

INSPECTION REPORT

**NORTH BRADLEY CHURCH OF ENGLAND PRIMARY
SCHOOL**

Trowbridge

LEA area: Wiltshire

Unique reference number: 126344

Headteacher: Mrs Janette O'Brien

Lead inspector: Chris Rhodes

Dates of inspection: 4 – 6 May 2004

Inspection number: 257037

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	160
School address:	Church Lane North Bradley Trowbridge Wiltshire
Postcode:	BA14 0TA
Telephone number:	01225 753230
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Andrea Mantle
Date of previous inspection:	18/05/1998

CHARACTERISTICS OF THE SCHOOL

North Bradley Church of England Primary School is a six-class voluntary controlled school near Trowbridge in Wiltshire. There are 161 pupils aged between 4 and 11 on roll which is small for a primary school. Pupils come from a variety of social backgrounds, but the school's overall context is more advantageous than the average. Approximately a third of the pupils do not live in the school's preference area. Nearly all pupils are of white British origins and none is believed to have a first language other than English. A below average proportion of pupils are known to be entitled to free school meals. The number of pupils with special educational needs, usually specific learning difficulties, is above average. None have statements. Attainment on entry is generally in line with nationally expected levels.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities ¹
16408	Chris Rhodes	Lead inspector	English Geography History English as an additional language
9744	Peter Brown	Lay inspector	
22831	Clive Lewis	Team inspector	Mathematics Art and design Physical education Foundation stage Special educational needs
25778	Andrew Hicks	Team inspector	Science Design and technology Information and communication technology Music

The inspection contractor was:

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¹ The school elected to have religious education inspected by the diocesan authorities.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and improving school. Standards in English are above average in Year 2 and average in Year 6. Standards in mathematics and science match the national average in both year groups. Pupils make good progress overall in comparison to their attainment in previous years. The quality of teaching and learning is good. Leadership and management are very good. The school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher and key staff are very effective leaders.
- Pupils learn effectively and make good progress as a result of the good teaching. Teaching assistants make an invaluable contribution to pupils' progress.
- Pupils behave well and have positive attitudes to their work. Relationships are very good.
- Pupils do not have individual targets for improvement in literacy or numeracy.
- The school is very committed to the inclusion of every pupil in all its activities. Provision for those with special educational needs is very good.
- There is a very close and productive partnership with parents and with the local community.

Progress since the previous inspection in 1998 has been good. All the key issues from the previous report have been addressed successfully. There has been a considerable improvement in the overall quality of leadership and management, resulting in a higher quality of teaching, greater pupil progress, and a rise in the standard of pupils' behaviour and attitudes. Although current standards are similar to those seen in 1998, a dip in overall attainment in the period following the last report has been reversed and standards are now higher than in recent years. The new leadership team clearly has the commitment and capacity for continued improvement.

STANDARDS ACHIEVED

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

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

Overall achievement is good. Pupils do well in national tests in comparison with similar schools. The results in last year's Year 6 tests were below average in English and mathematics and average in science, but the pupils had made good progress in English and mathematics, and very good progress in science in comparison with schools with similar previous attainment at the age of seven. This continued a positive trend seen in the previous two years. Current standards in Year 6 are higher than last year. The results in last year's Year 2 tests were above average in reading, and in line with national averages for writing and mathematics. The results were much higher for the second year running in comparison with previous years.

The inspection found that standards in English are currently above average in Year 2 and average in Year 6. Standards in mathematics and science are in line with national averages in both year groups. Overall standards are improving in both year groups. The school has reversed the below average results seen in recent years in Year 6, and is on track to achieve its challenging targets for 2004. This is in direct response to the improved quality of teaching seen since the appointment of the new headteacher and other key staff. Standards in other subjects are in line with expected levels. Standards in design and technology in Year 6 match expectations and have improved since the last inspection. Standards in art and design match expected levels but are not as high as

previously reported. There was insufficient inspection evidence to make a judgement about standards in music or physical education. Children in the reception class make good progress, and are well on course to achieve the early learning goals expected for their age. Several will exceed them.

Pupils' personal qualities are good. Attendance and punctuality are very good. Behaviour and attitudes are good. There have been no exclusions. Pupils' spiritual, moral, social and cultural development are good, overall, and contribute positively to the very strong school ethos.

QUALITY OF EDUCATION

The quality of education is good. The overall quality of teaching is good. Planning is very thorough and tasks are set carefully at different levels of difficulty. Staff make sure that all pupils have the same opportunities to learn and thrive. Very good use is made of teaching assistants. Pupils understand what they have to do in lessons but teachers do not always say clearly what standard or quality they expect in the finished work. The overall quality of learning is good. Pupils do not have individual targets for improvement in literacy or numeracy, which limits their progress. They respond positively to good teaching, and work equally well as individuals or as members of a group.

The curriculum is good, with many opportunities for pupils to extend what they learn in lessons. Provision for pupils' personal, social and health education is very good. The extra time allocated for guided reading is having a positive impact on standards in all aspects of English and other areas of the curriculum. Resources are satisfactory and accommodation is good. The use of literacy in other subjects is good. The level of care, and links with parents and the community, are very good.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are very good. The headteacher has a natural authority, and a passion for the school and the all-round education of its pupils. She has a very clear sense of purpose and, in her relatively short period as headteacher, has been very successful in managing a complete change round in teaching staff, improving the rates of pupil progress and overseeing a range of disruptive building projects. She is very successfully supported by key staff. The quality of management is good. Many subject co-ordinators are relatively new in their roles. The governing body is effective and meets all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils feel very positive about the school. Parents find staff very approachable, and value the sense of genuine partnership. Pupils particularly welcome the ready access they have to an adult if they feel worried.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Set individual targets to raise pupils' attainment in literacy and numeracy.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English are above average in Year 2 and average in Year 6. Pupils have made good progress in comparison with their previous attainment. Standards in mathematics and science match the national average in both year groups. Overall achievement is good. Boys and girls achieve similar standards. Pupils with special educational needs make good progress, especially in English, because of the additional skilled help they receive from teaching assistants. The very few pupils identified by the school as gifted or talented make good progress overall, especially in areas where they have particular strengths.

