

# INSPECTION REPORT

## **SARUM ST PAUL'S CE PRIMARY SCHOOL**

Salisbury

LEA area: Wiltshire

Unique reference number: 126411

Headteacher: Mrs Rosemary Aylett

Lead inspector: Mrs Carole Skinner

Dates of inspection: 5<sup>th</sup>-7<sup>th</sup> July 2004

Inspection number: 257409

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	263
School address:	Westminster Road Salisbury Wiltshire
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Appropriate authority:	The governing body, Sarum St Paul's CE Primary School
Name of chair of governors:	Mr Chris Hewitt
Date of previous inspection:	July 2002

## **CHARACTERISTICS OF THE SCHOOL**

Sarum St Paul's CE Primary School is broadly average in size. There are 263 pupils on roll. The school has similar numbers of boys and girls overall. Approximately three per cent of the pupils come from minority ethnic backgrounds, which is broadly average. There are two pupils who are at an early stage of learning the English language. The school has 77 pupils (29 per cent) on its register of special educational needs, which is higher than the national average. Most of these pupils have moderate learning or behavioural difficulties. It also has a Hearing Impairment Centre with places for eight pupils. Eight pupils (three per cent) have statements of special educational need, which is above average. Six of these pupils have hearing impairment. The turnover of pupils is fairly high: for example, 40 per cent of the pupils in Year 6 have joined the school after the usual time of entry. Pupils come from a wide range of socio-economic backgrounds. Attainment on entry to the school is average. The school received a School Achievement Award in 2002 and the Investors in People Award in 2004. There has been a high turnover of teachers during the past two years: six teachers left the school and 6.4 were appointed, some on a temporary basis. This turnover is significantly lower than that in the period July 2001 to July 2003. The headteacher, one other member of the senior management team and another teacher are due to leave at the end of the current term.

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## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9092	Ron Elam	Lay inspector	
14596	Tony Fiddian-Green	Team inspector	Mathematics, design and technology (DT), geography, physical education (PE), special educational needs (SEN), personal, social and health education and citizenship (PSHCE)
11769	Jim Bishop	Team inspector	English, English as an additional language, history, music.
2913	Sue Airey	Team inspector	Provision for pupils in the Hearing Impairment Centre

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Sarum St Paul's CE Primary School provides an acceptable standard of education for its pupils.** It has many strengths, such as its provision for children in the Foundation Stage, achievement in Years 3 to 6, and the pupils' spiritual, moral and social development. However, the school also has serious weaknesses in its provision for pupils in Years 1 and 2, which lead to significant underachievement for these pupils. Overall, it provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Children in the Foundation Stage and in Years 3 to 6 achieve well because the quality of teaching and learning is good.
- Achievement in Years 1 and 2 is unsatisfactory because teachers' expectations of pupils are too low.
- Leadership and management are unsatisfactory in terms of their impact on Years 1 and 2, but they have a good effect on developments in many other aspects of the school.
- Pupils' spiritual, moral and social development are very good and lead to good attitudes and behaviour and very good relationships throughout the school.
- Assessment information is not used well enough to plan pupils' work in Years 1 and 2.
- There are some weaknesses in the provision for pupils with special educational needs (SEN) in Years 1 and 2.
- The curriculum is enriched by a variety of activities but there are shortcomings in curricular planning for Years 1 and 2.
- Standards in some aspects of information and communication technology (ICT) are below average in Year 6.

There has been insufficient improvement since the school's last inspection because standards and achievement in Year 2 have declined. Strengths in the provision of spiritual, moral, social and cultural development, relationships with parents and behaviour have been maintained. However, standards, teaching, learning, leadership and management in Years 1 and 2 are not as good as they were in 2002. There has been insufficient improvement in the key issues for action from that inspection related to raising standards, and improving the quality of teaching, learning and the use of assessment to inform planning.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is satisfactory.** In Year R, achievement is good. Children are on course to reach the goals they are expected to reach by the end of Reception in all areas of learning, and many are set to exceed them in communication, language and literacy, mathematical development and personal, social and emotional development. In Year 2, achievement is unsatisfactory and standards are below average in reading and science and well below average in writing and mathematics. They are average in information and communication technology (ICT) and physical education (PE). In Year 6,

standards are average in English, mathematics, science, geography, music and PE. Achievement is good. Standards in English have improved in Year 6 because of a good emphasis on improving pupils' writing. In ICT standards in Year 6 are below average in control technology. Pupils who are taught in the Hearing Impaired Centre (HIC) achieve very well as a result of very good specialist teaching.

**Pupils' spiritual, moral, social and cultural development is very good.** Their **attitudes and behaviour are good.** Pupils show enjoyment in their work and display responsible attitudes. They are polite, confident and well behaved. Pupils show respect for the feelings and values of others and relationships are very good. The attendance rate is above the national average.

## **QUALITY OF EDUCATION**

**The school provides its pupils with an adequate education although it has areas of serious weakness. The quality of teaching and learning is satisfactory overall.** However, there are significant variations between year groups. Teaching and learning are good in Reception and in Years 3 to 6; they are unsatisfactory in Years 1 and 2. Teachers have high expectations of pupils' achievement in Reception and Years 3 to 6, but expectations are too low in Years 1 and 2. Also teachers in Years 1 and 2 do not use assessment information well enough to plan and set work for pupils which is sufficiently challenging. As a result, the pupils do not make enough progress and do not receive equality of opportunity. Curricular provision is satisfactory with some good enrichments, but some subjects are not covered in enough depth in Years 1 and 2. There are not enough teaching assistants to support pupils with SEN in Years 1 and 2. Care and support of pupils and links with parents and the community are all good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are unsatisfactory.** This is because they have not focused sufficiently on improving the quality of education provided and the achievement of the pupils in Years 1 and 2. They have had a good effect on improving provision in Years 3 to 6. The school's governance is satisfactory and statutory obligations are met. The school improvement plan does not focus clearly enough on addressing the weaknesses in Years 1 and 2. The checking of the quality of teaching and learning and the curriculum are not rigorous enough in Years 1 and 2.

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

Parents express positive views about the school. They feel comfortable approaching the school, are happy with the way the school is managed and with the quality of teaching. Some are concerned about the behaviour of the children, the provision of homework and the information they receive about their children's progress. Most **pupils** are very pleased with the school. They particularly like the fact that they have an adult to go to if they are worried. The pupils also feel that they have to work hard. Their main concerns are that other children do not behave well and some feel lessons are not interesting.

## **IMPROVEMENTS NEEDED**

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

- Increase the rate at which pupils progress in English, mathematics and science in Years 1 and 2.
- Improve the leadership and management of Years 1 and 2 with particular reference to the school improvement plan, performance management, professional development and staffing.
- Improve teaching, learning, the use of assessment information and the provision for pupils with SEN in Years 1 and 2.
- Improve curricular provision in Years 1 and 2, in particular the topic approach to planning, to ensure that all subjects are covered in enough depth.
- Continue to raise standards in ICT in Years 3 to 6.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall, achievement is satisfactory. Achievement is good in the Foundation Stage and in Years 3 to 6. It is unsatisfactory in Years 1 and 2. Standards are below average in English and science and well below average in mathematics in Year 2. They are average in all three subjects in Year 6.

#### **Main strengths and weaknesses**

- Good achievement in the Foundation Stage prepares pupils well for learning in Years 1 and 2.
- Achievement is unsatisfactory in Years 1 and 2 due to weaknesses in teaching, curricular provision and leadership and management.
- Pupils achieve well in Years 3 to 6 as a result of good teaching.
- Standards are below average in some aspects of ICT in Year 6.
- Pupils in the Hearing Impairment Centre achieve very well in the centre; they achieve well in lessons in Reception and in Years 3 to 6.
- Other pupils with SEN do not achieve well enough in Years 1 and 2 because they do not receive sufficient well-targeted support.

#### **Commentary**

1. In the Foundation Stage children are on course to reach the goals they are expected to reach by the end of Reception in all areas of learning judged by the inspection, with many exceeding them in communication, language and literacy, mathematical development and personal, social and emotional development. They make good progress because the teacher plans an interesting and varied range of activities for them. There is a strong emphasis on teaching literacy and numeracy skills and on developing children's independence and confidence.

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

Standards in:	School results	National results
reading	14.8 (14.8)	15.7 (15.8)
writing	13.7 (12.9)	14.6 (14.4)
mathematics	16.0 (15.6)	16.3 (16.5)

*There were 35 pupils in the year group. Figures in brackets are for the previous year*

2. In the end of Year 2 national tests in 2003, standards were below the national average in reading, writing and mathematics. Compared with similar schools, based on the number of pupils known to be eligible for free school meals, standards were well below average in reading and writing and below average in mathematics. Teachers' assessments in science also show below average standards. Standards are low because too few pupils reach the average and higher levels of attainment. The trend of improvement in recent years is lower than that seen in most schools.

