

## ERRATUM SLIP

### Mountford Manor Primary School

**Unique Reference Number:** 131785  
**Contract Number:** 256977  
**Date of inspection:** 15/09/03  
**Reporting inspector:** Christine Huard

### INSPECTION REPORT - the following paragraph should read as follows:-

The following paragraph appears on page 19 and continues on page 20. The ammendment is on page 20.

42. The school's senior administrative officer manages the finances well on a day-to-day basis. There are clear and effective procedures for ordering and paying for goods and services. The school takes appropriate action to ensure that it receives best value when it makes decisions on spending, and tries to ensure that actions taken will have a positive impact on the pupils' education. The school's annual budget is prepared in draft form by the headteacher in consultation with staff. It is then taken to the finance committee of the governing body and, after further consultation, approved by the full governing body. There is currently a large roll-over. There are two reasons for this. One is based on the bid for extended school status which is being prepared by the school – and for which they have to show they have adequate funding. The other shows prudent house-keeping on the part of the governors who are aware of the financial problems the school faces in the near future of the units at the school and the funding they receive. The four year financial projections include reductions in staffing levels to try and reflect these issues and changes in funding. Currently the school makes sound use of the resources that it has available.

## INSPECTION REPORT

### **Mountford Manor Primary School**

Swindon

LEA area: Swindon

Unique reference number: 131785

Headteacher: Mr Francis Peer

Lead inspector: Mrs Christine Huard

Dates of inspection: 15-18 September 2003

Inspection number: 256977

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:	3 – 11
Gender of pupils:	Mixed
Number on roll:	294
School address:	Bothwell Road Walcot Swindon SN3 3EZ
Telephone number:	01793 536494
Fax number:	01793 491588
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Peter McCusker
Date of previous inspection:	November 2001

## CHARACTERISTICS OF THE SCHOOL

Mountford is a large primary school situated in the Walcot East area of Swindon. It caters for pupils between the ages of three and eleven and nearly all attend from the local area. However, pupils attending the unit for the hearing impaired and that for pupils with moderate learning difficulties often come from further afield as these facilities serve the whole borough. It is an area of some considerable deprivation, although levels of unemployment are not particularly high. The area is well below average in socio-economic terms. The school roll has fallen since the last inspection and currently 294 pupils attend. This includes 37 children attending part time in the nursery and 17 pupils attending the units for those with difficulties with learning and hearing impairment. Overall there are slightly more boys than girls. Children join the nursery class when they are three, and most continue into the main school. When they join the school their attainment is very low, particularly in the areas of language, literacy communication, mathematics and personal and social development. A relatively high percentage of pupils join and leave the school during each year. A small percentage of pupils come from ethnic minority groups although five per cent of parents chose not to disclose their ethnic backgrounds. However, only one pupil is at an early stage of learning English. Ethnic groups represented in the school include mixed heritage Caribbean, mixed heritage Asian, Pakistani, Bangladeshi and Chinese. The school has three traveller pupils who benefit from the support of the traveller services. Forty-one per cent of pupils are eligible for free school meals, which is above the national average. About forty per cent of pupils have been identified as having special educational needs or are on the school's concern register, which is well above average. Nine pupils (3.5 per cent) have statements of special educational need, this is above average. These statements relate to pupils with hearing and impairment and moderate learning difficulties. Extra support is provided for pupils who have difficulties with learning, as well as those with hearing and visual impairment, emotional and behavioural problems.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27290	Mrs Christine Huard	Lead inspector	The Foundation Stage Science Art History
11041	Mr Marvyn Moore	Lay inspector	
21910	Mr Gordon Longton	Team inspector	English Geography Music Religious education Special educational needs
32142	Mrs Beryl Richmond	Team inspector	Mathematics Design and technology Information and communication technology Physical education English as an additional language
012920	Mrs Mary Kingsley	Team Inspector	Special educational needs – the work of the hearing impaired unit

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Mountford Manor provides a **satisfactory** education for its pupils. Standards have improved since it was removed from special measures although it has not yet shown the ability to sustain all improvements made. Standards are generally below the national average although this represents sound achievement when taken against the very low attainment of pupils when they first enter the school. The quality of teaching and learning are satisfactory overall. The leadership and management of the school are very sound with an appropriate emphasis on identifying and taking positive action about areas which need improvement. Pupils in both the special units make good progress and achieve well. **The school provides satisfactory value for money.**

The school's main strengths are:

- The clear direction and commitment to improvement of the headteacher, staff, and governors.
- The quality of teaching for the older pupils.
- The provision for pupils in the hearing impaired unit.
- The attitudes and, in particular, the very good behaviour of the pupils.
- The provision for the care and welfare of the pupils.
- The quality of the work carried out with parents to enable them to help their children learn more effectively.

The main areas for development are:

- Standards in English, mathematics and science remain below national averages.
- Teaching for pupils in the reception classes and Years 1 and 2 is not as strong as in the nursery and for pupils in Years 3 to 6.
- The monitoring of some foundation subject co-ordinators is not sufficiently evaluative.

The school has made sound improvement since the last inspection. In 2002, standards in English rose significantly – although the improvement in writing was not sustained this year. However, standards in science rose significantly in this summer's tests. The results in mathematics were broadly similar to last year's, although more pupils attained the higher level 5. Standards in ICT (information and communication technology) have improved substantially. Pupils' learning skills are improving because teachers encourage more focused discussion in the classroom and ask pertinent questions to ensure pupils understand what they are learning. In addition, improvements previously effected have been consolidated and further enhanced. These include particularly the quality of provision for special educational needs and the work of the governors which although sound overall now has considerable strengths.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E*	E*	E	C
mathematics	E*	E*	E*	D
science	E*	E*	E*	E*

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

**Pupils' overall achievement is sound given their very low standards of attainment on entering the school.** Most children do not meet the expected goals by the end of the reception year although they make good progress in the nursery. Progress in the reception year is more variable, although overall satisfactory, and better in one class than the other.

**Pupils in Years 1 and 2 attain standards in tests that are well below those seen nationally but they achieve satisfactorily** given their starting point. Standards overall in reading, writing and mathematics in 2002 improved substantially. Those in reading improved again in 2003 with more pupils gaining the higher level 3. In work seen during the inspection standards in reading and writing were generally below average and that in mathematics was well below average.

**Standards in Years 3 to 6 are below average overall in English mathematics and science, but pupils achieve satisfactorily.** The work in pupils' books is considerably better than the results achieved in national tests. Science has improved considerably and pupils' ability to think round a problem is more evident as is their ability to predict logically and explain their reasons when writing up an investigation. Work in ICT has improved substantially. Although it is still below average by Year 6, in the rest of school it meets the expected standards. Challenging targets set in English and mathematics were not achieved.

**Pupils in the unit for pupils with moderate learning difficulties attain standards that are very low, but they achieve well.**

**Pupils in the hearing impaired unit attain standards that are well below average. All these pupils have additional educational needs and achieve well in comparison with their attainment on entering the school.**

**Pupils' personal qualities, including their spiritual, moral social and cultural development, are good.**

Pupils show good attitudes to their work, concentrating and persevering well. Behaviour is very good and pupils have good relationships with each other and adults. They clearly understand the responsibilities of growing up in a school community. Their spiritual development is satisfactory. Their social and cultural development is good and they are developing a good awareness of the cultural diversity of the society in which they are growing up.

## **QUALITY OF EDUCATION**

**The overall quality of teaching is satisfactory.** Children in the nursery do better than those in the reception classes because teaching is consistently good and focused on developing speaking and listening skills in order that children can be more involved in their learning. In the rest of the school, teachers plan carefully, promote speaking and listening well and question pupils skilfully to ensure that pupils understand and gain from what they are being taught. Teaching for the pupils in Years 3 to 6 is better than that in Years 1 and 2 because work for the younger pupils is not always as challenging as it could be and sometimes the pace slackens a little. This means that the pupils do not learn so effectively. The teaching of pupils in the hearing impaired unit is invariably good and often very good. That for pupils with moderate learning difficulties and other special educational needs is also good. Teachers pay good attention to pupils' targets and ensure that they use appropriate strategies to help meet them. This enables pupils to understand what they are learning. Support staff are generally well deployed by teachers although some are more effective in assisting pupils' learning than others.

Pupils' attitudes to their work assists in their learning, for the most part they are attentive and behave very well. They are keen to learn and persevere well.

The school offers a broad curriculum. A wide range of visits and visitors enriches pupils' learning. The very good range of extra-curricular activities enhance this further.

There is very good provision for the care and welfare of the pupils. The school works closely and effectively with parents and the local community. It offers a good series of workshops and opportunities, which have a positive impact on their involvement in their children's learning.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are sound.** The headteacher has an appropriate vision and clear direction for the school. There is a positive emphasis on improvement, which is



pursued tirelessly by the headteacher, governors and staff alike. Governors challenge the school appropriately and fulfil their statutory requirements. Spending is appropriately focused on actions taken to raise standards. Subject co-ordinators manage their subjects competently and most monitor lessons and work appropriately. However, the monitoring of some foundation subjects is not sufficiently evaluative and does not always identify areas for improvement sharply enough. The school's performance management strategy does not extend to the support staff at present. This means that support staff are not necessarily aware of how they could improve and help pupils learn more effectively.

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

Parents are generally satisfied with the work of school and the majority feel it has improved over the last two years. The pupils enjoy school. They say they are expected to work hard and behave well. Nearly all enjoy their lessons and think they have good relationships with their teachers.