Main strengths and weaknesses

- The school has reversed a downward trend in its results.
- Standards in reading are well above average in Year 2.
- The additional time allocated each day for guided reading has had a positive impact on standards.
- Pupils' progress over time is good.
- The absence of individual targets in literacy and numeracy limits pupils' short-term progress.

Commentary

1. The table below shows that standards in the national tests for pupils in Year 2 in the summer of 2003 were above average in reading, and average in writing and mathematics. The results were not quite as high as in the previous year but the size of the group was relatively small, and the performance of a single pupil makes a disproportionate difference. The results were much better, for the second year running, than in the preceding years. The overall trend in results during the past five years has been above the national trend. Standards in reading were average in comparison with similar schools, and below average in writing and mathematics. The school's analysis of the results indicated that overall attainment was average rather than higher because the proportion of pupils reaching the higher Level 3 was less than the national average. Boys did better than girls. The school addressed the shortfalls by placing an experienced teacher of younger pupils with the class and standards are now improving.

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

Standards in:	School results	National results
reading	16.5 (16.8)	15.7 (15.8)
writing	15.0 (15.5)	14.6 (14.4)
mathematics	16.5 (16.9)	16.3 (16.5)

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

2. The table below indicates that standards in Year 6 in 2003 were below average in English and mathematics, and in line with expected levels in science. Results in mathematics and science tests showed improvement over the previous year. Progress in English and mathematics was above average in comparison with schools that obtained similar results in Year 2 in 1999, and progress was well above average in science. Year 6 pupils have been making greater progress than is usually expected every year since 2001, including the current year group. Girls did better than boys in all three subjects, especially in mathematics, but no evidence of this is apparent in the current Year 6. Overall trends in results are in line with the national average.

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

Standards in:	School results	National results
English	26.1 (26.4)	26.8 (27.0)
mathematics	26.4 (25.6)	26.8 (26.7)
science	28.9 (27.8)	28.6 (28.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

3. The school experienced a dip in performance in the period between the previous and current inspections. Year 2 results declined to below and well below average levels. The reasons, including insecure teaching, were quickly identified by the then headteacher. The quality of teaching has now improved significantly in all parts of the school, new staff have been appointed, and the new literacy and numeracy co-ordinators have played a very active part in leading their subjects, raising standards across the school, and reversing the trend of previous years. The positive outcomes are particularly evident in the well above average rates of improvement seen in Years 3-6 in the past two years. The school has set challenging targets for the current Year 2 and Year 6 to reach by the summer of 2004. The pupils are well on course to achieve them, and to maintain current levels of good improvement.
4. The inspection found that most children in the reception class are likely to achieve all the early learning goals expected of their age by the end of the foundation year. Most are likely to have achieved above expected levels in personal, social and emotional development, and in physical development. Their progress in all areas has been good because of the good teaching.
5. Standards in English are currently above average in Year 2. Standards in reading are well above average. Standards are average in Year 6 but pupils are making greater progress in English than is usually expected. An analysis made during the inspection indicates that three out of every five pupils have made better than expected progress in reading since they were in Year 2, and two out of every three have exceeded expectations in writing. The principal reasons are the good and very good teaching, strong curriculum leadership and the positive impact of the extra time allocated for guided reading and associated writing activities. Standards in mathematics and science are in line with the national average in both year groups, and progress over time has been good. Pupils are keen to make greater progress, but as they do not have personal targets for literacy and numeracy, they lack a focus for individual improvement. Inspectors found no current evidence of any difference between boys' and girls' attainment or progress. Current standards in Year 6 are higher than they have been for two years.
6. Current standards in information and control technology (ICT), geography and history are in line with expected levels, and pupils' progress is generally satisfactory. Standards in design and technology in Year 6 have improved since the previous inspection and now match expected levels. Standards in art and design also match expectations but are not as high as previously reported. The demands of work in literacy and numeracy have meant that less curriculum time has been available for the subject. There was insufficient inspection evidence to make a judgement about standards in music or physical education.
7. Pupils with special educational needs make good progress towards the targets contained in their individual education plans. They respond very positively to the school's strong ethos of inclusion, to well-planned work, high quality in-class support and, where appropriate, small group withdrawal activities.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work and their behaviour are good. Their spiritual development is good, their moral and social development are very good, and their cultural development is satisfactory, making these aspects of personal development good overall. School attendance is well above the national average and pupils' punctuality is very good.

Main strengths and weaknesses

- Pupils' positive attitudes lead to a desire to learn.
- Pupils are confident and mature. They enjoy responsibility.
- Pupils respond very well to the school's supportive ethos. They develop very good social and moral values.
- Nearly all pupils behave well.