3. The findings of the inspection are that standards in Year 2 are below average in reading and well below average in writing and mathematics. They are also below average in science. The percentages of pupils reaching Level 3 (above average) have declined even further, as has the proportion of pupils reaching the national expectation (Level 2). There are no clear strategies in place to halt this decline. Standards are average in geography, ICT and PE, which were the only other subjects where sufficient evidence was gathered to make reliable judgements. Standards in English, mathematics and science are lower than they were when the school was last inspected. It

is not possible to make comparisons in other subjects as the last inspection did not make overall judgements. Even allowing for the high proportion of pupils with SEN in the year group and the turnover of pupils during Years 1 and 2, this represents unsatisfactory achievement, given that pupils leave the Reception year having achieved well. The main reasons for this underachievement are that teachers' expectations of pupils are too low, the work provided for them lacks challenge and the procedures for assessing and tracking their progress are insufficiently rigorous.

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

Standards in:	School results	National results
English	25.5 (28.3)	26.8 (27)
Mathematics	27.1 (27.3)	26.8 (26.7)
science	29.0 (30.7)	28.6 (28.3)

*There were 43 pupils in the year group. Figures in brackets are for the previous year*

4. In the Year 6 national tests in 2003, the school's results in English were well below the national average. They were average in mathematics and science. Compared with similar schools, based on pupils who performed similarly in Year 2, standards in English were, again, well below average, while those in mathematics and science were average. The low standards in English were mainly due to the pupils' poor performance in the writing test. There has been a whole school focus on improving standards in writing which has already raised standards in the current Year 6. Overall, the trend of improvement in the school's performance in the national tests for Year 6 pupils has been higher than that seen in most schools. This reflects the emphasis that has been placed on improving the provision for pupils in Years 3 to 6 over the past few years.

5. The findings of the inspection are that standards in the current Year 6 are average in English, mathematics and science. This represents good achievement for this group of pupils because in the Year 2 national tests four years ago they achieved below average standards. In addition, almost half of the pupils have joined the school at different times over the past five years, and over a fifth of the pupils are on the school's register of SEN. It also shows that the school's efforts to raise standards in writing have been successful for these pupils. Standards are below average in ICT and average in geography, music and PE. In ICT, standards are average in communicating and handling information, but below average in control technology, monitoring external events and creating ICT models. Standards are similar to those seen at the time of the last inspection in English, mathematics, science and ICT; no comparisons can be made in other subjects as judgements were not made in 2002.

6. Across the school, standards in speaking and listening are average. This reflects the whole school focus on developing these skills in order to improve pupils' writing skills. The use of writing skills in other subjects of the curriculum is satisfactory, overall, but unsatisfactory in Year 2 where teachers use too many worksheets that restrict opportunities for pupils to write at length. The use of mathematics in other subjects is satisfactory. ICT is used satisfactorily to support the pupils' learning in English and mathematics but it is less well used to support their progress in other subjects.

7. There are variations between different groups of pupils within the school. Pupils who have special educational needs make good progress in Years 3 to 6 but progress is unsatisfactory in Years 1 and 2. A contributory factor to this is the lack of teaching assistants to support the younger pupils. The absence of teaching assistants in some lessons means that inadequate records are kept to show how pupils responded to the teaching and whether they made sufficient progress.

8. The school's results in the national tests over a three year period indicate that boys do better than girls in the Year 2 tests. In the current Year 2, boys continue to outperform girls in mathematics while the reverse is the case in reading and writing. There are no significant differences in attainment between boys and girls in Years 3 to 6. Teachers generally pay good attention to boys'



needs when planning lessons and choosing resources to ensure that they are well motivated and interested. The school caters well for more able pupils in Years 3 to 6, but provision for these pupils is unsatisfactory in Years 1 and 2. In addition, the school does not yet have a policy or adequate arrangements to provide for pupils who may be gifted or talented in a particular area of learning. In Years 3 to 6, teachers prepare work that matches individual pupils' needs and ensure that tasks are sufficiently challenging for higher attainers.

9. Pupils who speak English as an additional language make satisfactory progress in developing their knowledge and understanding. The specialist teacher provides good support and advice for teachers and support staff about their pupils' learning and language needs.

10. Pupils, who work within the Hearing Impairment Centre, make good progress towards the targets set for them within the centre and achieve very well. This is because the targets in their individual education plans are specific to their individual needs, and they are achievable. They are also used to guide the teaching. These pupils also make good progress in mainstream lessons where the teaching is good. However, in some lessons in Years 1 and 2, like other pupils they make unsatisfactory progress when the teaching lacks challenge and is not geared well enough to their needs.

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

Overall, pupils' attitudes to school and their behaviour are good. Attendance and punctuality are good. The provision for the spiritual, moral, social and cultural development of pupils is very good overall.

### **Main strengths and weaknesses**

- The great majority of pupils behave well, have positive attitudes to work and enjoy being at school. The level of attendance is above that of similar schools around the country.
- The school's provision for spiritual, social and moral development leads to very good relationships around the school.
- Pupils who attend the Hearing Impairment Centre have very good attitudes to their work.

### **Commentary**

11. The table below shows the attendance figures for the school. The school is successfully encouraging parents to avoid holidays in term time with only about a tenth of absences being due to that reason. Few pupils arrive late in the mornings. The effective arrangements at the start of the day enable pupils to settle into school before the beginning of the day resulting in a prompt start to lessons. The registers are monitored regularly and any unexplained absences lead to a 'phone call home on the first day.

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

Authorised absence		Unauthorised absence	
School data:	4.7	School data :	0.3
National data:	5.4	National data:	0.4

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

12. Pupils' social development is very good. The school provides very good opportunities for pupils to interact with classmates in group work, paired discussions and jobs within each class. The pupils in Year 6 have a range of responsibilities around the school. The school council enables

pupils of all ages to work together. Their awareness of the wider world is enhanced by carol singing at Christmas, inter-school sports matches and a wide range of visitors. Pupils' relationships with their peers and with adults have improved since the last inspection and contribute to the quality of work in lessons and to the progress they make, especially by giving them the confidence to ask and to answer questions.

13. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are very good. As well as providing time for reflection, school assemblies help pupils to develop a sense of belonging to a whole school community and, each week, to celebrate the contributions and achievements of others. Work in the classroom includes appreciation of our beautiful world. A Year 3/4 teacher made a science lesson exciting by creating a 'melting Olympics' when comparing the properties of different solids.

14. The provision for cultural development is good. Pupils are starting to appreciate the western cultural background from nursery rhymes and work on, for example, the Greeks and Tudors in history and European artists and composers. The school provides some insight into non-western culture with, for example, work in geography on an Indian village and visitors during a multicultural creative week with an African dancer, street jazz and the opportunity to experience Indian food and clothes. Nevertheless, visitors from other cultures are rare, pupils do not visit places of worship of other faiths and the school does not generally use all subjects of the curriculum to enable pupils to appreciate the wide range of cultures in Britain.

15. The pupils' attitudes towards learning are good. This includes pupils with SEN. They are interested in what happens in school and the great majority enjoy their work. They listen attentively, follow instructions well and usually settle quickly to the tasks given. Children in Reception enjoy learning and develop independence and confidence through well-planned opportunities for play. Pupils are generally eager to answer questions and are prepared to contribute ideas. In most classes, pupils settle quickly to group work in lessons and sustain interest even when not being directly supported by adults in the classroom. These positive attitudes reflect the quality of teaching and the variety of interesting activities built into the lessons. Nevertheless in some lessons seen, the work was not always presented in an interesting way. This led to a lack of attention by some pupils and the unsettled atmosphere limited learning.

16. Pupils' moral development is very good. They have a very good understanding of right and wrong. They are aware of how their behaviour affects others and many have developed self-discipline. As a Year 5 pupil said, 'Behaving well gives you class cred.' They are open, well mannered, polite to adults and welcoming to visitors. Inspectors were often greeted with a cheery 'Hello'. Even the youngest, in the Reception class, wait patiently for other classes to come in to assemblies. The school uses a variety of positive strategies to encourage good behaviour and pupils with special behavioural needs are generally well supported by the staff. Nevertheless, in some of the lessons seen, the inconsistent management of the pupils limited the learning taking place. Pupils and parents confirm that there is no bullying or aggression. The pupils from a varied range of different cultures mix well with each other and it is apparent that racial harmony is one of the strengths of the school. Last year just one pupil was excluded as can be seen in the table below.