## **IMPROVEMENTS NEEDED**

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

- to raise standards in English, mathematics and science.
- to improve the quality of teaching in the reception years and Years 1 and 2.
- to improve the monitoring techniques of foundation subject co-ordinators to enable them to be more evaluative.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall standards are **below average**. Pupils' achievements are **satisfactory**.

#### Main strengths and weaknesses

##### Strengths

- Standards in science improved substantially in the 2003 tests.
- Standards in ICT have improved significantly since the last inspection.
- Standards in most of the foundation subjects – where it was possible to make a judgement – meet expectations.
- Pupils' achievement is at least satisfactory overall in comparison to what they could do when they entered the school.

##### Weaknesses

- Overall standards in the national tests are still too low.
- The improved standards in the writing tests in 2002 were not sustained through to 2003.
- Some pupils in the foundation stage do not achieve as well as they should.
- Progress is inconsistent in Years 1 and 2 and this affects overall levels of achievement and standards, particularly in mathematics.

##### Commentary

#### *Standards in national tests at the end of Year 6 – average point scores in 2002*

Standards in:	School results	National results
English	24 (22.5)	27 ( 27 )
Mathematics	23.1 (21.9)	26.7 (26.6)
Science	23.9 (23.3)	28.3 (28.3)

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

1. Since the last inspection there has been an improvement in the percentage of pupils attaining the expected levels in national tests at the end of Years 2 and 6. In the tests at the end of Year 2 in 2003, results fell slightly and the much-improved results in English at the end of Year 6 were not maintained – this was because many pupils mis-interpreted the requirements of the written task. Although standards in reading were better than the previous year those in writing fell. Standards in science, although showing no improvement in 2002, rose substantially in 2003. Test results are affected, to a certain degree, by the numbers of pupils entered for the tests from the school's moderate learning difficulties, and hearing impaired units. The pupils are all in the upper part of the school and all the pupils in the hearing impaired unit have additional needs. No pupils from either unit are disapplied from taking the tests. In addition many of the pupils have emotional difficulties, which means that they at times find it difficult to settle and to concentrate fully on their learning. The school's results are well below those seen nationally, although it is not possible to make a comparison with national trends of improvement because the school has not been established long enough.

2. Pupils enter the schools with very low levels of attainment overall and their skills are particularly weak in communication, language and literacy, and mathematics. In the past, expectations of how well pupils of different abilities should be doing have not been high enough. However, the emphasis on raising standards is now fundamental to the school's aims.
3. The school has set appropriate challenging targets for future results. The school analyses and tracks pupils' progress as they move through the school very carefully and the results feed into these. Staff make a careful and detailed analysis of test results in order to identify areas for development – from this the current emphasis on reading activities arose. There is currently no significant difference in the attainment of boys and girls or those from different ethnic backgrounds.
4. In the nursery, children achieve well. They enter the class with very low attainment and make good progress in developing skills in all the relevant aspects of learning. When they move into the reception classes they are still achieving at well below expected levels in these areas. In the reception classes although children are achieving at a satisfactory and often good level in one class, in the other, learning is much more patchy and at times is unsatisfactory. For this reason pupils' achievement is only satisfactory overall. Last year the school identified that basic literacy and numeracy were not being taught rigorously enough in the reception classes in preparation for National Curriculum work in Year 1. They have taken appropriate measures to address this and in the reception classes there is now a carefully planned programme whereby literacy and numeracy teaching becomes more structured as the year progresses. In one class this has been thoughtfully and carefully implemented. However, in the other class whilst at times tasks are well thought through and appropriate, at other times planning is not strictly adhered to and tasks are haphazard and not sufficiently related to previous learning. When pupils move into Year 1, although they meet the Early Learning Goals expected in their personal, creative and physical development they do not meet them in communication, language and literacy, mathematical development or in their knowledge and understanding of the world.
5. In Years 1 and 2, pupils make satisfactory and sometimes good progress. In Year 2, most pupils attain standards that are below average in English and science, and well below average in mathematics. Standards in ICT are as expected and this represent a significant improvement since the last inspection. In the other subjects, pupils meet expected standards in art and design, geography, history, and religious education. It was not possible to make an overall judgement of standards in design and technology, music and physical education. Overall pupils are achieving at a satisfactory level compared with their starting point.
6. By the end of Year 6, standards are below average in English mathematics and science. Pupils achieve at a good level compared with their attainment in Year 3. This is because the quality of teaching and learning overall is of a good standard. In particular, the work in English examined in pupils' books was consistently better than test results with the work of higher attaining pupils often exceeding expected standards. Standards in art and design, geography, history and religious education are in line with those expected at the end of Year 6. It was not possible to make overall judgements about standards in design and technology, music or physical education.
7. In order for standards to improve substantially by the end of Year 6, pupils need to be achieving well throughout the school. This is currently not happening because the inconsistent teaching and learning through reception to the end of Year 2 means progress is more uneven than it should be. It leaves too much for pupils to catch up on by the end of Year 6.
8. Pupils with special educational needs achieve well. Individual targets set for pupils are focused and made clear to pupils and parents. Teachers know the targets for their pupils and make appropriate provision for them, often with specialised, good support. Although a comparatively small percentage of pupils speak English as an additional language, those that do receive

appropriate support and make sound gains in their learning. The school's higher attaining pupils generally make the progress they should – particularly in Years 5 and 6 when they are grouped according to ability and work is set at an appropriate level. In Years 1 and 2 however, insufficiently challenging work is sometimes set for pupils in mathematics.

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

**Attendance at Mountford Manor is unsatisfactory, although punctuality is satisfactory. Pupils' attitudes are good. They are positive about their school and their work. The behaviour of pupils is very good in lessons, around the school and in the playground. There are good relationships between all members of the school community. Pupils' personal development including that for spiritual, moral, social and cultural development is good.**

### **Strengths**

- Very good behaviour that supports pupils' learning and participation in the life of the school. Pupils demonstrate well that they understand the principles of right and wrong.
- The school deals with all forms of harassment in a very effective way. Most pupils are keen to come to school and any difficulties are resolved quickly and successfully.
- The school promotes good relationships very well between all members of the school community in all areas of the school's work.
- The school develops very well the pupils' understanding of the responsibilities of living in a community. All members of the school community understand the part that they play.
- The school's provision for pupils' spiritual, moral, social and cultural development is good.

### **Weaknesses**

- The well below average attendance rate at the school. Some parents and carers do not ensure that their children attend school regularly.

### **Commentary**

9. Pupils demonstrate good attitudes to their work and to all aspects of school life. They participate well in all the opportunities offered to them. For instance, the attendance at after school clubs is good. Teachers give pupils satisfactory opportunities to take responsibility. They all help with the organisation of assemblies and registers. Some of the older pupils are school monitors and are actively involved in ensuring harmony in the playground. Each class votes for two representatives on the school council to represent their views. All the staff model good relationships well for the pupils and consequently relationships are very good.
10. Standards of behaviour throughout the school are very good. In the vast majority of lessons pupils are managed exceptionally well, resulting in standards of behaviour which are always at least good and often very good. The school is a very orderly community, exemplified by the movement in the long corridors. Here, pupils are genuinely polite, holding doors open for one another and acknowledging these acts with a pleasant 'thank you'. In the dining halls, in assemblies and at playtime, pupils show respect for one another by waiting courteously to be served; sitting quietly, listening attentively and playing constructively. During the week of the inspection no incidents of bullying, racism or sexism were observed and conversations with parents indicated that such incidents are rare. Although there have been 4 exclusions in the last year these were essential to preserve the harmony and ethos of non-acceptance of unacceptable behaviour in the school.

11. The school has tried hard to ensure that attendance at school improves. The school has achieved a slight improvement in attendance but it is still unsatisfactory. The school has appointed an Inclusion Officer, who works closely with parents and the school's Education Welfare Officer, to improve attendance. A relatively small number of parents are failing to respond to the good efforts of the school to improve this situation.
12. The school provides well for pupils' spiritual development. Teachers question pupils well in all subjects and challenge them to think. Assemblies contribute to this well when pupils pray and sing hymns. In one assembly, where the pupils were told about the headteacher's visit to Africa and his climb up Kilimanjaro, this gave them the opportunity to think about achievement and relative success and failure. This helped pupils think about the importance of trying their best. The development of moral and social behaviour is very good. A particular school emphasis on developing emotional and social skills has contributed well to this. Provision for cultural development is good. In addition to cultural development through the subjects of the curriculum, such as music, history, geography and art, teachers plan opportunities to benefit from the knowledge of pupils and staff who originate from other cultures. The school prepares pupils well for life in a culturally diverse society. It has a good range of multicultural resources and receives good support from Swindon's Diversity and Multicultural Education Service.
13. Apart from the unsatisfactory attendance, this aspect of the school's work is strong.

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

Authorised absence	
School data	92.4
National data	94.1

Unauthorised absence	
School data	0.4
National data	0.5

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

**Exclusions**

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Chinese
No ethnic group recorded

No of pupils on roll
201
2
5
4
1
1
3
3
6
2
5

Number of fixed period exclusions	Number of permanent exclusions
4	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

### Teaching and learning

The overall quality of teaching and learning is **satisfactory with considerable strengths in the nursery and Years 3 to 6.**

### Strengths

- The quality of teaching in the nursery is good.
- Teaching for pupils in Years 3 to 6 is always at least satisfactory and invariably good.
- Teaching and learning in ICT have improved significantly.
- Teachers have worked hard developing pupils' learning skills by ensuring that pupils have opportunities for discussion during lessons.
- The quality of on-going assessment is useful and helps pupils to improve.
- The teaching of pupils with special educational needs is good.