Commentary

8. Pupils are keen to learn new things from the time they start school. Children work and play together well in the reception class, helping each other, talking happily, taking turns and having pride in their work. Lively discussions and good levels of concentration in written work are typical of the positive attitudes shown by nearly all pupils from Year 1 onwards, helping to make lessons enjoyable for everyone and learning productive.
9. Pupils enjoy responsibility and contribute in many ways to the smooth day-to-day running of the school. Older pupils speak with pride of the satisfaction they get from opportunities to help, for instance acting as lunchtime receptionists and looking after playground equipment. The school council gives pupils a good opportunity to contribute to school life. As one pupil said: "You can make your own decisions." A good example is the project to raise funds in order to improve facilities in the quiet area underneath the trees by selling fruit snack bars to other pupils.
10. Courtesy and respect are at the heart of the very good relationships seen throughout the school. Pupils are friendly and make visitors feel very welcome. All adults are very good role models and, as a result, pupils develop very good social and moral values. They are clear about what is right and wrong, what is fair and what is unjust, and consequently the school is a happy place where pupils thrive. Consistent approaches to behaviour management since the previous inspection, the positive reinforcement of good behaviour and improved provision for personal, social and health education have all contributed effectively to improvements in pupils' behaviour and attitudes to school. Pupils understand school rules because they help to develop them and know what to expect if they misbehave. Nearly all pupils behave well in lessons and around the school. However, a few lessons are occasionally disturbed by individual pupils who, despite the teacher's best efforts, become fractious and lose concentration. This interrupts the smooth flow of the lesson and interferes with other pupils' learning.
11. Pupils' spirituality is developed well in assemblies and lessons. A good example was seen in an art lesson where pupils were intrigued and amazed by the results of carefully smudging pastels to create new colours and effects. A recent Arts Week that included work on music, art and dance from around the world and celebrations of major world faiths, contributed purposefully to pupils' cultural understanding.

Attendance

Pupils' attendance is very good, considerably exceeding the national average. The level of unauthorised absence falls well below the national average. The very high level of attendance reflects the positive attitudes shown by pupils towards school, and is also influenced by highly effective procedures which are implemented with vigour and consistency. Punctuality is also very good, and lessons start on time and without interruption.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

Exclusions

There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. The quality of teaching and learning is good. The curriculum is broad, balanced and enriched. The overall level of resources is satisfactory and accommodation is good. The degree of care is high. There is a very strong partnership with parents and the community.

Teaching and learning

The overall quality of teaching and learning in all parts of the school is good.

Main strengths and weaknesses

- Teachers plan their work very carefully.
- Teaching assistants are invaluable members of the staff team.
- Teachers do not always make their expectations crystal clear.
- Pupils with special educational needs are very well taught.
- Pupils are not always clear about what they have to do to improve.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	3	12	11	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

12. The quality of teaching has improved considerably since the previous inspection. The amount of good or better teaching is three times as great, and there was no unsatisfactory teaching. Teaching in English, mathematics and science is good. The strongest teaching was seen in Year 2 and Year 6.
13. Teachers plan very carefully, their materials are well prepared and lessons proceed at a brisk pace. Pupils' interest is maintained without lessons being rushed. In the best examples, teachers speed up or make minor changes during the lesson as they sense how well the pupils understand the work. Teachers are skilled in asking pupils questions that make them think, and in selecting group tasks that will challenge them at the correct level. Every lesson starts with a clear explanation of what will be covered but teachers are not consistent in saying exactly what standard they expect in the finished work. This is especially evident when pupils start group tasks, and leads to satisfactory rather than good progress if the pupils have not been given a clear indication of how their success will be judged. Teachers measure pupils' progress systematically, and the use of assessment in lessons is good. Books are marked carefully, and many contain helpful developmental comments that show pupils how to

improve. Some work, such as handwriting practice, however, is discussed with the pupils orally, and consequently they (and their parents) have no written indication of success or areas for improvement.

14. The teaching of literacy and numeracy is good overall. Teachers are confident with the materials and many have the ability to make even the learning of basic skills very enjoyable. Year 4/5 pupils, for example, relished their skills and inventiveness in finding solutions to mathematical questions involving multiplication. The results of the good teaching of literacy skills can be seen in all aspects of pupils' written work across the curriculum, and in their confident speech with adults and visitors.
15. The teaching of pupils with special educational needs is good overall, and is frequently very good with individuals and small groups. Class teachers ensure that appropriate provision is made in their lesson plans for pupils with particular learning needs. Very good use is made of teaching assistants, who are active partners with teaching staff in helping pupils to learn. They are equally effective when supporting individual pupils during whole class teaching sessions, monitoring and recording pupils' progress, and with small groups. Pupils respond very positively to their help and involvement.

The curriculum

The school provides a good breadth of curricular opportunities with a good range of opportunities for enrichment. The quality of accommodation is good. The range of learning resources is similar to that found in most schools.

Main strengths and weaknesses

- There is a good range of opportunities for enrichment.
- The very good arrangements ensure equality of opportunity and the inclusion of all pupils.
- There is very good provision for pupils with special educational needs.

