils explored ideas about solubility and how it can be used to separate materials in a series of experiments. Pupils are well managed and they respond well to the interesting activities. Behaviour and attitudes are positive and pupils co-operate well with each other.
72. The samples of work seen show that scientific investigation is well covered in the curriculum. Pupils predict what they think will happen and make relevant observations. Some pupil writing is common to all books, which suggests, at times, a high level of input from teachers. Work is well presented in books and marked thoroughly. Older pupils talk enthusiastically about their work. They are all confident in devising a fair test and developing their understanding about the best way to present results. A number of basic scientific ideas are not well understood such as the terms used to describe changes in materials and forces and motion. Overall, ideas, which link one piece of knowledge to another or applications to a new situation, are not well established. Higher levels of attainment are therefore not yet evident.
73. Subject leadership and management are satisfactory. Good information has been gleaned from the test analysis and this has been actively shared with other teachers. First-hand observation of lessons is not yet established at co-ordinator level and a more robust approach in identifying the strengths and weaknesses of individual pupils is needed. The school draft action plan identifies a number of areas for development over the next year. These include review of planning and further analysis of the Year 6 tests from 2003. There is a planned 'booster' programme, which is long enough to make a significant impact on attainment provided it addresses the needs of the current Year 6 pupils. There is some use of ICT in the subject, but this is currently unsatisfactory, but this has been recognised by the school and forms part of the action plan for the following year.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**, particularly in relation to its use across the curriculum.

Main strengths and weaknesses

- Learning is restricted due to limitations in some resources.
- Teaching seen is accurate and well managed.
- Attainment in some areas of the subject is weak.
- Current draft action planning lacks coherence and direction.
- Use of ICT across the curriculum is unsatisfactory.

Commentary

74. Although only one direct lesson of ICT was timetabled during the inspection, evidence from this, from talking to pupils and from looking at pupils' work indicates that standards are broadly average for Years 1 and 2 and below average from Years 3 to 6. This is a change since the last inspection for older pupils and partly reflects the greater focus placed on ICT now. Achievement is satisfactory in some areas of ICT but coverage of the curriculum is sparse in other areas. The teaching seen and pupils' discussion indicate that teaching is satisfactory overall. However, learning is often restricted by limitations in resources and opportunities for pupils to practise and hone their skills.
75. Year 1 and 2 pupils can use a range of simple programs, such as for word matching and drawing, and simple word processing. Year 4 pupils are developing a greater understanding of word processing. Teaching in the lesson seen was accurate and had an effective focus. Pupils listened carefully and were keen to contribute what they knew. The inclusive approach by the teacher ensured that all followed the key points, which enabled them to make progress in the lesson, to mix text and graphic images together.
76. Discussions with pupils in Years 3 to 6 indicated that basic skills are in place. Pupils know how to navigate their way around the computer and to save and print work. There is a developing use of the Internet in the school to research information and some pupils are confident about sending e-mails. There is evidence of some data handling, but the use of graphing skills, and spreadsheets, for example, are not well developed and attainment here is below that expected. Higher level skills are not evident.
77. There are computers in all the classrooms and the school has started to develop an ICT suite. This is still at an early stage of development. There is an ICT draft action plan, which identifies the need to develop the use of ICT across the curriculum and data handling, but this does not yet include the development of a teaching area to enhance learning. Therefore, current draft planning to improve provision lacks coherence and direction.

Information and communication technology across the curriculum

78. This is unsatisfactory overall. There is a portfolio of work, which contains examples of work done by pupils. Scrutiny of the samples of work, and displays, show some examples of ICT usage. ICT is not yet established fully in the school as a tool to support work in other subjects. Progress since the previous inspection has been too limited, although much has been done to develop the subject.

HUMANITIES

Inspectors observed two lessons in RE, none in geography and one in history. There was sufficient evidence from lessons, pupils' work, and discussions to make judgements on standards in religious education, geography and history.

Religious education

Provision in RE is **satisfactory**.

Main strengths and weaknesses

- Clear planning for lessons linked to learning objectives and other subjects, such as literacy and science.
- Strong links to pupils' spiritual, moral, social and cultural development.
- Good teaching in Year 6 challenges pupils to think and to explain themselves well.
- Provision covers other faiths as well as Christianity and is inclusive for all pupils.