***Ethnic background of pupils***

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	250	1	0
White - Irish	1	0	0
Mixed – White and Black Caribbean	2	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Chinese	4	0	0

Other
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4
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0	0
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*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

17. Pupils who attend the Hearing Impairment Centre behave well and work very hard. Their work is often quite intensive as they focus on learning new skills and learn to take responsibility in managing their own individual hearing and speaking needs. They enjoy their work, have a very good attitude and are flexible in their abilities to manage specialist centre work and main class work. They are evidently very much part of the of the whole school community.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is satisfactory, overall, but it varies significantly between different parts of the school. These differences are reflected in the quality of teaching and learning and, which are good in Reception and in Years 3 to 6, but unsatisfactory in Years 1 and 2. Curricular provision is good in Reception, unsatisfactory in Years 1 and 2 and satisfactory in Years 3 to 6. There are also weaknesses in assessment and the provision for pupils with SEN in Years 1 and 2.

The arrangements for pupils' care and welfare are good, as are the school's relationships with parents. Its ethos is good.

### **Teaching and learning**

The quality of teaching and learning is satisfactory overall; it is good in Reception and in Years 3 to 6 but unsatisfactory in Years 1 and 2. Assessment procedures are good in Reception and satisfactory in Years 3 to 6, but unsatisfactory in Years 1 and 2.

### **Main strengths and weaknesses**

- The Reception teacher has high expectations of the children and plans work that is both interesting and challenging for them.
- Teachers' expectations of pupils in Year 2 are too low and lead to underachievement.
- There are not enough teaching assistants in Years 1 and 2 to provide adequate support for pupils.
- Teachers in Years 3 to 6 provide good levels of challenge for pupils at different levels of attainment and have high expectations of them.
- The quality of teaching, learning and assessment for pupils within the Hearing Impairment Centre is very good.
- Throughout the school teachers do not place enough emphasis on the presentation of pupils' work.
- Although assessment procedures are developing soundly, they are not used effectively in Years 1 and 2 to inform teachers' planning.

### **Commentary**

18. The previous inspection judged teaching to be satisfactory. Nineteen of the 20 lessons seen were satisfactory and eight were good. No distinctions were made between different year groups. Since that time, there has been an overall improvement in the proportion of good teaching in Reception and Years 3 to 6, but a decline in the quality of teaching in Years 1 and 2, where a quarter of the lessons seen in this inspection were unsatisfactory. The quality of teaching seen during the inspection was reflected in the standards of pupils' work and the progress they have made. As the table below illustrates, 91 per cent of the lessons seen were satisfactory or better, 59 per cent were good or better and 13 per cent were very good. Overall, the inspection findings show that the quality of teaching and learning is good in Reception and Years 3 to 6 and unsatisfactory in Years 1 and 2. However, the quality of teaching in the Year 1 class is satisfactory, with some good features. Both parents and pupils express positive views about the quality of teaching in the school.

### Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	6 (13%)	21(46%)	15 (33%)	3(7%)	1(2%)	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.*

19. In the Reception class, teaching was consistently good, and often very good, including that for children with hearing impairment, whose needs are met very well. Children make good progress and achieve well because the teacher has high expectations of them and plans a wide range of activities that the children enjoy. They take part in a variety of experiences which are planned well to challenge children at their own level of attainment. The teacher achieves a good balance between activities that involve direct teaching and those that engage the children in independent learning through structured play. There is very good teaching of literacy and numeracy skills, which prepares children well for their future learning. As a result, many children reach above average standards in these areas of learning by the end of the Reception year.

20. By contrast, teachers' expectations of pupils in Year 2 are too low. Much of the work that is planned for them lacks sufficient challenge, especially for the more able pupils. There are weaknesses in the implementation of the National Numeracy and Literacy Strategies and in the teaching of science. Literacy skills are not developed well enough because there are too few opportunities for pupils to use and develop them across the curriculum. The 'topic' approach to learning, which incorporates science, geography, history and DT, leads to a lack of depth in pupils' learning and insufficient recorded work. Similarly, too much written work is recorded in pictures and diagrams or on worksheets, which limit opportunities for pupils to think and write for themselves. There is very little evidence to show that teachers have planned systematically to help pupils reach particular levels of the National Curriculum. This is reflected in the very low proportion of pupils who achieve Level 3.

21. Another weakness in Years 1 and 2 is the inadequate provision of teaching assistants to support pupils in their learning. Furthermore, when teaching assistants are present in lessons, they are not always used effectively or given sufficient guidance to enable them to have a real impact on pupils' learning. In one lesson that was observed, the teacher had planned for a teaching assistant to work with a group, but none arrived. The teacher then found it difficult to provide adequate support for all pupils during the lesson.

22. In Years 3 to 6, more than two thirds of the lessons observed were good or better, and two of the lessons were very good. There was one unsatisfactory PE lesson, caused by weaknesses in the teacher's management of poor behaviour by a small minority of pupils. Overall, teachers in the junior classes provide good levels of challenge for pupils at all levels of attainment. As a result, pupils with SEN make good progress towards their targets and more able pupils reach above average levels in the national tests. Teachers generally have good knowledge of the curriculum and plan work effectively to promote good progress. Pupils acquire skills, knowledge and understanding at a good pace and apply themselves well to learning. They have a good capacity to work both independently and collaboratively, as was illustrated well in the science lessons observed during the inspection. In these lessons, the teachers provided good opportunities for pupils to work in pairs and groups to discuss and plan their work, as well as carrying out investigations.

23. The teaching of literacy skills in Years 3 to 6 is satisfactory. Although there is a whole school focus on improving pupils' writing skills, there are still not enough planned opportunities for pupils to produce longer pieces of writing in subjects across the curriculum. The teaching of numeracy skills in Years 3 to 6 is good. ICT skills are being soundly developed but some teachers still lack sufficient expertise to teach some aspects of the subject.

24. The quality of teaching and learning for pupils within the Hearing Impairment Centre is very good. Pupils are encouraged to become independent learners and are given work that is challenging yet appropriate for their needs and levels of attainment. They receive very good support from the specialist teachers, who work well together as a team. Good strategies are used to gain and keep pupils' attention. In the lessons observed in the centre, the specialist teacher used a range of activities to keep the pupils' interest using real objects that she had brought in such as a "big" bike and a "big" kite, "small" nails and other small items to teach about big and small. Very good assessment procedures are used to ensure on-going and appropriate planning of lessons and target setting. In mainstream lessons where teaching is good pupils are fully involved in the activities. In a PE lesson the teacher made sure the pupils could hear and see the instructions he was giving and ensured that the pupil was challenged by the activity and could also work with others and make progress

25. The quality of teaching and support for other pupils who have special educational needs is generally satisfactory. Teachers plan work appropriately for these pupils, but in some lessons this does not always have a sharp enough focus. Where assistants are present, pupils with SEN receive appropriate support.

26. A noticeable feature of the pupils' work books throughout the school is that many do not take enough pride in their work. As a result, work is sometimes presented in a careless and untidy manner, which detracts from its overall quality. Teachers rarely stress the importance of good presentation and handwriting. Sometimes, the choice of workbooks does little to promote neatness, as when pupils have to write about science investigations on unlined paper and when they write in pen in books where the ink travels through to the next page.

27. Assessment procedures and the use of assessment to inform planning are satisfactory in Reception and in Years 3 to 6 but unsatisfactory in Years 1 and 2. In Reception, the teacher and assistant discuss individual children's progress daily and the teacher records key information in their ongoing records. These show, for example, which sounds they know and which key words they recognise. The information that is passed on to the next teachers at the end of the Reception year is not used effectively as a tool to set challenging individual targets for pupils to achieve in Years 1 and 2. Nor is it used well enough to make sure that the work planned for Year 1 and 2 pupils builds effectively on their existing skills and knowledge. The use of assessment information to set targets and plan work for pupils in Year 2 is unsatisfactory as it does not promote good progress and achievement for the majority of pupils. Teachers make appropriate use of assessment information in Years 3 to 6 to set targets for pupils and plan work that challenges them. For example, pupils in a literacy lesson in Year 5 were able to explain their individual writing targets and use them to improve their writing when they attempted to write in the style of an author they had studied. Assessment procedures in some subjects are just developing; in others, such as ICT, effective systems are in place but these are at an early stage of implementation.

## **The curriculum**

Curricular provision is satisfactory. Learning is extended through a good range of extracurricular activities and outside visits. The school's accommodation is used adequately to support the curriculum and resources make an effective contribution to pupils' learning.