Commentary

16. There is a wide range of opportunities for pupils to extend and enrich what they learn in lessons through residential and day visits, 'curriculum weeks' that have a specific focus, and an interesting and varied range of lunch-time and after-school activities run by staff and friends of the school. The curriculum meets all statutory requirements and provides very effectively for personal, social and health education, including, where appropriate, sex and drugs awareness education. This is an improvement since the previous inspection. There are up-to-date policies and schemes of work for all areas of the curriculum; a further improvement. The curriculum is well planned so that pupils in mixed-aged classes do not repeat work, but learn new skills and knowledge in a systematic way.
17. The school is very 'inclusive' in all its policies and practices. The emphasis on equality of opportunity for all learners is clear from the ways teachers plan lessons and conduct their classes, and in their positive relationships with individual pupils of all abilities and different needs. Pupils reflect the school's policy in their own approaches to learning and their appreciation of the work of others. There are consistent whole-school approaches to teaching, and to applying literacy and mathematics across the curriculum. The curriculum has been strengthened, especially in English and mathematics, by the school's professional approach to the national strategies for literacy and numeracy. The quality of teaching and standards of pupils' work have risen as a direct result. The very strong focus on these two subjects has partially limited progress in some of the foundation subjects. The school is starting to develop its curriculum by setting up meetings for local teachers so that expertise can be shared across a number of schools in the locality.

18. Provision for pupils with special educational needs is very good. Pupils are supported effectively, both within and outside classrooms, by a well-trained and dedicated team of teaching assistants. Class teachers write pupils' individual education plans in consultation with the special needs co-ordinator and teaching assistants, and there are secure systems for regular review and consultation with parents. One clear indication of the success of the provision is that pupils leave the special needs register as well as joining it. The positive ethos in the school makes sure that pupils with special educational needs are involved in every aspect of the school's life.
19. The headteacher, deputy headteacher and all the teaching staff have changed since the previous inspection. Some staff are relatively new to the profession or to the age groups they currently teach. They have been very well supported by the headteacher and senior staff. Resources for most curriculum areas are satisfactory. Significant changes have been made to the school accommodation and the quality is now good. The accommodation for the reception class, identified as an area of weakness in the previous report, now includes a secure outdoor area directly accessible from the classroom. This is used effectively to extend the class-based curriculum in an outdoor environment. Current resources for the area are limited. The school's strong links with the village community are reflected in its willingness to make accommodation available for a pre-school setting in the room next to the reception class.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on monitoring pupils' achievements and personal development is good. The school involves pupils effectively in its work.

Main strengths and weaknesses

- The welfare of pupils is a high priority.
- All adults know pupils very well, and trusting relationships between them are very strong.
- Pupils' profiles and other records are used efficiently to record academic progress.
- Pupils' views are sought and they are genuinely involved in the running of the school.

Commentary

20. The school has improved the arrangements for pupils' care, welfare, health and safety considerably since the previous inspection, when they were reported as satisfactory. Pupils' welfare has a high priority from the moment they start school. The headteacher is the named teacher for child protection. She knows all pupils very well and maintains a very good oversight of any concerns. There are very good systems for the administration of first aid and other medical care, supervised and meticulously recorded by the school administrator. Good induction procedures for pupils new to the reception class, and for others who join at later stages, help pupils to settle and get off to a good start. The school is small, and all adults know the pupils very well. Sensitive arrangements are in place to ensure that pupils with special educational needs or particular gifts or talents are taught at the correct level but do not feel 'separate' from the rest of the class. Pupils have great confidence in all the adults and know to whom to turn to share concerns and to seek advice. They are happy, feel secure and enjoy school; views which are shared by their parents and carers. As one parent said "Pupils feel valued and they value others." This sums up the strong, caring and inclusive ethos of the whole school.
21. Pupils receive good feedback on their work, through comments in marking and in discussion with teachers. Teachers keep good records of pupils' progress, especially in English, mathematics and science. However, pupils are not clear what they need to do next in order to improve, especially in English and mathematics, because the school does not set individual learning targets. Although systems for monitoring personal development are informal, teachers know the pupils in their care very well and annual reports include good comments on their progress.

22. The school actively seeks pupils' views and involves them in school life. For example pupils help to set their own class and school rules. Pupils willingly accept responsibilities such as acting as librarians and helping to supervise younger pupils at lunchtimes. The school council gives pupils a good forum for discussion of matters important to them and helps them contribute to school life, for example in developing the school grounds. The opportunities to share in the running of the school contribute considerably to pupils' personal development.

Partnership with parents, other schools and the community

Very good partnerships have been established with parents, local schools and the community, and have been strengthened since the previous inspection.

Main strengths and weaknesses

- The school is highly effective in seeking and acting on the views of parents.
- Communication with parents is very good.
- Very strong links have been established with the local community.
- Parents play a very active part in the life of the school.

Commentary

23. Parents hold the school in very high regard and feel themselves to be fully included in every aspect of its life. They believe it to be very well led and managed, teaching to be good, and that pupils make good progress in a safe and secure environment. Arrangements for seeking and acting on the views of parents are excellent. Regular and meaningful consultation takes place through annual surveys, parental working groups and the home-school link book. Consequently, parental opinion has influenced decisions in various matters, including the school aims, the teaching and learning policy and the home-school agreement.
24. Parents are kept very well informed about what is happening in every area of school life. This is achieved through regular newsletters, which are informative and lively in tone, and an extremely comprehensive and well-presented prospectus. The governors' annual report provides a very good summary of events and achievements from the previous academic year. Parents receive very good quality information concerning their children's progress through annual written reports, which are comprehensive in detail, personalised, and include comments on areas for future improvement. Further useful feedback and information is available through parents' evenings and curriculum workshops. These formal channels of communication are very effectively complemented by the informal day-to-day contact with teachers that takes place before and after school.
25. The very high level of parental involvement in the school considerably increases the quality of pupils' learning and personal development. Many parents and grandparents assist in the classrooms, and with clubs and on school visits. Parents, and other helpers, are given specific training in listening to children read. Very many parents assist with their children's homework, where they receive guidance and support from the school. The Parent Teachers' Association is highly effective in raising funds for the school and in providing a forum for social activity.
26. Links with the local community are very good and significantly boost learning. The vicar regularly leads assemblies and assists with the teaching of religious education. The school hall is used for evening classes and for other village activities. Pupils sing to the local Autumn Leaves Club and have recently composed prayers for a group of elderly residents. Year 6 pupils' oral skills and their understanding of the media have been considerably extended through the school's links with Wiltshire Sound, which provides an opportunity for pupils, and the headteacher, to express their views on air. Strong and effective links have been established with other local education providers. The establishment of an on-site pre-school setting, sharing resources with the school, ensures children's smooth transition into formal