### Weaknesses

- The quality of teaching and learning in the reception classes and in Years 1 and 2 is not as high as in the nursery and Years 3 to 6.
- The teaching of basic numeracy skills in Years 1 and 2 is not always good enough.
- The range of assessment information in Years 1 and 2 is not always sufficiently accessible to all staff.

### Commentary

#### **Summary of teaching observed during the inspection in [number] lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (11 %)	29 ( 63%)	10 (22%)	2 (4%)	0 (0%)	0 (0%)

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

14. Teaching was at least satisfactory in all but two of the 46 lessons observed during the inspection. In nearly three-quarters of the lessons, teaching was good or very good. This represents an improvement since the previous inspection. The teachers' response to feedback on lessons and, in particular, areas for development was very positive and viewed as an opportunity to develop their own skills. This shows that there is a good capacity for improvement and a keenness to improve the general learning environment.
15. The teaching in the nursery is consistently good and there are some elements of very good practice. Planning for learning is very well organised and ensures that children's needs are met. Expectations of what they can achieve are high. Tasks are appropriately related to the 'Early Learning Goals' and children are focused on achieving new learning through the activities provided. Children make good progress in social and physical development because of the good range of resources available to them. Learning support staff work well with them encouraging them to share, take turns and behave appropriately. They have good opportunities to learn the basic skills necessary to take them on to work in the reception class. There is a

good focus on letter shapes and sounds and there is a good emphasis on the development of language. The awareness of the need to develop pupils' communication skills is paramount and teachers and support staff all work at working and playing with the children, asking good, open-ended questions. Where mistakes are made they help children learn by repeating what pupils say with the correct inflections and pronunciation and encourage the children to repeat the words.

16. Although teaching in the reception classes is satisfactory overall, the development of pupils' literacy and numeracy skills is too slow, although steps have been successfully taken to improve pupils' knowledge of high frequency words before they enter Year 1. Teachers have good skills in managing the children and one classroom is very well organised for learning. The quality of planning is good and should support them in teaching the children the things they need to learn. There is too much variation in the quality of learning in the two rooms. Where teaching is good the teacher asks pertinent, open-ended questions and encourages learning through the provision of exciting and unusual resources. For example, the role-play area is an space station with control boards, recording area, space and earth phones all of which enthuse and excite the children. However, in the other class the good planning is not always carried through sufficiently well. Here the quality of teaching ranges between good and unsatisfactory. Opportunities for learning are not always identified to the children and they spend too much playing aimlessly. On occasions the teacher spends too much focusing on one or two children without paying attention to what the rest of the class are doing. This means that the majority of pupils did not receive an adequate amount of teaching time. The support assistants work particularly well in the reception classes and provide good support for the children.
17. Teaching and learning in Years 1 and 2 are always at least satisfactory and sometimes good. However, there are some inconsistencies between classes.
18. Teaching in Years 3 to 6 is good overall. The teachers have very good relationships with the pupils, behaviour is good and pupils respond well. This means that pupils can learn in an orderly and calm environment. The planning for lessons is of a good quality and for the most part well carried through. A good feature is the emphasis on clear questioning which enables teachers to see whether the pupils are understanding what is being taught. There are good opportunities for pupils to discuss and explore their ideas during whole class sessions and teachers ensure that this is carried out purposefully. Teachers have high expectations of what their pupils can achieve and set them challenging tasks. Older pupils are beginning to take responsibility for their own work and use books and the Internet competently to re-inforce and extend their learning. The use of visits and subject days are of positive benefit to pupils learning. Pupils in Year 6 could recall a wide range of information about the Aztecs following and 'Aztec Day' last year. Expectations are clear about homework and during the inspection work was set which consolidates and extended pupils' learning.
19. The teaching of English and mathematics is good overall and work is carefully matched to the needs of the pupils. The teaching of pupils in groups set by pupils' capabilities in Years 5 and 6 is particularly effective. In English, an appropriate emphasis on developing pupils' speaking and listening skills challenges them to think round a problem and has benefited them in other subjects such as history and geography. However in Years 1 and 2, in mathematics, the more able pupils are not always sufficiently challenged throughout a whole lesson. Some teachers are not totally confident when teaching basic skills and number facts in numeracy. This means that mental and oral starters do not always consolidate pupils' learning sufficiently well. The teaching observed in other subjects was generally good.
20. The quality of assessment on a short and long term basis is good. Marking invariably tells pupils how they can improve their work and pupils' responses are usually positive and take account of this. On a longer term basis teachers track pupils' achievement carefully, they know what their pupils know and understand and this is used to help them plan future lessons. Good

assessments are made in all subjects and teachers' record keeping is useful and of a good standard overall. However, in Years 1 and 2 although a good range of

assessments is made there are too many different ways of recording the results of these. This means that the information gained is not as useful as it might be in identifying future priorities for action.

21. Teaching for pupils with special educational needs is good. That for hearing impaired pupils is often very good. Pupils are identified as soon as possible in the nursery and reception classes or when they begin school part way through their primary education. The special educational needs co-ordinator and the teacher discuss the pupils' individual education plan based on targets that need to be worked on. Long term plans and short targets are shared with pupils – and pupils know what their targets are when asked. Pupils from the travelling community receive appropriate help from the traveller support service and teaching for them is good and well matched to their needs. Pupils for whom English is not their mother tongue receive good support and achieve well.

## **The curriculum**

**The overall quality of the curriculum is sound with strengths in extra-curricular activities.**

### **Strengths**

- Extra-curricular provision enriches the curriculum very well. This helps the pupils make links between subjects and give them further opportunities, for instance, to participate in school sports teams.
- Provision for personal, social and health education is good. This has led to pupils' attitudes and behaviour being strengths of the school.
- Provision for pupils with special educational needs is good.
- Accommodation and resources are good.
- The good match of teachers and support staff to the curriculum contributes well to the planning of an appropriate curriculum. Many teachers have expertise in subjects of the curriculum.
- Provision for pupils with English as an additional language is good, as is that for pupils from the travelling community.

### **Weaknesses**

- There is insufficient emphasis on how to record methods of calculation in the infant classes.

### **Commentary**

22. There has been a satisfactory improvement in the provision of the curriculum since the last inspection. The school has taken good steps to ensure that in addition to the statutory curriculum, which is in place, there are opportunities for enrichment. The very good range of after school clubs and, for the first time this year, Year 6 pupils' opportunity to participate in a residential visit to Osmington Bay, Weymouth enriches the curriculum well. In addition, the school evaluates its curriculum regularly. In response to identified pupils' needs, for example in language development, the school has planned for improved opportunities for speaking and listening and focused on vocabulary when teaching subjects, like mathematics. This has led to good improvements in, for instance, pupils' reading and their ability to solve word problems in mathematics in the infant classes. The school has linked the teaching of English well to the other subjects of the curriculum and where appropriate teachers make links between subjects. The school had improved the information and communication technology curriculum greatly and is currently working on making better links to English, mathematics and science.



23. The provision for personal, social and health education is good. Pupils have a planned curriculum that includes circle time, teaches drugs and sex education and gives them opportunities to participate in a school council. Teachers plan good opportunities for pupils to take responsibility, for instance in shared reading sessions and looking after the school environment by ensuring it is litter-free. The recent training for staff on emotional literacy and learning styles has contributed well to developing staff expertise in this area. Team planning is a strong feature of curriculum development that has led to cohesive curriculum planning, a good focus on progression and a good sharing of expertise. The school plans well to include all pupils. However, in some subjects, for instance, mathematics, there needs to be more challenge for higher attaining pupils in the infant classes. The school has recently evaluated how effectively pupils transfer from the reception classes to Year 1 and is using that information to improve standards of attainment. Transition at other stages is satisfactory. There are satisfactory links with the secondary school, with current plans to develop them further. The school has good links with a local Beacon school. Collaborative work on developing reading skills in the youngest pupils has led to good improvements.
24. Pupils with special educational needs are fully included in all activities organised by the school. They are well supported so they can work alongside their peers to take advantage of the curriculum offered. Provision for pupils with moderate learning difficulties is good and they are fully integrated in to classes. When necessary the curriculum is carefully adapted to suit their needs so that individual education programmes are met. The school moves quickly to take effective action when there is a need.
25. The provision for pupils with English as an additional language is good. The school works well with Swindon's Diversity and Multicultural Education Service to provide good support for these pupils. Pupils are assessed when they first attend Mountford Manor School by this service, appropriate teaching strategies are planned and pupils' progress is regularly monitored. Most pupils are progressing well. The school and the service actively work with parents so that they are involved in their children's education and can support their children well. A welcome note is sent to parents in their own language and signs on school doors are in a range of appropriate languages.
26. The school caretaker and his team care for the school accommodation well. The good-sized classrooms and good outside areas for PE and games support the curriculum well. Resources are generally of good quality. They are relevant and kept up-to-date.

### **Care guidance and support.**

The overall quality of the care, guidance and support provided for pupils is good.

Main strengths and weaknesses

#### **Strengths**

- The school has very good child protection procedures.
- Procedures to ensure that pupils always work in a health & safety environment are very good.
- The monitoring of pupils with special educational needs is good.
- Induction arrangements for pupils are very good.
- Pupils' access to well informed support, advice and guidance is very good.

#### **Weaknesses**

- Strategies by the school to involve pupils through seeking, valuing and acting on their views are at an early stage of development.