Commentary

79. Achievement is satisfactory and standards in Year 2 and Year 6 meet the expectations of the locally agreed syllabus. Pupils in Year 2 show a sound knowledge of stories from the Bible and understanding of moral issues, relevant to their age. They can talk about what they think makes someone good, when for example linked to the story of the 'Good Samaritan'. By Year 6 pupils have progressed to discussion of more complex issues, such as the Christian concept of 'Father, Son and Spirit'. They can search the Bible for references to help them to explain their understanding, with higher attaining pupils recording their thoughts through some sensitive writing.
80. Teaching and learning were satisfactory in one lesson and good in the other and indicates satisfactory teaching overall. In Year 6, the teacher's command of the subject enabled pupils to be challenged and extended learning well and promoted good attitudes. Work samples show pupils cover a broad range of topics, including Judaism and Islam, and work is well presented and suitably marked. There is satisfactory leadership and management of the subject and a plan for development, with a focus on developing resources further. There are strong links to assembly themes and to pupils' spiritual, moral, social and cultural development. Standards are broadly the same overall as at the last inspection.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- There is a suitable action plan for the improvement of geography and the subject is a main target for development.
- The use of ICT is insufficiently embedded into geography.

Commentary

81. Geography was not in focus at the time of the inspection, but evidence indicated that pupils by the end of Year 2 achieve satisfactorily with standards as expected. Planning and pupils' work showed a broadly suitable curriculum for pupils from Years 3 to 6 and standards and achievement as expected in the work seen. This is similar to the standards reported at the last inspection. Pupils in Year 2 can make simple pop-up maps and describe a route for a journey. Pupils from Years 3 to 6 make and study maps. They learn about the local area and other areas, such as St Lucia, as part of their topics. They have learnt about the water cycle. There was evidence of links to history and some to literacy and numeracy, but less use of ICT, particularly data handling to record observations and extract information. No direct teaching

was observed. The leadership and management are satisfactory with a suitable plan for subject development.

History

Provision in history is **good** overall.

Main strengths and weaknesses

- Pupils benefit from a rich curriculum, which is well linked to the use of artefacts.
- Strong links to spiritual, moral, social and cultural development and other subjects through literacy, art and design, design and technology, geography and music, but less evidence of ICT use.

Commentary

82. Achievement is satisfactory and standards at the end of Year 2 and Year 6 meet expectations, which is a similar judgement to the last inspection. Pupils in the Years 2, 3 and 4 class were engrossed in their study of 'Britain since the 1930s' and excited about explaining the jobs which they would like to have had then. In Years 4 and 5, pupils had progressed to designing wallets for their wartime identity cards and drawing a wartime room complete with black out curtains and furniture and artefacts from the period. Pupils could empathise with being an evacuee and wrote about their feelings and what they would take with them on their journey if evacuated. They study what people ate at the time, and had made soup from the type of produce available then. Teaching and learning in the lesson seen in the Year 4 and 5 class were good. The use of music from the period playing as pupils worked added to the good ethos of the lesson and pupils were engrossed in their activities. There is satisfactory leadership and management of the subject with strengths in the provision and use of artefacts. There is some evidence of use of ICT, for example to research information and to print name labels for evacuees.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were seen in art and design, which were linked to design and technology, one covering work in Years 2, 3 and 4 and the other Years 5 and 6. In music, two lessons were seen covering Years 1 and 2 and 5 and 6. Singing by the whole school was observed in assemblies. Two lessons were seen in PE for Years 5 and 6.

Art and design and design technology

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

Main strengths and weaknesses

- Teaching of art and design and design and technology strongly supports other curriculum areas, for example history.
- There is a strong design element and pupils are encouraged to evaluate their work to ascertain how it might be improved.
- Limited use is made of sketchbooks.
- Teaching and learning are satisfactory and pupils behave well and show an interest in their work.
- ICT is not used sufficiently to enhance learning.

Commentary

83. There has been no change in standards since the previous inspection. Art and design and design and technology are taught within the topic approach to subjects but planning ensures there is adequate coverage of the subjects.
84. There are strong links to support other areas of the curriculum. Planning is comprehensive and there are good links made between many subjects. In history, pupils are studying the Second World War and they have designed and made gasmasks. Pupils achieve satisfactorily overall, but little use is made of sketchbooks. Pupils are encouraged to explore the design aspect of their work and to record their designs. Pupils are enthusiastic and well motivated in the lessons observed. They responded well to probing questions posed by teachers to stimulate their learning. They listen attentively and work well together in small group situations and produce work similar to the standards expected for their age.
85. Teaching and learning are satisfactory overall. Teachers provide a range of artistic experiences; for example, some pupils produced masks in the style of Picasso. There are examples of work with clay to produce bowls in the style of the Ancient Greeks. Pupils in Year 6 were not familiar with the work of famous artists beyond the names of Van Gogh, Monet and Leonardo da Vinci. They have some access to computer programs and equipment, for example for drawing and digital photography. They do not use computers to investigate designs and products, which they may need to construct. Pupils have some access to local art galleries and museums to enrich the curriculum provided by school. Leadership and management of these subjects are satisfactory.