schooling very effectively. Good links have been established with local secondary schools involving pre-transfer visits that allow pupils to make the transition with the minimum of disruption.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. The quality of governance is good. The leadership of the headteacher and other key staff is very good. The overall effectiveness of management is good. There has been considerable improvement since the previous inspection.

Main strengths and weaknesses

- The school benefits from the clear sense of purpose and clarity of vision of the headteacher.
- Governors provide good challenge and support for the school.
- There is a very good commitment to inclusion and equality, and good concern for the needs of individuals.

Commentary

27. The quality of governance is good. The governing body fulfils all its statutory responsibilities. Governors challenge and support senior managers effectively, acting as a 'critical friend' to the headteacher and helping to shape the vision and direction of the school. There is a close partnership between the chair and the headteacher. Although governors have developed a sound understanding of the strengths of the school, they are not yet focused enough on how standards of attainment can be raised.
28. The headteacher provides very good leadership for the school. She has a very clear sense of purpose and high aspirations. She has been very successful in her short period as headteacher in managing what amounts to a complete change in teaching staff, reversing downward trends in standards and overseeing a range of disruptive building projects. She has boosted the morale of the new staff, and has been particularly successful in creating an effective management team who work together very well, and inspire, motivate and support fellow staff and pupils. They monitor performance data, review emerging patterns and take effective action to address areas of weakness. They are not yet using the information they hold to set individual targets in literacy and numeracy. The headteacher and all the staff have a very clear commitment to inclusion and equal opportunity for all pupils, and are themselves very good role models.
29. The school is managed effectively and is organised efficiently. The school development plan is a well-structured and practical document, and sets clear targets for improvement. The school's administrative officer covers essential management functions very effectively. Systems are not unduly bureaucratic, allowing teachers to get on with their job of teaching the pupils. Individual co-ordinators are enthusiastic, efficient and keen to raise standards and the quality of provision in their subjects. Several are new to their roles. They have recently adopted new systems for assessing how well pupils are doing in their subjects. Action plans are coherent and based on accurate analyses of the school's strengths and areas for development.
30. Systems for monitoring pupils' achievement are well established, and the policies for behaviour, planning and assessment are reflected clearly and consistently across the work of the whole school. Although they have recently been largely focused on English and mathematics, the systems for monitoring performance data, reviewing patterns and taking action are good and well-established. The school's staff performance management systems are managed well and have clearly been effective in providing support and in bringing about improvement.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	408,232	Balance from previous year	21,911
Total expenditure	402,260	Balance carried forward to the next	27,883
Expenditure per pupil	2,562		

31. The financial carry forward is above recommended levels but is part of the governing body's financial strategy for the longer-term staffing of the school. The school's most recent audit report was undertaken a considerable time ago and the main recommendations were acted upon appropriately at the time. Very well organised and well-monitored accounting systems help the school to achieve its key educational priorities. The governing body is aware of the 'best value' principles of challenge, comparison, consultation and competition, and applies them diligently. The school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception class is good, and has improved since the previous inspection.

The quality of teaching is good and there is a strong emphasis on the caring and supportive ethos. There is very good teamwork among staff. Overall, attainment on entry to the school varies year by year due to the small number of children involved. Attainment in the current reception class was close to national expectations, but there is an unusually high number of 'late summer-born' children whose standards are not as high as the older children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Children make good progress in developing social skills.
- They work happily together and have good relationships with each other.

Commentary

32. Children make good progress in their personal development as a result of the good relationships, clear expectations and well-developed class routines. Most are well on course to exceed the expected learning goals in this area. This is immediately evident on arrival in the morning. Children part from their parent/carer willingly and run confidently into the classroom, pairing up with friends and playing sensibly. They participate in activities enthusiastically and share materials fairly as part of a group. Teaching is good. Staff have developed good relationships with the class, and work consistently to make sure children learn how to get on well with each other. Children behave well, sit quietly when the teacher is talking and try their best in whatever they do.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- There are well-planned opportunities for developing speaking and listening skills.
- Children develop an early enjoyment of books and stories.

Commentary

33. Most children are likely to achieve the speaking, listening and writing skills expected for their age by the end of the reception year. Teaching is good. The teacher provides many good opportunities for speaking and listening. Most children speak confidently and clearly, using a range of vocabulary appropriate for their age. They have learned to talk and listen together harmoniously. Children enjoy books, picking out their favourite characters, pictures and rhymes, and they listen to stories attentively. They begin to recognise basic words quickly, and know how to write their names. Most are able to hear and say the initial and final sounds of simple words. They can retell a story such as 'The Enormous Turnip' in the correct sequence of events.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children have a secure early understanding of counting and numbers.
- They are beginning to build a good mathematical vocabulary.
- The quality of teaching is a strength in this area.