## **Main strengths and weaknesses**

- The curriculum is broad and has been developed well to include innovative ideas.
- There are weaknesses in the balance of the curriculum in Years 1 and 2.
- A good range of special events and activities is planned to stimulate the pupils' interest.
- The number, expertise and experience of the teachers and support staff in Key Stage 1 do not enhance the school's ability to deliver the curriculum effectively.
- Specialist provision for pupils within the Hearing Impaired Centre supports very good progress and achievement and staff in the HIC are very well qualified and experienced.

- Overall, provision for pupils with SEN is satisfactory but there are weaknesses in Years 1 and 2.

## Commentary

28. The curriculum meets statutory requirements. It is appropriately broad in its content and has been deliberately developed by the staff to include fresh approaches to make it relevant to the pupils. The provision for personal, social and health education is a prime example of this. It has been planned to cover not only the legally required content concerned with drugs education, but also to include and promote the school's teaching of literacy skills in a manner that will prove interesting and stimulating to its pupils. This feature of the school's curriculum has been heralded as such a successful innovation that other local schools have sought to copy it. Additionally, the school has developed its curriculum so that subjects have cross-curricular links to enhance pupils' learning.

29. The curriculum has also been effectively planned and adjusted to smooth the passage for pupils in Years 3 to 6 as they prepare for their secondary education. However, insufficient attention has been paid to the arrangements for ensuring the overall balance of the curriculum in Years 1 and 2. The teaching of subjects such as science, DT, geography and history has been blocked together under the title of 'Topic'. As a result of this, inadequate time has been allocated to ensure all of these subjects are taught in appropriate depth. In science for example, the time devoted to teaching scientific enquiry and its associated investigative skills and understanding does not enable all pupils to develop their learning sufficiently. The school's monitoring and evaluation of its curriculum are therefore insufficiently rigorous to ensure it consistently meets every pupil's needs.

30. The school supports and enriches the curriculum well, especially through its good provision of extra-curricular activities and visits. There is a wide range of lunchtime and after-school clubs, which are popular with the pupils. The provision for educational visits is also a strong feature of the curriculum. Visits are consciously designed to enrich the pupils' learning. Pupils in Years 3 and 4 visit Wilton House in connection with a history topic; Years 1 and 2 visit a Wildlife Trust area and Year 5 pupils travel to Longleat. Year 6 pupils enhance their life skills during the annual residential visit. The school also participates in a wide variety of local events, which have included singing in Salisbury Cathedral in a production of *Noye's Fludde* and participation in a local schools' Girls Five-a-side Football Competition. The school has developed its curriculum to promote the arts by organising a Multicultural Week, during which the pupils experience visitors such as Indian dancers.

31. Considerable attention has been paid in recent years to ensuring that the quality and quantity of the school's accommodation meets the needs of the curriculum. The school has completed the first stage of a programme of building improvements, which has resulted in enhanced provision such as the library. Despite the recent upgrading of accommodation, the toilets and sanitary provision for the Reception Class do not meet their needs. In Years 1 and 2, the staffing arrangements do not meet the needs of the curriculum for its pupils. The levels of expertise and the proportion of teachers having appropriate experience do not enable all aspects of the curriculum to be taught effectively. The school improvement plan does however, recognise the fact that, currently, teachers in Years 1 to 6 are not provided with adequate numbers of trained support staff. However, the school has acquired sufficient other resources to assist teaching and it manages them effectively in order to cover the planned curriculum.

32. Curricular provision for pupils with hearing impairment is good. Pupils with significant hearing impairment are taught in specialist groups in the centre for literacy and numeracy, and occasionally other subjects, and have a broad and balanced curriculum. In addition care is taken that when pupils are in other classes, they are fully included in and able to contribute fully to the lesson. When pupils are involved in whole school activities such as assembly there is auditory support such as radio aids, signing and opportunities for pupils to lip-read. Pupils play an active part in extra-curricular activities, which helps to enrich their experiences. Individual education plans are of good quality and have clear, specific targets, which are reviewed regularly and address pupils' needs very well. This enables teachers and parents to see the progress made. Staff working in the centre are very well qualified and experienced in meeting the needs of the pupils and advising mainstream staff. The

accommodation is of good quality and there is a good range of resources to support the curriculum.

33. In lessons where there are teaching assistants, pupils with SEN are given appropriate support to do the work provided for them. However, in some classes, especially in Years 1 and 2, there is insufficient support for these pupils. In addition, the monitoring of their progress towards the targets that are set for them to achieve is not rigorous enough.

### **Care, guidance and support**

The arrangements for pupils' care, welfare, health and safety are good overall and support their learning appropriately. The involvement of pupils in the school's work through seeking, valuing and acting on their views is good. The provision of support, advice and guidance based on monitoring is unsatisfactory.

### **Main strengths and weaknesses**

- The school has effective procedures for ensuring a healthy and safe environment.
- The pupils trust the teachers and other staff and know there is always someone to whom they can turn.
- There are a variety of opportunities for pupils to express their opinions about life in the school.
- The monitoring of pupils' academic progress through the school is unsatisfactory.
- There are very good levels of care, guidance and support in the Hearing Impairment Centre and very good arrangements for tracking pupils' progress.

### **Commentary**

34. The school has various risk assessments in place such as those for trips, office working and for each classroom. The latter are reviewed at least every year. The governors are actively involved with the headteacher in touring the school to identify any potential hazards with appropriate records of action taken. The school follows the local authority guidance including a recent self-audit. Teachers ensure that pupils are made aware of health and safety issues during lessons such as science and DT, with a more widespread understanding from personal, social and health education lessons. The procedures for child protection and ensuring a safe school are good. The school follows local procedures and staff have received guidance on how to deal with any concerns that may arise. The arrangements for first aid are good with several trained staff, records kept of treatment and letters to parents.

35. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. In particular, parents agree that their children are well supported when they first come into the school, either into Reception or if they arrive in other years. This is because of the visits made by the parents and the pupils in the term before they start and the provision of 'buddies' to help new arrivals in other years. Pupils consider that they are supported very well by the staff and know whom they would go to if they needed help. They also feel that the teachers listen to their ideas. Pupils are enabled to influence what happens in the school by means of the school council. This has resulted in additional playground equipment and water in the classrooms; next term a system of playground buddies will be introduced.

36. The procedures for monitoring pupils' academic progress do not make a satisfactory contribution to raising pupils' achievement. This shows a deterioration since the last inspection. Each half term the pupils complete a piece of written work that enables the teachers to assess their progress and to set appropriate targets. These are recorded on the classroom walls in the infants and put in booklets or work books in the juniors. In a Year 3/4 lesson, the teacher reminded the pupils to check their work against their targets. But the targets do not usually refer to reading, speaking or listening. In mathematics the teachers analyse pupils' work well in the juniors but this is less effective in the infants. Nevertheless, apart from the annual progress reports to parents, no targets are usually set and the marking provides little guidance to the pupils. Some assessment

takes place in science but there is little for the other subjects. The arrangements for personal development are informal but the teachers know the pupils well. Their self-esteem is raised by the range of rewards such as praise, house points and the celebrations of pupils' work during assembly. The annual reports to parents provide a good summary of the pupils' personal qualities.

37. Pupils with hearing impairment receive very good levels of care, support and guidance. Good induction procedures are in place, and a variety of assessment procedures are used. Pupils' progress is monitored carefully as they move through the school, and they receive good advice about the next stage of their education. There is daily monitoring of hearing aids and batteries by a trained teaching assistant and pupils are encouraged to manage their own equipment. The unit also works hard to take pupils' views into account. There are good working links with designated secondary schools to ensure a smooth transition to the next stage of education and also with the Local Education Authority and other agencies.

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

Links with parents are good overall. Links with the local community and other schools are good.

### **Main strengths and weaknesses**

- Parents hold the school in high regard and are supportive of what the school provides.
- The school provides a range of information about what happens in school.
- Communication with parents of pupils with hearing impairment is very good.
- The involvement of other schools and people in the community extends experiences for pupils' personal, social and academic development.

### **Commentary**

38. In their response to the pre-inspection questionnaire and at the meeting with the inspectors, parents showed they that they are pleased with what the school provides. Their children like school, the staff expect their children to work hard and they make good progress. This is a similar response as at the time of the last inspection. A few parents considered they were provided with insufficient information on how to help their children at home and the school recognises this is an area that could be improved.