Music

Provision in music is **good** overall.

Main strengths and weaknesses

- Pupils have good opportunities to access instrumental tuition and the choir and instrumental groups enrich the curriculum.
- Teaching is imaginative and pupils show interest and enthusiasm for the subject.
- There are strong cross-curricular links and music is used to illustrate moments in art and design and history, for example the songs of the Second World War.
- Pupils sing well across the school.

Commentary

86. Music plays an important part in the life of the school. Many pupils participate in instrumental tuition provided by the local authority music service. They are learning to play keyboard instruments in addition to recorders, percussion instruments, violins and guitar. Younger pupils can identify a lullaby and marching music and are able to compose similar rhythms using percussion instruments. Pupils sing well, particularly in assemblies. The choir has good links with the community. They contribute to the celebrations and festivals of the local church and sing at functions in Trowbridge. They compete in the local West Somerset Music Competition and have achieved a distinction in their class. Overall, standards are as expected and achievement is satisfactory, but the quality of singing across the school is good, with pupils achieving well in this aspect. Standards were similar at the time of the last inspection.
87. In the two lessons seen, teaching was satisfactory in one and good in the other. Indications are that teaching and learning are satisfactory overall, with strengths by Year 6. In the good lesson, the co-ordinator challenged pupils in Years 5 and 6 to tackle singing and accompanying the song 'Blue Suede Shoes'. This they did with much excitement to extend and enrich their learning. Teachers use music to enhance other subjects. Music is played during art and design lessons to create the desired atmosphere. Pupils are encouraged to associate music with colours in art and design and to listen to the music of the 1930s and 40s

during history lessons. Pupils sing the songs of the Second World War tunefully and with obvious enjoyment. Pupils can sing in harmony and play simple tunes using notation.

88. The leadership and management of music are good. The knowledge and enthusiasm of the co-ordinator has a positive influence on standards achieved and on the strong contribution music makes to the spiritual, moral, social and cultural education of pupils.

Physical education

Provision in PE is **satisfactory**.

Main strengths and weaknesses

- Year 5 pupils make good progress in developing and refining movement.
- Boys and girls have positive attitudes and compete well.
- After school sports clubs enrich provision.

Commentary

89. Two lessons of PE were seen in Years 5 and 6. Both lessons were effective and overall, teaching and learning are satisfactory. Standards of attainment are as expected and achievement is satisfactory overall and standards are similar to the last inspection.
90. Year 5 pupils make good progress in refining and creating movements to music and a poem. The teacher makes the lesson fun and pupil participation is good. Lesson content provides a good level of challenge and includes an appropriate warm-up and cool-down. Pupils with SEN are fully included.
91. Year 4, 5 and 6 pupils develop football, netball and hockey skills. Both boys and girls are competitive during mini-games set up by teachers. Lessons have an effective balance between practising skills and competitive play. Teaching is satisfactory overall and teachers have good pupil management skills. Pupils have positive attitudes and enjoy their lessons. Leadership and management are satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHE is **good**.

Main strengths and weaknesses

- There are useful links with other subjects, particularly RE and science.
- Good relationships between staff and pupils ensure mutual trust and respect.
- The effective inclusion of all pupils.

Commentary

92. The teaching of PSHE is interwoven into all aspects of school life. There are strong links with the community to enhance pupils' experiences particularly the development of social and language skills. There is some evidence to suggest that the subject has been extended formally to incorporate citizenship education, for example through the school council Grounds Development Planning Group. The attitudes and behaviour of pupils are good. Pupils are developing their independence and raising their self-esteem through the range of opportunities afforded to them. Relationships between pupils and staff and pupils are good throughout the school.

93. Issues relating to personal development are dealt with in lessons and in several subjects. As they get older, pupils are taught how their bodies will change as they mature and the effect that some medications may have on their well-being.
94. Social development is encouraged through school visits, including residential visits to Cornwall and South Wales for Years 5 and 6. Pupils discuss and reflect on the need for class rules and the impact their decisions will have on others. There is a recently formed school council. Two representatives from each class meet regularly to discuss issues, which affect all pupils. Currently they are debating improvements to the outside play areas. Pupils have the opportunity to develop their sense of responsibility as older pupils share books and read to younger pupils. All pupils demonstrate respect for, and some understanding of, the feelings, values and beliefs of other people who are the focus of their lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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