Commentary

34. Most children are on course to achieve the mathematical skills expected for their age by the end of the school year. Most children are able to work out simple sums such as “four add four” and display their answers on number fans. They are able to represent the numbers from 1 to 10 using fingers, marks on paper and on the computer. They are beginning to use the vocabulary involved in adding and subtracting, and can relate addition to combining two groups of objects and subtraction to ‘taking away’. They use mathematical language such as ‘more’ or ‘less’, ‘heavier’ and ‘lighter’ correctly when weighing a range of vegetables in their hands. Teaching in this area of learning is particularly effective. The teacher used appropriate mathematical terminology and changed activities and groupings frequently to maintain interest and to motivate the children to greater effort.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The quality of teaching is a strength.
- The children’s enthusiasm for learning helps them to achieve well.

Commentary

35. Children are on track to achieve the goals expected by the end of the school year. Teaching is good. In a science activity, children were finding out about the key features of plants, identifying ‘things that are the same’ and ‘things that are different’. The teacher planned and resourced the activity very well with a wide range of plants. Good classroom management skills, for example using questioning effectively to encourage children to offer their own ideas, made sure that the lesson progressed at a good pace. Good links were made to a variety of activities. Children took turns to go outside to plant sunflower seeds and clearly understood that ‘plants need water’ and ‘if you pull them out of the soil, they’ll die’.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children move confidently and are developing good co-ordination.
- There are limited outdoor facilities in wet weather.

Commentary

36. Children make very good progress in response to good teaching and most exceed the levels expected for their age. This is an improvement since the previous inspection. When preparing for a gymnastics lesson, most can dress and undress independently. They move

freely, with pleasure and confidence, during the lesson. Most are able to throw and catch a bean bag and a large ball. They demonstrate a good awareness of space, and move with appropriate control and co-ordination. The recently renovated outdoor area is an attractive, secure area, and is beginning to be used effectively as an outdoor classroom. However, it does not have a covered or sheltered area, and can only be used when the weather is fair.

CREATIVE DEVELOPMENT

Provision in creative development is good.

Main strengths and weaknesses

- There is a wide range of opportunities for creative work and play.
- Creative skills are taught well.

Commentary

37. Children are well on course to achieve the creative skills expected for their age. The teacher plans a wide range of stimulating and exciting activities. Good teaching and high quality support results in good achievement. Direct and effective teaching of specific skills, such as cutting and pasting, is the focus of many activities along with good opportunities for creative play. There is a good range of opportunities for imaginative play in classroom areas. Pupils were role-playing, for example, in the class 'Flower Shop' during the inspection. There is also a satisfactory range of outdoor opportunities.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The school's provision for English is **good** and has improved since the previous inspection.

Main strengths and weaknesses

- Pupils make good progress in comparison to work completed in previous years.
- Pupils are not given individual targets for improvement.
- The extra time allocated to guided reading has a positive impact on standards.
- Teaching is good.
- The subject is very well led and managed.

Commentary

38. Current standards in Year 2 are well above average in reading and are average in writing. Achievement is good. Pupils' 'progress books', in which the standard of a piece of written work is assessed each term, indicate that all pupils have made at least satisfactory progress during the past year and over half have made good progress. Standards in Year 6 are in line with the national average. This reflects the relatively high number of pupils with special educational needs. However, a pupil-by-pupil analysis of present attainment compared with their actual results four years earlier demonstrates good progress. Current standards are higher than in previous years. Pupils with special educational needs make good progress in all classes, especially when they are closely supported by a teaching assistant.
39. Good progress results from good teaching, additional time given to guided reading and pupils' own positive attitudes. They are keen to be successful and read teachers' written comments in their books carefully so that they know how to improve. The school maintains detailed records of their progress, based on termly assessments, but does not give individual pupils a personal target so they can strive to reach higher levels.

40. The quality of teaching is good because the work is very well planned and is matched to the various levels of ability within each class. The basic skills of reading, spelling, punctuation and writing are taught thoroughly. Teaching assistants are well briefed and make an invaluable contribution by supporting pupils in whole-class teaching or when working with small groups. Some of the teaching seen during the inspection was outstanding. Pupils in Year 2, for example, were engrossed in their work throughout a lesson and read their completed work aloud with pride. It was very clear to the pupils that the teacher expected them to do their best, and they did. Teaching was satisfactory rather than good in lessons where pupils were not given a clear standard at which to aim.
41. The school allocates 30 minutes a day to 'guided reading'. This has had a positive impact on standards and on pupils' progress, especially when the activities are well planned. Pupils of all ages and abilities have an opportunity to read regularly with a teacher or adult. Year 6 pupils came prepared for a discussion of their texts. Other pupils were purposefully engaged in literacy activities including handwriting practice, spelling, comprehension and language tasks, or concentrated on silent reading. A small number of activities observed in younger classes were not appropriate. Pupils read reference books without a clear purpose, or misused the opportunity to work independently by colouring illustrations.
42. The subject is very well led and managed by a skilled co-ordinator who is an excellent role model. She monitors pupils' progress carefully through data analysis, work scrutiny and direct observation of lessons. The results are discussed with staff and guidance is given on the next stage of development. This has been especially important as all staff are relatively new to the school, and some are just beginning their professional careers. There have been many improvements since the previous inspection including increased rates of progress, higher standards in Year 2 and much better systems for recording how well pupils are doing.

Language and literacy across the curriculum

43. Pupils use their literacy skills to good effect in all parts of the curriculum. Pupils speak confidently about their work and listen attentively to the views of others. Classroom wall displays often include well-written captions or extended written work. Bookcases contain collections of poetry and writing about history and geography topics. Pupils make satisfactory use of their ICT skills to present finished work in an attractive format.