#### **Commentary**

27. Child protection procedures at the school are very good. The school has two named child protection officers and appropriate training has been provided for all other members of teaching and non-teaching staff. The teaching and non-teaching staff display a very high level of concern, for all pupils and as a result they thrive in the positive learning climate. The school has a number of pupils on the 'at risk' register, and all of these pupils are carefully monitored by the school and records of their progress are accurately recorded and well maintained. A meeting is held at the beginning of each term with all health professionals, where children's progress is discussed and any concerns are raised.
28. Procedures to ensure pupils work in a healthy and safe environment are very effective. Health and safety audits are regularly carried out and any items identified as health hazards are rectified. Many staff have been trained as first aiders. Accidents are appropriately recorded and the health and safety policy is relevant, clear and concise. Pupils have good and trusting relationships with adults in the school and pupils feel free to go to them for support, help and advice. Pupils' personal and social development are carefully monitored and tracked by staff.
29. Pupils with special educational needs are given similar good levels of support. These pupils are integrated into the life of school successfully and the positive self-esteem that they display, are indications of the high quality of care they received. The monitoring of pupils with special educational needs and traveller pupils is good. Initial assessment is quickly followed up by individual education plans for pupils to tailor learning and provision to the pupils' needs, using whatever support is required. Regular reviews ensure that pupils are making progress and developing in their learning. There are good working relationships with outside agencies.
30. Induction arrangements for new pupils are very good. The school carries out home visits prior to children being admitted to the nursery class and induction meetings are held for children entering into reception in the summer term. Parents are invited to stay with their children for the first few days of school life and because of the help and support they receive, pupils very quickly settle into routine.
31. The involvement of pupils through seeking, valuing and acting on their views is satisfactory. The school is developing opportunities for pupils to give their views, for example; a school council is in the process of being elected but has yet to meet. The school has recently appointed monitors to supervise the use of playground equipment at lunchtime and pupils are responsible for simple tasks, for example, operating the overhead projector in assemblies, this is an area of the school's work that requires further development.

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

Links with parents are very good and those with the community are good.

### **Main strengths and weaknesses**

#### **Strengths**

- Parents have positive attitudes towards the school.
- The school provides good information about its procedures and pupils' standards and progress.
- The school has established good links with the local community.

#### **Weaknesses**

- None.

#### **Commentary**

32. The great majority of parents responded positively to the questionnaire and the inspection findings confirm their positive views. Links with parents are very positive. Parents are warmly welcomed into school and help in a variety of ways, for example, helping pupils read, assisting on visits, and making story sacks. The Friends of Mountford Manor School is a small but lively body where parents arrange a number of fundraising events to buy additional equipment. A small minority of parents felt they were not well informed about how their children were getting on, and thought that the school did not seek the views of parents and take into account their suggestions or concerns. The inspection findings did not confirm these negative views.
33. Information provided by the school is very good. This includes a clearly written school brochure, newsletters, giving details about activities, future events and the ways in which parents can help. The governors' annual report to parents is concise and gives parents all the required information. Reports contain full information about what pupils have studied, a good explanation of goals achieved and clear targets. Two parents' evenings and an open afternoon in the summer provide other opportunities for parents to see the school at work. Parents have open access to school and can see the headteacher or staff if they have any concerns to discuss. If there are particular difficulties with a pupil an appropriate individual contract is arranged between the parent and school regarding the behaviour and work, and targets are agreed and set.
34. The school establishes close relationships with parents of pupils with special educational needs and traveller pupils. Parents are always invited to reviews of statements and individual education plans and an increasing number now accept the invitation. The appointment of the Home/School Links Liaison Officer is a very positive step, and has resulted in parents being more involved, having very positive views of the school, and being more positive about the progress their children are making.
35. Procedures for the transfer of pupils are good. The school liaises well with the two receiving secondary schools and pupils going in Year 6 go for a taster day prior to transfer.
36. The school has established good links with the local community and other educational establishments who are keen to help it develop further. For example, the school has strong links with the Zurich International Company whose staff help in a paired reading scheme and help to decorate the school. The choir regularly visits a local senior citizens home and residents are invited to help in the nursery. The school works closely and successfully with a local 'Beacon' school from whom it has received much useful practical help and advice in its efforts to improve. It also works closely with its local cluster of schools and regular meetings are held between all headteachers, to discuss matters of common interest.

## **LEADERSHIP AND MANAGEMENT**

The overall leadership and management of the school are satisfactory with some good features.

The leadership of the school is satisfactory.

The governance of the school is satisfactory.

The management of the school is satisfactory.

### **Strengths**

- The headteacher's leadership is providing a clear direction for the school's improvement.
- Strategies introduced by the school are sharply focused on improving pupils' learning and raising standards.
- The governors' greatly improved knowledge and awareness of the working of the school.
- The involvement and commitment of the governors as a whole.
- The example provided by the core subject co-ordinators in English, mathematics and science in leading the development of their subjects.

- The effectiveness of the management of special educational needs.
- The school improvement plan identifies appropriate areas for development together with appropriate strategies for tracking and monitoring this.

## Weaknesses

- The monitoring undertaken by some subject co-ordinators is not sufficiently evaluative in identifying how teaching and learning can be improved.
- The school's performance management procedures do not yet extend to the support staff.

## Commentary

37. The headteacher has been central to the development of the positive ethos. In this the deputy, the senior management team, and all adults in the school have given him very good support. He has created a team of teachers and support staff who have a strong commitment to improvement and capacity to succeed. There are now good systems in place to monitor and evaluate the quality of teaching and learning but some co-ordinators lack the confidence and expertise to identify areas for improvement when making lesson observations. The headteacher's drive and determination, together with clarity of thought have enabled the school to make sound improvement.
38. The school improvement plan is a good document which correctly identifies the development of the core subjects for further improvement. The strategies for improving ICT and science are proving to be successful and standards are rising in these subjects. The focus on developing a version of the numeracy and literacy strategies in the reception classes prior to children moving into Year 1 appears to have been a positive one as the current Year 1 moved up with much improved strategies for reading and writing. Although it is early days to judge success the indications are positive.
39. Under the astute leadership of the chair, the governing body is now much more effectively involved in the leadership and management of the school. Together with the senior management team, it provides clear and positive educational direction for the school. Its committee structure works well, enabling governors to hold the school to account for its performance. Governors with appropriate expertise are well utilised within, for example, the premises committee. There are named governors who are linked effectively to monitor subjects and others play active roles in supporting pupils with special educational needs and traveller pupils. Governors fulfil their statutory responsibilities and have a sound awareness of the school's strengths and weaknesses.
40. Teachers who manage subjects do so, for the most part, effectively. They are well aware of the strengths within their subject areas. Although they are also generally aware of the areas for development their lesson observations do not focus clearly enough on what needs to be improved. The observations made by the headteacher and those by advisers and consultants are more useful because they clearly identify the areas needing improvement. The management of special educational needs is good. This has continued to improve since the last inspection. Record keeping and relevant documentation are well organised, allowing pupils' progress to be checked quickly and accurately. Valuable advice is given to colleagues and pupils benefit from the manager's expertise as she teaches groups of pupils on regular basis, particularly those in the unit for pupils with moderate learning difficulties.
41. Arrangements for staff development are sound overall. The professional development of teachers is part of the performance management process and appropriately linked to the school's improvement plan as well as their own identified needs. However, although support staff receive informal feedback on performance they are not yet part of the school's

performance management programme. This means that they are necessarily told in what ways their performance in the classroom could be improved in order for them to move pupils' learning forward constructively.

42. The school's senior administrative officer manages the finances well on a day-to-day basis. There are clear and effective procedures for ordering and paying for goods and services. The school takes appropriate action to ensure that it receives best value when it makes decisions on spending, and tries to ensure that actions taken will have a positive impact on the pupils' education. The school's annual budget is prepared in draft form by the headteacher in consultation with staff. It is then taken to the finance committee of the governing body and, after further consultation, approved by the full governing body. There is currently a large roll-over. There are two reasons for this. One is based on the bid for extended school status which is being prepared by the school – and for which they have to show they have adequate funding. The other shows prudent house-keeping on the part of the governors who are aware of the financial problems the school faces in the near future of the units at the school and the funding they receive. The four year financial projections include reductions in staffing levels to try and reflect these issues and changes in funding. Currently the school makes sound use of the resources that it has available.
43. The school is taking positive action in trying to ensure that improvements are made. However, it does encounter some difficulties which need to be taken into consideration:
- Most children enter the school with very low educational standards.
  - There is a high level of mobility in the area.
  - The school has difficulty in persuading some parents to play an active part in their children's education.
44. However, on the basis of:
- The satisfactory achievement of its pupils.
  - The very good behaviour and attitudes of pupils.
  - The satisfactory and often good teaching.
  - The very sound leadership and management of the headteacher and governing body, set against the broadly average costs of educating pupils at the school, Mountford Manor Primary School provides satisfactory value for money.

## Financial information

### *Financial information for the year April to March [year]*

Income and expenditure (£)		Balances (£)	
Total income	1070437	Balance from previous year	199125
Total expenditure	997434	Balance carried forward to the next	73003
Expenditure per pupil	3034		

## Provision for pupils in the hearing impaired unit.

Provision in the unit for pupils with hearing impairment is good with some very good and excellent features.

## Strengths

- Adapted curriculum access.
- Positive development of pupils' language skills.

- Excellent development of a hearing impaired specific literacy scheme of work.
- Joint planning with mainstream teachers in the school.
- The ethos of inclusion of hearing impaired pupils.
- The role model for inclusion provided by the qualified teacher of the hearing impaired, when she teaches mainstream classes.

## **Weaknesses**

- No major weaknesses.