39. Each week the school sends home news and other letters about general matters and, at the start of each half term, outlining what is to be taught in each year group. In addition, parents are welcomed into school with their children before the start of the day. Many parents come into the infants but very few come into the juniors. From the relaxed, informal conversations seen to take place during the inspection, it is apparent that parents are comfortable talking to the staff. The school has arranged curriculum meetings at different times of the day but few parents go to them. The layout of the annual reports on pupil progress in the summer term was devised following comments from parents. They generally have a good summary of what the children know and can do in English and mathematics and include targets for improving achievement. However, the description of pupils' knowledge and understanding is often poor in the other subjects; it is either missing completely or is phrased in general terms. Parents are able to influence what happens in school. The school sends out questionnaires each year. The school also meets parent representatives from each class every term and the full minutes of the meetings are put on the parents' noticeboard. The parent teacher association organises both fund raising and social events. Some parents help regularly in the classroom and many more accompany trips out.

40. Parents of all the pupils who have hearing impairment have very good links with the school and along with teachers and educational assistants support the assessment and target setting process. The level of liaison is very good and parents are involved before, during and after the statutory review process and target setting. The unit also seeks parents' views through an effective daily home school contact book and their views are taken into account. Parents of other pupils who



have special educational needs are involved well in their children's education. They receive details of individual education plans, and there are opportunities for them to talk to teachers at consultation evenings and at other times. Their views are sought and recorded for the pupils' annual reviews.

41. The pupils benefit from the links with different schools such as the inter-school sports matches, visiting grammar school music teachers and the students from a secondary school who teach play activities at lunch times. The local cluster of schools organises joint training days for staff and enables curriculum co-ordinators to meet regularly to share good practice. Various firms locally help the school by, for example, sending staff regularly to hear pupils read and a foodstore helping with cookery lessons. A range of visitors includes public bodies such as police and fire brigade and an artist and theatre groups. The pupils visit the church and the vicar comes to take assemblies.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are unsatisfactory. The leadership and management of the headteacher and other key staff are unsatisfactory in terms of their impact on the quality of education provided and the achievement of the pupils in Years 1 and 2. They have had a good effect on improving provision in Years 3 to 6. The school's governance is satisfactory.

### **Main strengths and weaknesses**

- The headteacher has a clear vision for the school and has introduced a number of initiatives to improve the quality of education and the pupils' achievement in Years 3 to 6.
- There has been insufficient focus on raising standards and improving pupils' achievement in Years 1 and 2.
- The overall leadership of teaching and the curriculum in Years 1 and 2 is unsatisfactory; it is satisfactory in other year groups.
- Governors have supported the headteacher well and make a sound contribution to shaping the direction of the school, but their understanding of the weaknesses in provision in Years 1 and 2 is incomplete.
- The priorities and actions identified in the school improvement plan are not sufficiently specific to address the underlying weaknesses in provision.
- The monitoring and evaluation of pupils' progress, the quality of teaching and learning and the curriculum are not rigorous enough in Years 1 and 2; they are satisfactory in other parts of the school.
- There is a shared vision and commitment to pupils who are supported by the Hearing Impairment Centre

### **Commentary**

42. Since the headteacher was appointed in 2001, she has done much to address the weaknesses in achievement, teaching, assessment, the curriculum and leadership and management that were identified by the school's OFSTED inspection in July 2000 and which resulted in the school being placed in special measures. An inspection by Her Majesty's Inspectorate in July 2002 found that the school had made good progress in addressing the issues identified by the previous inspection. The school was then removed from special measures. In 2002, the leadership and management of the school were judged to be good because they were having a good impact on improving the school's provision. This has continued to be the case in the Foundation Stage and in Years 3 to 6, but there has not been enough emphasis on improving the provision for pupils in Years 1 and 2. As a result, there is significant underachievement amongst these pupils. Overall, the school's improvement since its last inspection has been unsatisfactory.

43. The leadership of Key Stage 1 is unsatisfactory because it has not identified fundamental weaknesses and taken action to address them. The school had identified the need to raise standards in Year 2 but the analysis of the reasons for the pupils' underachievement was not rigorous enough to get to the crux of the problem. Too much emphasis was placed on the

proportion of pupils with SEN and the turnover of pupils, and too little attention was given to rigorous evaluation of the quality of teaching and the curriculum. As a result, standards of attainment continue to fall and this decline is not being checked.

44. Governors have a good working relationship with the school and are very supportive of the headteacher. They are fully meeting their statutory obligations and have a sound input into the future development of the school. Their understanding of the school's strengths and weaknesses, particularly in Years 1 and 2, is reliant on the information provided for them by the headteacher, senior management team and external monitoring reports. As none of these sources of information have identified the existing issues, governors' awareness of the reasons for underachievement in Years 1 and 2 is insufficient. This restricts their effectiveness in ensuring that the school provides an acceptable standard of education for all its pupils. Governors have worked closely with the headteacher to reduce the school's budget deficit within the time limit set by the Local Education Authority, and have achieved this earlier than the given date.

45. The school improvement plan identifies wide ranging priorities for improvement over a one year period, with outline planning for two further years. Although its main priority is to raise standards, it does not focus specifically on achievement in Years 1 and 2, nor do the related subject action plans set clear targets for improvement for these pupils. As a result, it is not successfully tackling the underlying weaknesses that are at the root of the pupils' underachievement. Governors are not able to evaluate the success of the plan effectively because they do not have clear, measurable objectives against which to check the school's progress.

46. The headteacher, management team and some subject co-ordinators have carried out checks on pupils' progress, the quality of teaching, pupils' work and the curriculum. These checks have not been rigorous enough to get to the heart of the underachievement in Years 1 and 2, although some weak teaching was addressed through both internal and external monitoring procedures. In some cases, this has been addressed successfully and through training and support some weak teaching has been eradicated. However, this has not been the case for all teachers and significant training needs still exist to ensure that all teachers are fully effective in Years 1 and 2.

47. The specialist teacher working in the Centre and the co-ordinator for SEN work together to create the good provision for pupils with hearing impairment. The specialist teacher also works closely with class teachers to support the planning and provision for pupils with hearing impairment. There is a shared view and clear sense of purpose and vision for children supported by the centre and the specialist teacher has been a driving force in promoting an inclusive environment in the school. A named governor also supports the unit. The co-ordinator for SEN leads and manages the overall provision satisfactorily. The school has recognised that her current hours are insufficient to carry out all of her duties and these are to be increased in the next school year. There is a governor who is responsible for this aspect and who supports the co-ordinator well. However, there are weaknesses in the management of SEN in Years 1 and 2, in particular in ensuring that teachers are checking regularly on pupils' progress towards the targets set in their individual education plans.

48. The school's approaches to financial management are satisfactory. The finance officer works closely with the headteacher and governors to check the budget each month and keeps staff aware of their subject budgets to ensure that allocated funds are spent within the financial year. The headteacher has introduced good systems for checking on whether the school is receiving best value for its expenditure. For example, she has carried out a review of the benefits of the interactive whiteboard, showing that this has increased teachers' expertise and pupils' progress. Staff and pupils were involved in this review and in a similar exercise which evaluated the impact of the new library. However, there has not been enough emphasis on reviewing the effectiveness of staffing and the deployment of teachers and assistants, particularly in Years 1 and 2.

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

Income and expenditure (£)		Balances (£)	
Total income	699774	Balance from previous year	1054

Total expenditure	698921	Balance carried forward to the next	1907
Expenditure per pupil	2657		

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

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

The provision for children in the Foundation Stage is **good**.

49. Children are admitted to school in September of the year in which they become five. Induction procedures are good and these help children to settle quickly and become familiar with the school's routines. Overall, their attainment on entry is average. During the Reception year, children achieve well as a result of good teaching. This was also the finding of the previous inspection. In communication, language and literacy, mathematical development and personal, social and emotional development standards are above average by the end of Reception. They are average in creative development, physical development and knowledge and understanding of the world. The quality of teaching and learning is consistently good across all areas of learning.

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

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

#### **Main strengths and weaknesses**

- Relationships between adults and children are very good.
- The children are confident and happy in school.
- Children have a good range of opportunities to choose activities for themselves and to initiate their own ideas through play.

#### **Commentary**

50. Children engage in all activities with enthusiasm. They are motivated and interested to learn, often excited by the teacher's imaginative methods. This was particularly evident when the teacher woke up 'Buttercup', a large and colourful puppet, who helped the children to listen to and practise sounds. They were spellbound throughout the session as Buttercup kept getting the sounds wrong and they had to say them more clearly so that she could understand. Relationships between adults and children are very good, and this helps to increase children's self-esteem and confidence. The children are confident to try new activities, and to speak aloud to the rest of the group. They sustain concentration well and sit quietly when it is appropriate. Children show respect for other people's feelings and work and play together harmoniously. The teacher provides many opportunities for children to choose activities for themselves and to initiate their own ideas through play. They select from a well-planned range of play activities that have a clear purpose and are linked well with the other areas of learning. Pupils learn to take responsibility for their own learning, and the teacher checks regularly by asking them to explain what they are doing.