MATHEMATICS

The school's provision for mathematics is **good**, and has improved since the previous inspection.

Main strengths and weaknesses

- The leadership of the subject co-ordinator is good.
- There is good use of data analysis to amend the curriculum and to support teaching.
- The quality of teaching is good.
- Pupils do not know their individual targets for improvement.

Commentary

44. Standards are in line with the national average in Year 2 and in Year 6. Achievement is good, and pupils in Year 6 have made good overall progress since they sat the national tests in Year 2. Overall standards this year are higher than in the previous two. Although nearly all pupils in Year 2 are on course to attain the expected standard in this summer's tests, the proportion likely to reach higher levels is less than is nationally expected. Pupils with special educational needs are supported effectively by teachers and teaching assistants, and make good progress.

45. The quality of teaching and learning ranges from satisfactory to very good, and is good overall. In most instances teachers have a good subject knowledge. They have good classroom and behaviour management skills, and most lessons progress at a good pace. Teachers match pupils' work closely to pupils' abilities and learning needs. This was very obvious in a lesson judged to be very good. The work was very challenging, but the teacher's precise step-by-step teaching, based on her very good subject knowledge and effective use of resources, enabled all the pupils in Year 6 to find percentages in the context of word problems. They concentrated hard throughout the lesson and made considerable progress. Where teaching was satisfactory rather than good, teachers tended to take answers from the most enthusiastic and vocal pupils, and did not make sure that all groups were working hard during independent work. Computer generated spreadsheets and graphs are used appropriately in lessons.
46. The subject co-ordinator, currently absent on maternity leave, provides very good leadership and manages the subject efficiently. The assessment of pupils' termly progress is very good. Test results are analysed in detail and suitable amendments are made to the curriculum. Although teachers record pupils' progress, the pupils themselves are not made aware of their individual targets for improvement. This makes it harder for them to improve their standards. The curriculum, the use of assessment and the quality of subject leadership have improved significantly since the previous inspection.

Mathematics across the curriculum

47. Pupils make appropriate use of their mathematical skills in subjects such as science and design and technology. Pupils in Year 6 compared the relative heights of mountain ranges, while Year 2 pupils used their understanding of 10 to explain 'decades' when comparing modern and 'old' toys.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards at the end of Year 6 are rising.
- Lessons are well planned, with a good emphasis on investigations.
- Teachers make insufficient use of pupils' ICT and numeracy skills to support teaching and learning.

Commentary

48. Current standards in Year 2 and Year 6 are average, with no significant differences between the performance of boys and girls. Pupils make good progress during their time at the school. Pupils' attainment in the national tests in 2003 was well above average when compared with the results of schools whose pupils gained similar standards at the end of Year 2.
49. The quality of teaching is good. Pupils are taught skilfully how to carry out practical investigations. Most lessons start with lively discussions to find out what pupils already know and to encourage them to make their own predictions for the investigations that follow. Pupils use a range of template guides, appropriate for their age, to explain how they do the experiment, and to record and analyse results. Year 2 pupils discovered, for example, that processes such as the freezing of water and the melting of chocolate are reversible, but others such as heating eggs are not because "the eggs went lumpy!" Older pupils know what is meant by a 'fair test', for example when using equal amounts of water, sugar and salt in investigations on dissolving. Teachers and pupils use scientific terms accurately. Older pupils described air resistance, magnetism and other types of forces accurately, and explained how different surfaces lead to variations in friction, using the correct scientific vocabulary.

50. Teachers organise lessons well to ensure that all pupils are actively involved. Teaching assistants support groups of pupils with special educational needs effectively, so that they take a full part in lessons. Some teachers organise pupils into mixed-ability groups for practical work. This works well and pupils learn effectively from each other, as seen in a discussion about which foods from a shopping bag were most harmful to teeth. Teachers are good at asking questions that make pupils think, for example requiring evidence from the list of ingredients to show that a packet of wine gums consists almost entirely of sugar.
51. Some good use is made of ICT to display work about the human body, for example, but, overall, teachers do not make sufficient use of computers to develop learning. Similarly, pupils make insufficient use of their numeracy skills. Graphs, for example, are not used enough to analyse test data. Lesson observations and monitoring of teaching plans have enabled the new co-ordinator to gain a good understanding of the strengths in teaching and to identify areas for professional development. Overall, leadership and management are satisfactory and are improving. Appropriate priorities for development are set out in the science development plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

52. An overall judgement for provision in information and communication technology (ICT) is not possible as no lessons were observed during the inspection.
53. An analysis of pupils' work indicates that standards are in line with national expectations by the end of Year 2 and Year 6. Standards are similar to those reported at the time of the previous inspection. Year 2 pupils, for example, change the size, colour and style of text in short stories that they have typed into the computer. They 'paint' Christmas card pictures and program a robot toy to find its way along a simple route. However, there is little evidence to show that higher-attaining pupils are stretched to their full capacity.
54. Pupils received satisfactory instruction when they were observed using computers in other subjects. Pupils clearly enjoy using computers, including opportunities at the popular after-school computer club. The new co-ordinator has carried out an audit of staff expertise, enabling her to identify priorities for improvement. This is a good starting point for development.

Information and communication technology across the curriculum

55. Pupils in Years 1 and 2 use their ICT skills to make neat copies of stories they have written. They use their mathematical understanding of angles to program the route for the floor robot to follow. Year 6 pupils used columns in their newspaper-style printed reports of events in the Second World War. They researched information on India using the Internet and explored computer modelling by using spreadsheets and programs to investigate shapes and patterns in mathematics.