## **Commentary**

45. Pupils with hearing impairment, particularly those with a profound hearing loss, have delayed language skills and so their attainment cannot be compared with pupils in mainstream classes. The unit for pupils with a hearing impairment at Mountford Manor meets the needs of 5 pupils some of whom have additional difficulties.
46. The pupils' achievement is good. The pupils work hard in lessons and the staff have high expectations for the pupils. The pupils make steady progress. The pupils work to the same broad lesson objectives as the mainstream pupils with sufficient differentiation and consideration of the pupils' learning to meet the pupils' needs. For example in a literacy session when pupils were learning the spelling of body parts, 'head', 'knees' and 'toes' were words for the less able pupils with the more able learning words like 'shoulder'. The pupils were required to use accurate finger spelling during the lesson. The pupils were also learning words like 'fed-up' and 'ashamed' in line with the school's emphasis on emotional literacy.
47. The quality of the provision is good. The signing support, which is given for pupils, is excellent with pupils learning new signs at the appropriate time. There is good emphasis on the pupils using all available communication channels, for example a pupil who can communicate through sign but may also have enough hearing to use oral and lip-reading means of communication has as one of his individual education plan targets to use his lip-reading and aural skills for part of the lesson. This was facilitated by a cessation of the signing for part of the lesson, so encouraging the pupil to use his residual hearing.
48. The inclusion of the pupils into the life and work of the school is well facilitated. One pupil was included in a numeracy lesson with his age equivalent peers. Reverse integration occurs when two or three pupils join the pupils with hearing impairment for a numeracy lesson. The pupils are encouraged to work independently when that is appropriate. The ethos of inclusion is excellently supported, by the teacher in charge of the unit for pupils with a hearing impairment, when she takes responsibility for teaching of a mainstream class, for example, for physical education or art, which includes the some of the pupils with hearing impairment. The teacher's questioning provided opportunities for pupils to think and discuss ideas with their partner, and the pupils were required to analyse photos to determine movement. This enabled the pupils with a hearing impairment to work with a hearing partner.
49. The management of the unit by the headteacher is good. He considers that the unit is an integral part of the school and manages difficult issues with regard to funding with tact and diplomacy. The emphasis on inclusion can sometimes be a challenge to the head and the school because of the diverse nature and wide range of additional learning difficulties, which are shown by the pupils with hearing impairment. The headteacher has a good working relationship with the local education authority's advisory teacher of the hearing impaired.
50. The leadership of the unit for pupils with hearing impairment by the teacher in charge is very good. The development of the First Level Literacy Scheme of Work is an excellent development and also acts as an assessment tool to track the pupils' literacy development. The teacher in charge of the unit, instils her team with confidence and enthusiasm. She acts as a excellent role model for colleagues. Her team, which includes a teaching assistant, who

is herself hearing impaired, provides a range of positive role models for the pupils. The head of the unit has very good professional relationship with the local education authority's advisory teacher of hearing impaired pupils.

51. The resources provided for the pupils are good. The two classrooms provide adequate teaching space for the pupils. The audiological requirements are well met and the teacher uses excellent strategies for carrying out the routine task of checking the pupils' hearing aids every morning. The unit has a range of adequate teaching at its disposal.
52. The work of the unit is well monitored by the special needs co-ordinator. She monitors the individual education plans of the pupils and has good links with the special educational needs advisory service for the local education authority which leads to very good learning outcomes for the pupils.

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

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

53. When children enter the nursery class their levels of attainment are very low with weaknesses across all areas of learning. Children achieve well in the nursery because the quality of the teaching is consistently good. In the reception classes the quality of planning is good and reflects the quality of that in the nursery. However, it is not always carried through. The children make sound progress and achieve satisfactorily. Although the quality of teaching in one class is satisfactory overall and often good, in the other it is more variable and at times is unsatisfactory – with the result that children’s learning is uneven. The school has already identified this weakness and is taking appropriate steps to address this matter. The leadership and management of the foundation stage are good. The leader has identified appropriate areas for development and has worked hard to adapt the classrooms to ensure that there are plenty of areas for children to develop their imaginations and speaking and listening skills through role-play.

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

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

#### **Strengths**

- From the start children are taught how to share and co-operate.
- Children are encouraged to choose their own activities and spend a reasonable amount of time at each one.
- The expectation of good behaviour is made clear from the time children enter the nursery.

#### **Weaknesses**

- Children become discouraged and behave less well on those occasions when they receive inadequate guidance from the teacher.

#### **Commentary**

54. Children settle into school when they enter the nursery because routines are well established and there is plenty for them to do. The teaching is good and activities encourage them to play together and co-operate from the start. The teachers are watchful and ensure that all children are included and happy. The children behave well, they share equipment, they are beginning to take turns and the support staff help and encourage children to choose activities for themselves. They learn consideration for others. For example, on the roadway in the playground children know that it is polite and right to stop at a pedestrian crossing to let people cross the road. In the reception classes the good foundations laid in the nursery are consolidated. Children are encouraged to take more responsibility for their own learning and respond well to tasks set for them. However, when appropriate tasks are not set for them they tend to become bored and restless and behaviour deteriorates.

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

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



## Strengths

- Children are encouraged to develop their speaking and listening skills through role-play.
- The teaching of initial letter sounds in the reception class is good.
- Children are taught how to use books and show an enjoyment of stories and rhymes.
- Children are encouraged to 'write' from the time they enter nursery.

## Weaknesses

- Teachers do not always ask sufficiently open-ended questions to encourage pupils to speak.
- Planning is not always carried through in the reception classes which means that children do not always learn as effectively as they should.

## Commentary

55. Most pupils' language skills are very low when they enter the nursery. Their listening skills are developed quickly as teachers talk to them, and use simple questioning techniques which encourage the children to respond. The children generally lack confidence in speaking and when they do so their enunciation and vocabulary are poor. They make good progress through role-play. This was particularly so in the superb home area where children were surrounded with the usual paraphernalia of the home environment enabling them to relate to familiar objects such as the television, Hoover and telephone. They chattered to the support staff, who responded well by often repeating mis-pronounced words and encouraging pupils to repeat them correctly. In the reception class this learning is consolidated and role-play again used constructively. However, occasionally children do not have sufficient opportunities to discuss their own ideas because teacher's questions are not sufficiently open-ended to allow them to do so. Standards in speaking and listening when children leave reception are still well below average.
56. In the nursery there are several opportunities for children to practise early writing and mark making. In the reception classes, initial letters are taught satisfactorily with a range of tasks to enable children to practise these – through using sand, play-dough and paint as well as more conventional writing materials. However, progress is spasmodic because the quality of resources and tasks are not consistently good. Children have too few opportunities to practise the skills they have learned. When pupils move to Year 1 most can do little more than write their names and a few letters. Thus standards are still well below average.
57. In the nursery children are taught how to look at books and quickly learn to enjoy simple rhymes and stories. They enjoy looking at and 'reading' books to themselves quietly in the comfortable and attractive library area. Last year, teachers in Year 1 identified that children moving up had limited phonic knowledge and could recognise very few simple often-used words. As a result an adapted version of the literacy strategy was introduced into the reception classes. This is having positive results in that children are learning letter sounds and simple words more effectively. However, standards are generally still well below average when children move to Year 1.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

## Main strengths and weaknesses

### Strengths

- Children in the nursery have lots of opportunities to explore number and shape.
- Children in reception often consolidate their learning well, but this is not consistent.

### Weaknesses

- Children are sometimes kept too long on the carpet when they could be exploring number activities.

### Commentary

58. Children in the nursery have many opportunities to count and use numbers. The teaching is always good. Those who have just started were learning simple number rhymes which enabled them to learn to count to five. The rhymes with appropriate visual aides appeal to the children's imagination and ensured that their attention was sustained throughout the activity. Shape is taught and re-inforced in a range of ways such as looking for familiar shapes in the room or completing shape jigsaws which the children tackle with enthusiasm. In the reception classes children's knowledge of number is re-inforced. Teaching is generally sound. A lesson consolidating number bonds could have been a very good one but became a satisfactory one. The teacher kept the children too long on the carpet and tried to attempt too much in one session. This meant that by the end children's attention was dissipating and interest was beginning to wane. In one class planning was not always carried through successfully and the teacher did not always ensure that children were gainfully employed. This meant that in at least one lesson teaching was unsatisfactory. Although overall children achieve satisfactorily they do not meet the expected goals by the time they move into Year 1.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Strengths

- Pupils learn to use ICT well in the nursery and this is consolidated well in the reception classes.
- A good range of activities is provided to enable children to learn about the world around them.

### Weaknesses

- The quality of provision is uneven in the reception classes.
- Children are not yet sufficiently confident to learn independently.

### Commentary

59. Children have many opportunities to learn about the world around them. In the nursery they learn to use the computer as soon as they enter school and have many opportunities to improve their manipulation and use of the mouse. This is re-inforced by the watchfulness of the staff who ensure that all children have turns so that they can make progress. In the reception classes this progress is maintained and staff ensure that the computers are always in use and appropriate programmes are used to re-inforce learning in other areas. The good range of construction toys provides sound opportunities to construct for their own purposes. Early science activities – such as the growing of a bean and keeping of a bean diary – mean that children in the reception classes learn a little about the life cycle of a plant. The use of role play areas again is valuable in the reception classes to improve children's learning. In one

reception class a space station was established with all manner of equipment to stimulate and encourage learning – appropriate jigsaws, telephones, ‘control’ boards all designed to stimulate and provoke children’s imaginations. However, the children do not always receive sufficient direction as to what activities to pursue. They have not been taught the necessary skills of independence to allow them to explore on their own as a result their learning is not always as good as it could be. Overall, although pupils make sound progress and achieve satisfactorily they are unlikely to reach the expected goals by the time they reach Year 1.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Strengths**

- A wide range of equipment and activities which means that children have the chance to become better co-ordinated and dextrous.
- A good secure outside play space with plenty of space to run around.