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

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

#### **Main strengths and weaknesses**

- There is good teaching of speaking, listening, reading and writing skills.
- Very good use of ICT supports children's learning.

## **Commentary**

51. Children achieve well in this area of learning. Teaching is good, and sometimes very good, as great emphasis is placed on improving a wide range of skills in all children. High priority is given to promoting language skills, particularly through role-play, and this brings significant benefits to all of their other learning. An early start is made on an appreciation of books and children make particularly good progress in reading. Children listen well to stories and most can recognise letter sounds and competently read a suitable range of words in simple texts. In one lesson, children looked at non-fiction books, which they could identify as such, to find information about farm animals. They then created their own non-fiction booklets, including both text and pictures. The promotion of early writing skills is good and there was much evidence of children writing independently, sometimes at length. The Reception teacher provides a range of exciting activities that encourage children to write, such as writing a letter to a farmer about their forthcoming visit. They are taught to form letters correctly and are prepared well for writing in a joined up style. Very good use is made of ICT to support the development of children's literacy skills. The work based on 'Goldilocks and the Three Bears' was particularly good as pupils created pictures on the computer to tell the story and typed sentences or labels to go with them. All children benefit as a result of the stimulating and well planned activities.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Everyday activities include many opportunities to develop children's counting skills and mathematical knowledge.
- Much learning takes place through well-planned play activities.
- Effective use of ICT supports children's learning.

## **Commentary**

52. The quality of teaching is good because mathematical development is integrated into all classroom activities. Children learn through singing number rhymes, through role play in the post office, and through playing games with dice, dominoes and counters. They devise their own criteria for sorting small cars and animals and share out fruit, carrots and drinks during snack time. Children match bowls and plates of different sizes to the three bears and create a chart to classify shapes according to the number of sides they have. They use coins to buy stamps and cards in the post office role play area and weigh parcels. Children count to 20 and back and use dice and dominoes to explore the process of subtraction. More able pupils record what they have found in the form of simple subtraction sums. Children create pictograms and graphs to show favourite fruit and animals. The teacher makes effective use of ICT to support children's mathematical development as when they used a program to sort pencils by size and colour.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- There are well-planned opportunities for children to learn through investigation.
- Effective links with other areas of learning provide meaningful experiences.
- There is good teaching of ICT skills.

## Commentary

53. A good variety of interesting activities is well planned to stimulate children's curiosity and enhance their understanding. For example, children investigate floating and sinking boats in the water tray and find out how many marbles a boat can hold before it sinks. They construct models of animal homes from junk materials and build towers and steps from construction equipment. Role-play is also used well to increase their knowledge and understanding of everyday life. For example, children visit the post office role play area to buy stamps, weigh parcels and post letters. They use telephones to talk to each other and control cars around obstacles. A particular strength is the children's use of computers. They use the mouse confidently to move items around on the screen when they create pictures of the three bears' kitchen and bedrooms. Children's awareness of religious and cultural traditions is successfully enhanced through stories and special events such as the celebration of festivals. Effective links are made with other areas of learning which enhance children's understanding and make learning more interesting. For example, they follow Goldilocks' route through the wood using magnets and decide what is needed to build a bus to visit the farm. They dress a doll for a visit to the farm, deciding on appropriate clothing to suit different types of weather.

## PHYSICAL DEVELOPMENT

54. It was not possible to make an overall judgement of provision, standards, teaching or learning as no physical development sessions could be observed. The teacher provides children with a good range of experiences to develop their manipulative skills by handling modelling materials, scissors and brushes. When children are writing, both the teacher and teaching assistant encourage children to form their letters correctly. There is a safe outside play area attached to the Reception class which is used effectively to provide children with a suitable range of opportunities to gain confidence and extend their skills in running and in riding on wheeled toys. The time outdoors is planned well to extend the learning that occurs in the classroom and the opportunities provided support the physical development of children well.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children benefit from a wide range of activities that develop creative skills.
- The teacher is very skilled at nurturing children's imagination and creativity.

## Commentary

55. Children work with a range of different media and materials to produce models and pictures, such as their paintings of sunflowers and models of monsters which are very effective and show good attention to detail. There are many opportunities for imaginative play which all children enjoy. For example, some played at visiting the post office while others created scenes with models of zoo animals. They play willingly and co-operatively with each other. Adults provide sensitive support to the children while they play without detracting from their creativity. The teacher's lively and imaginative approach to storytelling holds children spellbound and helps to develop their imagination very well. During the story of *Farmer Duck*, she enabled children to enter a different world and to empathise with the characters in it. She makes very effective use of stories, such as that of Goldilocks and the Three Bears, to underpin learning in all areas. For example, children created models of the three bears' furniture and eating implements and followed a route 'through the woods' to the three bears' cottage.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is satisfactory.

#### **Main strengths and weaknesses**

- Pupils in Year 6 reach average standards and are beginning to develop a good feel for language.
- The leadership and management of the subject are unsatisfactory.
- Variations in teaching mean that pupils make inconsistent progress through the school, especially in Years 1 and 2 where it is unsatisfactory.
- Work is not always well matched to pupils' abilities, especially in mixed age classes.
- The teaching of speaking and listening skills is a growing strength in the school, but some weaknesses remain.

#### **Commentary**

56. Overall, standards are below average in Year 2 and average in Year 6. By the time they reach Year 6, pupils' achievement is satisfactory. However, within this judgement there are marked variations in the two key stages. The achievement of all groups of pupils, including those with SEN, is unsatisfactory in Years 1 and 2, good in Years 3 and 4 and satisfactory in Years 5 and 6. This is directly linked with the quality of teaching in those classes. In the last inspection, standards were judged to be rising, and the standards achieved by the higher attaining pupils were at least satisfactory and sometimes good. The former inspection also judged that the quality of work varied throughout the key stages. Currently significant variations remain, and now the more able pupils are attaining satisfactory standards. These judgements mean that improvement since the last inspection has therefore been unsatisfactory.

57. Across the school, standards of speaking and listening are average. Many pupils are careful and responsive listeners and this assists them in absorbing new information and ideas and in applying them to their work. In Year 2, some pupils speak confidently and audibly and offer opinions readily in appropriately formed sentences. However, others need encouragement to develop suitable responses. Most Year 6 pupils offer views in a well-judged and thoughtful way whilst others find it more difficult to elaborate on their ideas or to use precise language. Teachers, especially those in Years 3 and 4, frequently use 'talk partners' to stimulate and promote the development of pupils' language skills. However, in both key stages they make insufficient use of activities such as drama and role-play to enhance pupils' confidence and consolidate their competence in speaking and language. They also do not employ effective strategies for encouraging more reluctant pupils to contribute their opinions and ideas. Sometimes they allow the more articulate to dominate some discussions to the disadvantage of the rest of the class.

58. Reading skills are below average in Year 2 and average in Year 6. Too few pupils in Year 2 have a satisfactory range of strategies for tackling unfamiliar words using their knowledge of sounds and letter combinations. This affects not only their ability to read, but also their capacity to spell and write effectively. Whilst most pupils are fluent readers at their own level, they do not discuss or predict from the text and even the most able readers show little enthusiasm for reading. The school has recently purchased many books for teaching the pupils by using guided reading, but the choice of books for children to read individually is limited. The teachers do not take sufficient advantage of the school's new library to encourage the pupils' interest and enjoyment of reading or to make them aware of how they can locate simple information in non-fiction books. By Year 6, most pupils show an understanding of a range of texts and can locate and use ideas and information. The most able pupils are able to identify key features and characters and select appropriate sentences and relevant information to support their ideas. They are also well aware of how to bring the book to life by using their voices expressively in order to match the mood and character of a story. They are keener to use the Internet rather than use books for research.

59. Standards in writing are well below average in Year 2 and average in Year 6. In Year 2, a few pupils have a developing awareness of the structure of a story and use the texts they read as models for their own writing. Some are beginning to use words imaginatively and bring ideas to an appropriate conclusion. Less able pupils write simple words and phrases but they do not always make sense and some run on without punctuation. Some write in a fluent joined style but most others produce writing that is inconsistent in size with poorly formed letters. Spelling is variable, but the more able have a sound understanding of simple punctuation. In Year 6, many pupils write in a range of forms and most show the ability to apply sustained ideas, which they develop in an interesting way. Some can use words imaginatively and with precision. A school trip to Osmington Bay enabled Year 6 pupils to refine their use of accurate and precise vocabulary as they relived their experiences on return to the school. The quality of writing in Years 3 and 4 is good, but teachers across the school do not provide adequate opportunities for pupils to develop extended writing skills. There is also an over reliance on the use of individual white boards, which occasionally restrict the opportunities for pupils to express themselves adequately. Over the course of a school year, teachers do not consistently expect pupils to increase the quantity and quality of their writing. They also do not give pupils sufficient freedom to experiment with language and content, and to be bold and innovative in their creative writing.