HUMANITIES

56. As only two history and one geography lessons were sampled during the inspection, it was not possible to make judgements about the quality of teaching and learning, or of the overall provision. Evidence was gained from an examination of pupils' past and present work, by talking to them and by looking at work on display.
57. In **history**, standards are in line with national expectations, and have been maintained since the previous inspection. Year 6 pupils enjoy history, have a secure sense of chronology and understand the skills of historical enquiry. Higher-attaining pupils have a good understanding of *why* things happened, not just that they occurred. Pupils understand the causes of the Second World War, for example. Year 2 pupils know the difference between past and present, and that things change over time, using the development of different types of transport as an example. Teachers make good use of artefacts, as was seen in a Year 3/4

lesson about Victorian holidays, when pupils made careful deductions by comparing photographs of 'then' and 'now'. A particular strength of the lesson was the carefully differentiated tasks set for the various groups. The subject is well managed.

58. In **geography**, standards are in line with national expectations. Year 2 pupils have a sound understanding of the principles of mapping, and know the difference between human and physical features in a landscape. Year 6 pupils have a secure knowledge of the characteristics of mountains, based on Internet research. They understand the water cycle and why it is important to care for the environment.
59. Some good teaching was seen during the inspection. Skilled questioning encouraged Year 2 pupils of all abilities to distinguish between the natural and man-made features of a seaside setting, and an exciting range of brochures enabled them to make thoughtful decisions about the features of a 'good' seaside holiday and to present it in a lively poster format. Skilful questioning kept the learning focused: "What has the poster got to tell us?"
60. The subject is well led. The co-ordinator has observed lessons in other classes, and has identified strengths and areas for development. Pupils' attainment is assessed at the end of each block of work. The school uses national planning frameworks, and has extended pupils' understanding through visitors and residential visits. There has been steady improvement since the previous inspection, especially in the provision of a detailed scheme of work and upgraded resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. As only one lesson was seen in art and design, one in design and technology and none in music or physical education, there was insufficient evidence to make overall judgements about provision. Inspectors also looked at a representative sample of pupils' past work and talked to them about what they had learned, but no judgement was possible about standards in music or physical education.
62. In **art and design**, standards in Year 2 and Year 6 are in line with national expectations, but are not as high as those reported at the time of the previous inspection. The school attributes this to staff changes and timetable pressures resulting from the introduction of the literacy and numeracy strategies. Teaching was good in a Year 2 lesson where pupils produced patterns using a range of media. Pupils investigated how visual images are changed by using a soft pencil instead of, for example, pastel. This led to good quality learning because almost all the pupils reflected thoughtfully on their work, experimented carefully to create different effects and evaluated the results. A broad range of art and design activities is undertaken during the year, and the work of an appropriate range of artists is studied so pupils understand a variety of different approaches.
63. The school has made good improvements in **design and technology** since the previous inspection. Planning has improved, and below average standards by the end of Year 6 have been rectified. Standards now are in line with national expectations throughout the school. Pupils in Year 1 and Year 2 design and make products such as fruit salads and puppets. They draw pictures to show what they intend to make and evaluate work afterwards to suggest improvements such as "I would make it [a puppet] wider". Older pupils design products such as picture frames, sandwiches and cam-operated toys. A good display of work on slippers was seen in the Year 5/6 classroom. Pupils investigate their own slippers to find out how they are made and use their literacy skills to make lists of bullet points to itemise good and weak features. They follow design criteria closely and make their own robust and attractive slippers. They evaluate work satisfactorily, for example noting that the slippers are "... not safe to walk in downstairs. They could slip off."

64. In a lesson in Year 5, very good questions, clear explanations and good class management led to a fast-moving session where pupils achieved well in learning about electrical circuits. The teacher used ICT effectively to support learning, sending groups of pupils to work with a support assistant on a simulation program. Over the course of the whole lesson, pupils' understanding of how mechanisms are controlled in different ways by electrical circuits was developed well.
65. In **music**, the standard of singing in assemblies is in line with national expectations. Pupils sing familiar hymns such as "Shine Jesus Shine" confidently, in tune, and with satisfactory attention to rhythm and diction. No lessons were observed during the inspection. Pupils have good opportunities to extend their musical education, for example, by taking instrumental lessons from visiting teachers, taking part in school concerts and working with visiting musicians during the recent Arts Week. The large hall is a good facility for whole-school music-making including assemblies and concerts.
66. No **physical education** lessons were observed during the inspection. A scrutiny of planning and a discussion with the subject co-ordinator, indicate that all strands of the subject are taught regularly, and that the school continues to put an appropriate emphasis on teaching swimming. All pupils are able to swim the recommended 25 metres by the time they leave the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

67. Pupils' personal development is given a very high priority within the school, and has been an important part of the school's successful strategy to improve the quality of classroom behaviour, relationships and pupils' attitudes. Pupils are given a wide range of opportunities to discuss ideas, feelings and matters of importance in class discussions and at school council meetings. Very good collaborative work and positive relationships are features of most lessons. Pupils are made fully aware of social and moral issues appropriate to their ages and levels of understanding, and are encouraged to develop a healthy lifestyle. The school's success has been recognised by the Healthy Schools Award. The school council gives all pupils, including those as young as the reception class, a good introduction to citizenship. Council members take their responsibilities very seriously and make an important contribution to the greater good of the school community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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