### **Weaknesses**

No particular weaknesses.

### **Commentary**

60. Children’s physical development is promoted through a good range of planned indoor and outdoor activities. They have access to a wide variety of large wheeled toys and climbing equipment all of which help develop their co-ordination well. Staff ensure that all children have the opportunity to use the equipment in order to develop their skills and co-ordination. They are carefully supervised to ensure their safety whilst being encouraged to be appropriately adventurous. In the nursery children can practise manipulating and using a range of materials such as play-dough, and learn how to manipulate tools and equipment such as pencils and paintbrushes in a controlled way. More challenging tasks are provided in the reception classes. In order to enhance concentration children in the reception classes are following a ‘learning through movement’ programme, which is designed to improve balance and co-ordination. This is a useful activity and the children respond well. In order to succeed they have to learn to co-ordinate a range of movements – some of them quite complex – and they make good progress in these sessions. As a result of the good teaching they receive in this area children are likely to meet the expected level of physical development by the time they move into Year 1.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Strengths**

- A good range of activities using a variety of different media.
- A clear enjoyment of music making by children and adults alike.
- A wide range of resources.

### **Weaknesses**

No perceived weaknesses.

## Commentary

61. Children have wide range of activities available to them from the time they enter the nursery. They cheerfully experiment with paint using a range of techniques – from ‘butterfly’ patterns, to experiencing the feel of thick paint squelching through their fingers as they create finger paintings from which a print is taken. These painting experiences also enable them to experiment with new language as staff encourage them to describe their efforts. Last year the children experimented with clay to make a mud hut village as part of their project on Africa. They showed a good understanding of the ‘thumb-pot’ technique and the results were smooth and well finished. They learn to sing a variety of different rhymes and are beginning to sing tunefully – once they have mastered the words. In the reception classes they continue to make good progress. Children create self-portraits, beginning to pay attention to the correct placement of features on the face. They continue to experiment with play-dough and clay as well as paint. They are more competent at retaining the word and tune of a song and enjoy singing. The reception area benefits from a large room where a good variety of musical instruments are kept and where they can go to play them and make music in a more appropriate environment. Because of the good range of resources and the appropriate expertise of staff in this area the children are likely reach the expected goals by the time they move into Year 1.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Strengths

- Teaching is effective in helping pupils to make good progress overall.
- Pupils’ speaking and listening skills have improved significantly enabling them to think round problems and learn more effectively.
- Standards in reading are improving throughout the school.
- The co-ordinator is making good use of assessment information and monitoring procedures to raise standards.
- The school has put into place appropriate strategies to raise standards again in writing.

#### Weaknesses

- Standards are below average in reading and writing in Year 2 and Year 6.

62. The quality of teaching has improved since the previous inspection and this is enabling pupils to achieve better so that they are now making good progress. Teachers have high expectations of what all pupils can achieve and there is rigorous planning to enable them to do this. There is a strong focus on learning in most lessons and very good relationships in classes, providing an effective climate for learning. Throughout the school, teachers use a good range of well-prepared materials. Support assistants share teachers’ planning, including the targets for pupils with special educational needs, and make a good contribution to learning in this subject. Increasing use is now made of information and communication technology. Particular care is taken in identifying and supporting pupils with special educational needs and travellers’ children. Teachers plan work which specifically meets their needs, and good support is regularly provided by teaching assistants. Consequently, pupils with special educational needs make good progress towards the targets in their individual education plans. All pupils have full access to the curriculum.

63. The 2002 National Curriculum tests at the end of Year 2 and Year 6 showed that pupils attained well below average standards in reading and writing compared with primary schools nationally and below the average standard when compared to similar schools. However these results represented some improvement on the results reported at the previous inspection. The improvement in attainment is due to the efficient implementation of the National Literacy Strategy, the clear setting of relevant targets and the result of new initiatives in English, which are now beginning to bear fruit.
64. Attainment in speaking and listening has improved substantially. Pupils enter the school with very poor language skills. Although they make good progress and are gaining confidence and competence in discussion, by the age of seven, standards in speaking and listening are still below those expected nationally. As pupils move through the school, many make good progress, they contributing constructively during the literacy hour and in other lessons and put forward ideas clearly. Most teachers make effective use of discussion and skilfully use questions to check understanding of vocabulary and to develop confidence in speaking. For example, pupils in a Year 5/6 geography lesson reported to the whole class after preparing questions about the rain forest. By the time they are in Year 6 higher and average attainers retain information they have listened to and answer questions sensibly. Lower attainers, on the other hand, are hesitant to answer questions, limiting contributions to short phrases or single words. Their acquisition of subject specific vocabulary, for example in science is improving.
65. There has been a significant improvement in pupils' achievement in reading during the past year. There is good additional help in reading for pupils with special educational needs and volunteers provide valuable help. This is having a positive effect on raising standards. Phonic skills such as recognition and articulation of letter sounds are developed effectively and this helps pupils tackle unfamiliar texts. The school tries hard to encourage parents to hear children read at home and the provision of workshops for parents of younger pupils to show them how to help their children effectively is proving to be of benefit. Pupils continue to make good progress in reading in Years 3 to 6. Higher attaining pupils in the upper juniors are confident readers, In all year groups there are still pupils who find reading quite difficult, especially when it comes to tackling unfamiliar words and texts. The school teaches these pupils appropriate strategies that will help them to read with greater accuracy and understanding, and ensures they have sufficient time to read in school.
66. Pupils enter Year 1 with poor writing skills. Successful targeting of writing skills by teachers has led to an improvement in standards. More able pupils write in simple sentences and use full stops. They join sentences by using "and" and use phonic skills to spell words they do not know. Some pupils are beginning to use commas, question marks and speech marks. There is not always enough length, description or detail in their writing. This means that overall, their writing is still below the level expected nationally. Pupils in Year 3 to 6 are given good opportunities to write, and writing skills are taught well in the literacy hour . The high percentage of pupils with special educational needs means that overall standards seen in writing during the inspection were still below the standard expected. In addition many pupils still have a fairly limited vocabulary and spelling is not always accurate. However, the work seen in English books used throughout last year showed that pupils regularly performed in lessons much better than the national test results indicate.
67. The subject is satisfactorily managed and there are many good features to this. There is a very good action plan to raise standards further and the co-ordinator is provided with time to manage the subject. The co-ordinator has a good understanding of where the school has come from, where it is now, and what needs to be done next and in the future, in order to continue the current good progress in raising standards.

## Language and literacy across the curriculum

68. All classes incorporate time for pupils to discuss and explore ideas in order to help pupils think round problems. Planning specifically incorporates the use of such activities and these are having a positive impact on the children's technical vocabulary in subjects such as science and ICT. It is increasing pupils' confidence and they discuss their work confidently with adults.

## MATHEMATICS

The provision for mathematics is **satisfactory**.

### Strengths

- Good leadership and management of mathematics, which identify strengths and weaknesses in the subject, focus effectively on areas for development and evaluate outcomes well.
- Good analysis of assessment information by the mathematics co-ordinator, which leads to the identification of strengths and weaknesses in pupils' attainment. This leads to areas for development being appropriately addressed and improvements in standards.
- Good teaching in Years 3 to 6, which leads to good achievement by these pupils.
- Teachers focus well on the teaching of mathematical language, which leads to pupils achieving better standards in mathematics including problem-solving.
- Teachers question pupils well, which helps pupils to answer more challenging questions and encourages them to think, reason and explain.

### Weaknesses

- Standards achieved by pupils. They are well below similar schools.
  - The teaching of recording and written methods, particularly to the infant pupils.
  - The teaching of the mental and oral starter to the lesson in some classes.
  - The planning of work for higher attaining pupils in the infant classes.
69. The standards achieved by pupils in the infant classes are well below average and those achieved by pupils in the junior classes are below average. The school has worked hard to improve standards in this subject and the improvement has been above the national trend but from a low starting point. In the 2003 tests, four pupils just missed by a few marks achieving level 4 and more pupils are now achieving level 5. Because pupils enter school with well below attainment in this subject, pupils are achieving at least satisfactorily and some achieve well. The planning of work for pupils with special educational needs and English as an additional language is good through the school. Higher attaining pupils are sufficiently challenged in Years 3 to 6 but this is not always the case in the infant classes.
70. The teaching and learning of mathematics is good overall. For the infant pupils the teaching is satisfactory, whilst the teaching of the junior pupils is good. There is a good range of work in the work scrutiny with all attainment targets covered sufficiently and, in particular, there is a good emphasis on using and applying mathematics, which has been a school focus. All teachers concentrate well on the development of mathematical language, another school focus. Consequently pupils are able to demonstrate that they can use and understand mathematical language satisfactorily. Last year the school set a target for pupils to be able to solve problems, including word problems, better. This resulted in many more pupils in the infant classes achieving the correct answer in word problem questions in the infant tests. All teachers question pupils well and encourage them to explain and reason and not only give quick answers to calculation questions. The mental and oral part of some lessons was not sufficiently lively and did not have a 'warm up' feel to the lesson. Pupils do not have a good enough knowledge of number facts and teachers do not always use this part of the lesson sufficiently well to address this need. The teaching of the recording of mental methods,

including the empty number line recording and jottings in the infant classes is unsatisfactory. There was very little evidence of this work in the work scrutiny and it was evident in a Year 3 lesson that pupils are not confident with empty number line recording. Teachers need to ensure that when planning work for pupils of different prior attainment the work is sufficiently challenging for all pupils, particularly the higher attaining pupils in the infant classes. Infant lessons are sometimes too long and consequently pupils spend too much time sitting on the carpet and find it hard to maintain their concentration.