60. Overall the quality of teaching and learning in Years 1 and 2 is unsatisfactory, and satisfactory in Years 3 to 6. The teachers in Years 1 and 2 have an insecure understanding of the National Literacy Strategy and implement it ineffectively. They do not consistently combine the direct teaching of a focus group while ensuring worthwhile activities for the rest of the class. They also do not consistently allow sufficient time for activities such as guided reading or for well-focused plenary sessions in lessons, which allow them to assess what the pupils have learnt. A good quality of the teaching in Years 1 and 2 is the way in which teachers recognise the importance of pupils' speaking and listening in their teaching of reading and writing. This has a real impact on the standards achieved by the time the pupils reach Year 6. Teachers across the school are generally good at asking questions, which make pupils think, and which promote pupils' comprehension skills. Some teachers move lessons along quickly, but in other classes there is a lack of pace and vitality. Pupils are quick to realise this and relax into a comfortable rate of working and output is not good enough.

61. The arrangements for pupils with SEN are not effectively developed, with insufficient attention provided in the form of good catch-up and booster sessions. Although there are appropriate assessment procedures in the subject they are not yet refined to a point where challenging targets can be set for groups of pupils and monitoring of their progress used to raise standards in the subject. Recording processes also need further development in areas such as pupils' reading records in Key Stage 2. Some teachers are not using assessment information precisely enough to provide sharply defined or imaginative tasks for pupils, which will challenge them all at their own level. This is especially true in mixed age classes where there is a wide range of age and abilities. Although teachers consistently make pupils aware of learning objectives, they do not always give appropriate guidance to their pupils as to the quantity and quality of the work they are expected to complete. This results in important learning opportunities being lost, especially for the more able pupils who need further challenge to meet their potential.

62. Leadership and management of the subject are unsatisfactory. There has been insufficient impact on raising standards in the subject. Training needs have not been fully recognised or appreciated, particularly in Years 1 and 2. The monitoring of teaching and learning has lacked appropriate rigour and focus. However, there has been good progress in the use of ICT in the teaching of the subject and the provision of the new library will now enable it to be more regularly used by pupils across the school, which will contribute positively to the raising of standards in English.

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

63. The development of language and literacy across the curriculum is satisfactory. Teachers have actively sought opportunities to enhance the provision for the pupils. A particularly effective example is the school's link with its curriculum for Personal, Social, and Health Education and its teaching about drugs education. This has been recognised in the local area as a fine example of the extending of pupils' literacy skills. In Year 2 pupils have used ICT to word process their poems and Year 6 have used art techniques to illustrate and present their poetry. In good links with history, pupils in Years 3 and 4 write letters to their home as they imagine they are evacuees during World War 2.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are well below average in Year 2.
- Teaching and learning in Years 1 and 2 are unsatisfactory, and pupils do not achieve well enough for their ability.
- In Years 3 to 6 teaching and learning are good, with some that is very good.
- The achievement of pupils in Years 3 to 6 is good.
- Analysis of data in Years 3 to 6 provides a good focus for teaching and learning.

### **Commentary**

64. In Year 2, pupils' attainment is well below average and the indications from the teachers' assessments for 2004 match this finding. This represents a fall in standards since the 2003 national tests. Pupils do not make enough progress and their achievement is unsatisfactory. This also applies to pupils who have special educational needs. More able pupils do not make enough progress in learning more advanced concepts such as the use of the decimal point in money. Consequently they do not reach the above average Level 3. In Year 6, pupils' attainment is average. This matches the results of the 2003 national tests as well as the indications for 2004. It also matches the overall findings of the last inspection report. Pupils make good progress and achieve well in Years 3 to 6. This is because they are given suitably demanding work and they enjoy rising to the challenge.

65. The quality of teaching and learning overall is satisfactory. It is unsatisfactory in Years 1 and 2 and good in Years 3 to 6. In the lessons that were observed, there was a range from unsatisfactory to very good. In successful lessons, pace and challenge for the pupils are good. Teaching is lively and develops pupils' enthusiasm for mathematics. A very good example of this was seen in a Year 6 lesson. Pupils' interest was caught immediately because the work involved analysis of crisp packets! They were finding the percentages of fat, salt and energy listed on each of their samples. These young mathematicians were totally absorbed in their work and the room was a hive of activity. The energy and commitment of the teacher, together with his high expectations for work and behaviour, meant that these pupils learnt very well. They made very good progress involving some complex calculations, learning to solve problems, work out percentages and present data.

66. Where teaching is less successful, not enough is expected of pupils and they do not make enough progress towards their own targets. Analysis of pupils' work shows that this is particularly so for higher attaining pupils in Year 2, who are not challenged enough. In their lessons, this is partly because there are not enough teaching assistants to help where they are most needed. Routines are not firmly enough established in the Year 1/2 and Year 2 classes, and teachers sometimes have to spend more time than they should in controlling pupils' behaviour, calling out, and inattention.



67. The results of national tests, and similar ones administered by the school, are analysed well and the resulting information is used effectively to inform planning in Years 3 to 6. The planning, especially for the higher attaining pupils in Years 1 and 2, is not sharp enough or well enough focused on work that will take them forward. ICT is used appropriately to support learning and pupils go to the computer room for some lessons in order to use relevant software. They are mostly confident with computers, and this helps their presentation and data handling skills.

68. The subject is satisfactorily led and managed overall. The initiatives in mathematics for Years 3-6 are good, and they are having a good effect on raising the standards. These initiatives have included providing more investigative work for pupils, a mental mathematics focus for lower attaining pupils, and more emphasis on clarification of methods of calculation. This sharper focus does not extend to Years 1 and 2. Standards are falling here and expectations are not high enough. Monitoring of teaching and learning in this part of the school is unsatisfactory and the mathematics co-ordinator does not have sufficient oversight of or impact on provision for these pupils.

### **Mathematics across the curriculum**

69. Pupils have satisfactory opportunities to use numeracy skills in several subjects of the curriculum. For example, they use co-ordinates in geography, and measure materials in DT. Pupils in Years 5 and 6 have recently carried out some geographical fieldwork when they measured the flow of the water using stopwatches. They also surveyed the bed of the river, finding depths and recording them on a graph. Others have collected and sorted data for geography on computers, and Year 3/4 pupils used their knowledge of three-dimensional shapes to good effect when they were creating ideas for packaging.

## **SCIENCE**

Provision in science is satisfactory.

### **Main strengths and weaknesses**

- Pupils in Years 3 to 6 achieve well.
- Pupils in Year 2 do not achieve high enough standards because teachers' expectations are too low and there are weaknesses in the curriculum.
- Good teaching in Years 3 to 6 places strong emphasis on investigation and scientific enquiry skills.
- The quality of pupils' written work in Years 3 to 6 is sometimes marred by untidy presentation.
- There is insufficient use of ICT to support learning.

### **Commentary**

70. Standards in science in Year 2 are below average. This judgement is lower than that made by the school's last inspection but is similar to the results of the assessments made by teachers at the end of Year 2 in 2003. In both cases, too few pupils reach above average standards (Level 3) which indicates that there is insufficient challenge in the work that pupils are expected to do. Overall, pupils' achievement is unsatisfactory.

71. In Year 6, pupils' attainment is average. This is similar to the judgement made by the school's last inspection and to the results of the 2003 national tests for Year 6 pupils. The results of the 2003 tests showed that the number of pupils gaining Level 4 and above was higher than the national average, while the proportion reaching Level 5 was average. The provisional test results for 2004 show a similar picture. This represents good achievement for these pupils, including those who have SEN and also more able pupils.

72. The main reason for underachievement in Year 2 is that teachers' expectations are not high enough. It was not possible to observe any lessons during the inspection in Years 1 and 2 as science was not being taught. However, the evidence provided by pupils' work, teachers' planning

and assessments and discussions with a representative group of pupils all indicate that teaching and learning are unsatisfactory and do not promote good achievement. Science is taught under the heading of 'topic' in Years 1 and 2. Under this system it is taught in some weeks but not others. This has led to uneven coverage of the curriculum and lack of depth in the way different aspects are taught, which is reflected in the pupils' incomplete knowledge and understanding of different topics and in the quality of their recorded work. Teachers provide too few opportunities for pupils to contribute to planning investigations, to make predictions and describe their observations in scientific language. Much of the recorded work takes the form of worksheets which limit opportunities for pupils to develop literacy skills. Much of this work is too simple, and there is no difference between the work that is planned for the most able and the least able within a class. The school uses a nationally recommended scheme of work, but teachers do not modify and adapt this through careful planning to meet the widely varying needs of the pupils.