71. Mathematics is well led and managed. The co-ordinator has identified key areas of the mathematics curriculum to focus on as curricular targets and on areas for development in teaching. She observes teaching and learning in classrooms and gives appropriate feedback to teachers. This is part of a good planned programme for the development of teaching. In addition, the school benefits well from having a leading mathematics teacher as part of the Year 5/6 team and support from local authority advisers.

### **Mathematics across the curriculum**

72. Mathematics is satisfactorily developed through the other subjects of the curriculum, and the co-ordinator is planning to do some further work on this to ensure that as many opportunities as possible are taken to give pupils the chance to apply their knowledge and skills.
73. There has been a satisfactory improvement in the provision for mathematics. Standards are improving particularly in the junior department but more work needs to be done to ensure all teachers have good subject knowledge to ensure pupils achieve better.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Strengths**

- There is a better focus on investigative and experimental skills than at the previous inspection.
- Test results improved significantly in 2003.
- In the lessons observed teachers questioned pupils effectively enabling them to think round problems and make sensible predictions.
- The leadership of the subject is better and actions taken to improve standards are beginning to have a positive impact.

#### **Weaknesses**

- Standards are still too low.
- ICT is not used to its full potential to support pupils' learning.

#### **Commentary**

74. The 2003 test results taken at the end of Year 6 showed a significant improvement compared with those in 2002. Until 2003 standards in science had been falling steadily although the school had identified actions to effect improvement. The results in 2003 showed that these actions were at last having a positive impact although, because of the high percentage of pupils with special educational needs, standards were still likely to be below average. However, the information available at the time of the inspection – including year by year assessment, the analysis of test results and pupils' attainment when they enter Year 1- all indicate that pupils' achievements are satisfactory. Pupils with special educational needs receive appropriate support and expectations for higher attaining pupils are usually appropriate. Both these groups make sound progress.

75. Throughout the school pupils are taught the elements of fair testing. In Years 5 and 6 they are aware that accurate measurement is essential and that one part of the test has to be varied whilst others remain the same. The emphasis on discussion to enable pupils to gain a greater understanding of what they are learning is showing positive benefit and pupils are better able to express their ideas and conclusions when writing – although the poor writing skills of a minority still hamper their progress. Work is neatly presented and there is an appropriate emphasis on the careful drawing of diagrams.
76. The quality of teaching overall is good. During the inspection lesson planning ensured a clear structure to lessons with a good emphasis, in some classes, on the development of scientific vocabulary. A particular strength was the quality of teachers' questioning. They asked for ideas, and valued pupils' responses. They helped take pupils on a step further through the use of 'why?' questions and made useful suggestions to help them. For example, the teacher in Year 2 asked how they could make him move. The pupils quickly identified pushing, but it took a considerable amount of discussion, prompting and practical demonstration before they also came up with 'pulling'. Teachers review previous lessons well to ensure that pupils are clear before moving on to the next stage. This was evident in a Year 5/6 lesson where pupils were investigating tooth decay. The teacher established that the pupils understood the structure of a tooth and what part of the tooth would be affected.
77. During the inspection there was little evidence of ICT being used regularly during science lessons. Some use is made of it to research various projects such as rocks and soils. However, as yet it is not used to its full potential to support learning, for example in analysing or recording results.
78. The actions taken by the subject leader are having a positive impact on pupils' achievements in science. She has a good understanding of the strengths and weaknesses of the subject and has a good focus on raising standards. The introduction of a new scheme of work has been successful because she has monitored to ensure it was being implemented correctly. The school has appropriate assessment tasks built in which enable teachers accurately to assess the levels pupils are at. She has had time to monitor learning and this has been useful in identifying areas for improvement – including developing the use of appropriate scientific terminology.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

**The provision for information and communication technology is satisfactory.**

### **Strengths**

- Good leadership and management of information and communication technology that have led to a much-improved provision for pupils.
- Good improvement in standards achieved by infant and younger junior pupils who now attain standards in line with national averages.

### **Weaknesses**

- Lesson planning that does not address the needs of pupils of different prior attainment and in different year groups, although in the same class.
79. There has been a good improvement in standards in information and communication technology. At the time of the last inspection, pupils were attaining standards well below national averages. Pupils, except the older pupils in the junior classes are now attaining standards in line with national averages and although the older pupils are attaining standards below national averages, this still represents an improvement. The reason for this improvement is because the subject is well led and managed, training for teachers has led to much better subject knowledge and the planning of the curriculum is good. In addition, there



have been improvements in resources and training in how to use these resources, such as the interactive whiteboard, which contribute to more effective teaching. The co-ordinator has planned for further improvements in this area.

80. Four lessons were observed and teaching was always at least good. In Year 1, the teaching and learning was very good. Pupils achieve well. Pupils work very well together and are supportive of each other. Teaching assistants work well with pupils, particularly when they are working in pairs or individually on the personal computers but their work is sometimes less effective when working with the whole class when individual pupils may need some extra help. In the classes for the older junior pupils, teachers do not plan different starting points for pupils although they do plan extension tasks. This means that some pupils, particularly Year 6 pupils, are repeating work that they already understand well. All pupils have individual folders on the computers, which aids assessment well. All Year 3 and 4 pupils have their own email addresses and contact pupils in other schools as part of their curriculum. Current training for staff is focusing on improving cross-curricular work in English, mathematics and science so that pupils have appropriate opportunities to apply their skills in other subjects of the curriculum.
81. The leadership and management of information and communication technology are good. The co-ordinator is actively involved in keeping up-to-date with current developments in this subject, is participating in the Swindon interactive whiteboard project and runs an ICT Club after school where pupils are setting up a Mountford Manor School web site. Although the school takes all possible precautions it has not yet sent a letter to parents about Internet access. The co-ordinator has begun to monitor teaching and learning in this subject and will continue to do so as part of a good planned monitoring programme.
82. Overall, there has been a good improvement in provision in this subject since the time of the last inspection.

## HUMANITIES

### Geography

Provision in geography is **satisfactory**.

Although it was only possible to observe one lesson, an analysis of work on display and in books, together with a discussion with pupils indicates that the pupils achieve well and reach national expected levels.

### Strengths

- Standards are average at Year 2 and Year 6 and pupils achieve well.
  - Pupils are very enthusiastic and enjoy geography.
83. Younger pupils in Years 1 and 2 achieve well because they are provided with activities which interest and enthuse them. They take a keen interest in the travels of Barnaby Bear who sends postcards from holiday places. This helps them to locate a variety of places at home and abroad. For example, they know where Swindon is on a large map of the British Isles. Teachers make geography interesting; for example, Year 4 pupils visit Bibury and contrast the area with Swindon and Year 5/6 pupils are to make a study of Osmington Bay during the school's residential visit.
84. The evidence from pupils' notebooks in the junior department, as well as from the only lesson it was possible to observe, indicates that most pupils take a keen interest in the subject. A piece of written work by a more able pupil on the water cycle and information about Water Aid was of a high standard. In the Year 5/6 lesson pupils discussed the task they had been set in a constructive manner and helped each other to complete the work in a very friendly way. As well

as researching a plentiful supply of good quality books about the tropical rainforest, they used a CD-ROM and the Internet to seek further information. The lesson finished with reports from the groups when pupils were given the opportunity to describe all they had found and this made a good link with literacy.

85. During the inspection the headteacher gave a talk on his recent visit to Africa and the different environments he experienced on his way to the summit of Kilimanjaro. The pupils were fascinated with the illustrations and listened very carefully. This made a significant contribution to the junior pupils' interest in geography.
86. The co-ordinator has only recently taken responsibility for the subject but has already made a good start, attending a course on co-ordinating the subject and meeting the link governor. Monitoring of teaching has been largely positive but contains too few areas for development. Appropriate assessment opportunities are provided at the end of each unit of work.

## **History**

Although no lessons were observed a sample of pupils' work was analysed from across the school and a discussion was held, about their work, with Year 6 pupils.

**Provision for history is good.**

### **Main strengths and weaknesses**

- Standards are well in line with those expected.
- There is good coverage of the history curriculum.
- The use of visits and visitors to enhance provision.

## **Commentary**

87. Pupils learn effectively . Younger pupils in Years 1 and 2 cover the curriculum appropriately and learn about a range of famous people and make comparisons with their counterparts today. For example, in their work on Florence Nightingale, pupils compared the uniforms worn, the treatments given and the conditions prevailing in hospitals in the nineteenth century and today. When learning about Samuel Pepys they also learn about the Great Fire of London. They show a good understanding of the roles of characters involved including those of the king and the mayor. The quality of written recording reflects their ability in literacy, and whilst that of the higher attaining pupils is quite good, that of the lower attaining pupils is mainly illustrative with appropriate captions. Younger pupils in Years 3 and 4 learn about the local area and this work is very well linked to what they are doing in geography. They explore the history of Swindon and its associations with the railway and contrast this with its development as a major motor manufacturing area. Older pupils discuss with some authority the work covered in the previous year. They have a very good knowledge of the Aztecs – and it is clear that their learning in this subject was greatly enhanced by having an 'Aztecs day'. A good deal of work across the curriculum took place – the pupils in each class made a quilt in art featuring different Aztec symbols. Pupils are learning appropriate skills alongside the knowledge. In discussion they were confidently able to arrange a number of events and personalities accurately on a number line. As they ranged from the Aztec, right through to the Beatles they completed the task very well.
88. As no teaching was observed no overall judgement on this can be made. From the work seen it has many good features – especially the quality of marking. Although the co-ordinator was not interviewed her file shows that assessments are well used to plan future developments, which are contained within an appropriate action plan. Some monitoring has been carried out but it is not sufficiently evaluative.

## **Religious Education.**

Provision of religious education is **satisfactory**.

### **Strengths**

- Standards are broadly in line with the expectations of the Local Agreed Syllabus.
- Good links are made with other subjects.

### **Weaknesses**

- No identified weaknesses.
89. It was only possible to observe two lessons in religious education; therefore it is not possible to make an overall judgement on teaching. However, from an analysis of pupils' work, displays and discussions with pupils and teachers, pupils' attainment is broadly in line with the standards expected in the Wiltshire Agreed Syllabus.
90. Pupils throughout the school are very familiar with many stories from the Bible. In a Year 2 lesson the teacher told a story of a little girl being given a new Bible. He asked the pupils to discuss with a partner what she would find in the old and new testaments and prepare questions they would like to ask her about it. This helped develop the pupils' speaking and listening skills. Pupils enjoyed their discussion and suggested some good questions but many found it quite difficult to write their questions, even with the extra help from the teacher and class support assistant.
91. Some very good cross-curricular links were seen in a Year 5/6 lesson when pupils listened to a story from *The Wind in the Willows* before acting out a short play which helped them to debate how we as humans make choices and decisions. Pupils were challenged to work with a partner, think about one of the characters in the play and decide what was the motivation for their actions. Having a set time to complete the task focused the pupils' attention.
92. In discussion, Year 6 pupils demonstrated a satisfactory knowledge of some of the main religions in the world. They could make a link between the religious ideas and their own school's Golden Rules.
93. The new co-ordinators have made a start collecting useful samples of pupils' work throughout the school and showing how these fit into the syllabus. Some assessment has taken place but is yet to be developed throughout the school.

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

### **The provision for art is satisfactory, with considerable strengths.**

No lessons were observed during the inspection therefore it is not possible to make an overall judgement about teaching. Judgements on standards were made after an examination of work from last year and this as well as a discussion with pupils from Year 6.

### **Strengths**

- The wide range of the projects undertaken.
- Art is used well to support pupils' learning in other subjects and displays are used to good effect to show pupils' work.

## Weaknesses

- There is a limited amount of three-dimensional work.
94. Standards in art are in line with those expected. The wide range of topics undertaken allows pupils to experience a wide range of media and techniques. For example, pupils in Years 5 and 6 made interesting and vibrant masks based on Aztec designs, which showed considerable ingenuity and a good degree of skill. In addition they learned the very different skills required to make a quilt – again based on Aztec designs- and the sewing skills involved showed they were of good quality.
  95. Throughout the school pupils have completed a topic on line and form. Pupils in Year 6 took the work of Georgia O'Keefe as a starting point. They experimented with 2 and 3 colour designs and used a range of cutting techniques to complete work of high quality. Younger pupils completed mosaic designs, self-portraits and some three-dimensional work all of which showed good quality in their execution of the techniques involved.
  96. The quality of displays around the school celebrates well the achievements of the pupils in art. Every year group is represented and work is mounted and valued. Work displayed supports pupils' learning whilst it is in progress.
  97. In discussion it became evident that although pupils had some good knowledge of a range of artists such as Georgia O'Keefe, Picasso and Paul Klee, they had limited knowledge of sculptors and limited experience of working with clay and other three dimensional media.
  98. The co-ordination of the subject is good. The co-ordinator has developed a good action plan and identified appropriate areas for further development. Her work in organising art weeks has meant that pupils are able to develop skills and techniques over a sustained period of time rather than having to work in one hour sessions.

## Design and technology.

The provision for design and technology is **satisfactory**.

## Strengths

- The co-ordinator has taken appropriate action to revise the scheme of work to ensure that it is relevant, interesting and well planned.

## Weaknesses

- The provision for design and technology has not been monitored.
99. There was insufficient evidence to make an overall judgement on achievement, standards, teaching and learning as only one lesson was taught during the time of the inspection and there was very little pupils' work available. However, the one lesson observed taken by the co-ordinator teaching her Year 1 class was good. The teacher encouraged pupils to use the correct vocabulary for their models and, consequently, they were able to demonstrate that they could use it well. The teacher encouraged pupils to evaluate their work. They were able to talk well about how they might make improvements. The teacher planned the lesson well for these pupils and consequently they were able to achieve well. In the work scrutiny, the Year 4 teacher had taught the topic, where pupils had evaluated and then made different sandwiches, well. The pupils' work was of a good standard and well presented.

100. Leadership and management of design and technology are satisfactory. The co-ordinator is well organised, has good subject knowledge and has recently completed a new school policy for design and technology and a revision of the school's scheme of work in liaison with a LEA adviser. She has a clear understanding of what action she needs to take to develop this subject. Design and technology has not been a high priority recently because of the school's main focus on improving standards in English, mathematics, information and communication technology and science. The co-ordinator has organised resources well in a designated area. She is also beginning to collect together pupils' work so that she will be able to develop a moderated file of work. Assessment is satisfactory as teachers complete a skill-recording sheet for each pupil but these procedures will be revised in line with the new scheme of work. The co-ordinator has not yet had the opportunity to monitor this subject. Monitoring through scrutiny of work is identified on the current action plan but there are no plans at present to observe lessons and give feedback to teachers, which is unsatisfactory.
101. There has been a satisfactory improvement in provision for this subject since the time of the last inspection.

## Music

Provision in music is **satisfactory**.

During the week of the inspection too few lessons were observed to make an overall judgement about standards in music or the quality of teaching.

### Strengths

- Pupils enjoy music, especially singing.
- Pupils are enthusiastic performers.

### Weaknesses

- Not all classes experience composing.
102. Pupils sing very well in assembly and the quality of their singing makes a very good contribution to the effectiveness and spirituality of school worship. During a singing practice, taught well by the music co-ordinator, junior pupils learned a new song. Pupils demonstrated a well-developed sense of performance, listened attentively to one another and sang with accurate pitch, good dynamic range and a sensitive awareness of the type of hymn. The school has a tradition of producing concerts and other performances linked to the festivals of Christmas and Easter as well as an end of school year concert. Many opportunities are provided for every pupil to take part and their musical contributions are very much appreciated by parents.
103. The quality of teaching in the Year 5/6 lesson observed was good. The teacher had high expectations of behaviour and effort and even so early in the term had established a very good rapport with her pupils. She made very good use of praise and encouragement, which helped boost the pupils' self-esteem. The teacher used an African chant to help pupils understand rhythm. All pupils enjoyed the lesson; they listened carefully to the tune and concentrated well, eventually being able to echo the lead given by an African soloist on the CD.
104. In order to enhance the curriculum the school arranges visits from the Swindon Music Centre String and Brass Ensembles. They perform for the pupils and give informative talks on their instruments. A good number of pupils accept the opportunity to learn the trumpet. A music specialist is usefully employed to teach more complex aspects of the curriculum to Years 5 and 6
105. The new music co-ordinator has already formed a recorder group and produced an action plan to further develop music throughout the school. She very well organised and has made a good

start to developing the subject further, arranging in-service training to improve the teachers' confidence and expertise in teaching the subject.

### **Physical education**

- **The provision for physical education is satisfactory.**
- **Strengths**
- A good range of extra-curricular physical education activities enriches the curriculum. They are well supported by the pupils.

### **Weaknesses**

- Monitoring of the subject by the co-ordinator through lesson observation and feedback.
106. There was insufficient evidence to make overall judgements about achievement, standards, teaching and learning as only three lessons were observed during the time of the inspection. These lessons were all at least satisfactory; the two in Year 5/6 were good. The standards achieved by the pupils in the lessons observed were in line with expectations for their ages. Pupils enjoy physical education and participate well. Teaching assistants give satisfactory support to pupils in these lessons. However, not all staff were wearing appropriate footwear in physical education lessons. In a Year 2 dance lesson, the pupils were given good opportunities to evaluate the work of other pupils. They did this well, supported by the very good relationships in the class. In the junior classes, pupils cooperated well and were supportive of each other.
107. The good range of extra-curricular activities is available to pupils in all year groups. Year 5/6 pupils play in Swindon School's south football league. The Year 5/6 girls have been very successful in the Swindon schools cricket finals, having come second and third in the last two years. The mixed cricket tournament took place in the summer term 2003. Years R/1 and 2 have the opportunity to play tag rugby and one team entered the festival at Swindon Supermarine RFC recently. Many pupils attend the dance club and netball is on offer for Years 5 and 6.
108. In addition, Years 5 and 6 have had the opportunity to participate in sessions run by a golf professional. A nationally qualified coach has taken gymnastics classes across Years 1 to 4, particularly focusing on the use of apparatus. The residential visit for Year 6 at Osmington Bay, Weymouth gives pupils the opportunity to go abseiling, climbing, caving, quad biking, and orienteering. They also take part in archery, fencing, follow a sensory trail, and participate in team building games and play rounders. Year 6 participate in an orienteering afternoon where pupils have the opportunity to meet pupils from other schools before moving on to secondary school.
109. The co-ordination of physical education is satisfactory. The co-ordinator is currently working on revising the scheme of work, which should be completed by the end of this school year. He has identified dance, as an area for development and this will be a particular focus for staff training. The co-ordinator has had the opportunity to monitor some lessons, in one case together with the link governor.
110. There has been a satisfactory improvement in physical education provision since the time of the last inspection.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	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).*