73. Teaching in Years 3 to 6 is good, and enables pupils to make good progress. Lessons are well planned and teachers place good emphasis on developing pupils' scientific enquiry skills. For example, pupils in Years 3 and 4 investigated the insulation qualities of different materials and whether the height and surface of a slope affected how easily an object could move along it. Pupils in Years 5 and 6 devise, plan and carry out a wide range of investigations. They formulate hypotheses and draw conclusions from their results, such as 'the warmer the water the less time it takes to dissolve'. Much of the work set is challenging, and builds well on pupils' previous learning. Teachers are skilled at developing the appropriate scientific language that pupils need to talk about their work. This supports their literacy and speaking skills very well. Pupils record their findings in a variety of ways and more able pupils write reports of a high standard when describing their investigations. However, some written work is poorly presented and indicates that teachers do not always place sufficient value on this aspect of the work.

74. There are very few examples of the use of ICT to support learning in science. Teachers do not plan methodically to incorporate ICT into science topics. They do however include opportunities for pupils to develop and apply numeracy skills through measuring weight, distance, height and temperature and producing graphs to show their findings.

75. The subject is led and managed satisfactorily by a co-ordinator who has identified appropriate priorities for improvement in Years 3 to 6 which are having a positive impact on pupils' progress. A careful analysis of the pupils' performance in the national tests led to a clear focus on those aspects where pupils did not perform well. However, insufficient attention has been given to evaluating the provision in Years 1 and 2. The co-ordinator has not had the opportunity to observe science lessons and has not carried out an analysis of pupils' work. Assessment procedures are satisfactory, but do not yet form a part of the school's tracking or target setting systems.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is satisfactory.

### **Main strengths and weaknesses**

- Most pupils word process successfully.
- Pupils are confident and enthusiastic in their use of ICT.
- Some aspects of the subject are underdeveloped.
- The use of ICT across the curriculum is not sufficiently well planned.

### **Commentary**

76. Standards are average in ICT in Year 2. Pupils have typed sentences when retelling a story and have made graphs to show their favourite lollies. They create headings and sub-headings when typing information about the classroom and underline them. Using a painting program, pupils have created symmetrical patterns and designed motifs. Year 6 pupils combine text and graphics and are confident about most of the basic keyboard functions when word processing. They use a range

of CD-ROMS and the Internet for research, and have evaluated a CD\_ROM in preparation for producing their own. Year 6 pupils compose and send e-mails, search databases for information, create graphs and understand how to use spreadsheets. However, their knowledge and understanding of control technology and the use of ICT to monitor external events is underdeveloped.

77. Standards in Year 6 are below average and, overall, achievement is unsatisfactory. The previous inspection found that there were weaknesses in data handling and control technology throughout the school. Since that time, the school has focused on improving pupils' data handling skills and these are now satisfactory. However, control technology remains relatively underdeveloped. Word processing is the strongest aspect of the subject throughout the school. The use of sensors is also underdeveloped as the school has only recently acquired the equipment. Training needs have been identified in these weaker aspects of the subject.

78. The quality of teaching and learning is satisfactory. Both of the lessons seen during the inspection, in Years 2 and 6, were satisfactory and the range and quality of pupils' work also indicates satisfactory teaching. Teachers make effective use of the ICT suite and the interactive whiteboard to demonstrate skills and techniques to pupils and they provide suitable opportunities for pupils to practise their skills during the lessons, although this was not the case in the Year 6 lesson which was 15 minutes shorter than timetabled. Assessment procedures are satisfactory. Although they have not been in place long enough to have had an impact on standards or achievement, they are designed to record termly assessments of individual pupils' progress which follow them through the school, enabling teachers to build on previous learning. Pupils have positive attitudes to the subject and show confidence and enthusiasm in lessons.

79. The management of the subject is good. The co-ordinator provides effective support for colleagues and has put together an action plan which identifies the key areas for improvement and shows how they will be addressed. She has a good understanding of the subject's strengths and weaknesses and has gained this through observation of lessons and analysis of pupils' work. She has also devised an effective means of gathering evidence to illustrate the standards pupils' achieve in a class portfolio. Overall, resources in the subject are satisfactory. There are enough computers to provide for a whole class comfortably in the ICT suite, but there are shortages of software in some aspects of the subject which have been earmarked for improvement in the current year. There has been satisfactory improvement since the school's last inspection.

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

80. The most widespread use of ICT across the curriculum is word processing, particularly in English. There is also evidence of its use in mathematics, where pupils have produced a variety of graphs. However, the evidence indicates that, overall, the use of ICT is not systematic or frequent enough to support the pupils' learning across a range of subjects. The school has identified this as a priority for improvement in its current development plan.

### **HUMANITIES**

81. Only history lessons in Years 3 and 4 were observed during the inspection and consequently it is not possible to make a reliable judgement about the provision in the subject. Examination of pupils' work in Year 6 and on display around the school shows that pupils are developing a sense of chronology and acquiring knowledge and understanding of people, places and periods of history. Year 6 pupils know about life in Tudor Britain and Years 3 and 4 have learned about life during World War Two. There were also examples of pupils using sources of evidence such as original ration cards. Photographic evidence revealed that other classes have studied life in Ancient Egypt and the Roman invasion of Britain. Effective links with literacy have been provided for pupils to practise their extended writing skills and with ICT when the pupils use the BBC History website to learn about life during the Blitz. However, pupils in Years 1 and 2 have produced a limited range of work, which indicates lack of depth in the coverage of some topics. Work from Year 6 indicated that the more able pupils were not being sufficiently extended by the level of challenge and the quantity of work

expected. There is insufficient use of assessment to track the progression of pupils' skills and to assist the teachers in matching their planning to National Curriculum levels.

## **GEOGRAPHY**

Provision for geography is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils are given good opportunities to study features of the local area.
- Environmental issues are included well in the planning.
- There has been no opportunity to monitor teaching and learning.
- The grouping of several subjects as 'topics' in Years 1 and 2 spreads the available time too thinly.

### **Commentary**

82. Only two lessons were observed during the inspection but there were opportunities to see pupils' work and to talk to pupils. Pupils' attainment across the school is average for their ages. They are learning how to use first hand evidence in their studies and being given satisfactory opportunities to develop geographical skills. All pupils, including those who have special educational needs, achieve satisfactorily and make sound progress.

83. The quality of teaching and learning is satisfactory. Teachers plan work that gives pupils the chance to discover facts about the areas they study and to begin to use mapping skills. For example, in a Year 2 lesson, pupils were seated in a circle learning to place features on a large three-dimensional representation of an island. They already know many facts about the story of the island of Struay, such as the characters and where they live. They discuss features such as the post office, the beach and the school. Analysis of pupils' books shows that they are beginning to compare island life with their own in Salisbury. They have noted island features including the mountains, the sheep grazing on them and the jobs that islanders do.

84. Year 5/6 pupils had been on a field study trip during the week of the inspection. In discussion, they showed that they had enjoyed the work and learnt well. They measured the speed of the flow of the river at various points and found out about the shape of the river bed. They threw dog biscuits into the water to time their passage between two markers. Pupils were well aware of the thinking behind this. They noted that the biscuits would degrade or be eaten, and would not harm the environment. They drew a section of the river in the lesson and were able to recall details of how it was done on the field study. The enthusiasm of the teacher for this work was evident and the pupils caught her mood. They entered into their work well and showed great interest, using geographical terms appropriately and making good progress in this new technique. They were particularly forthcoming about the living creatures they had found by dipping in the river.

85. Pupils in Years 3 and 4 are involved well in environmental studies. Collecting waste paper over a week enabled them to analyse the amounts, and this led to making re-cycling tables and charts. Studies about a village in India led to a comparison with their own locality, and they have carried out investigations from geographical photographs. Coasts and water have been the focus of Year 5/6 pupils' work. They understand about the transportation of materials by the flow of a river, and they have studied how erosion of a cave on the coast may become an arch and later a stack. Pupils understand the water-cycle and know about the course of a river. They have done some work on settlement in conjunction with history, and more recently have thought, surveyed and written about the proposed tunnel near Stonehenge. They sometimes use ICT for research on the Internet.

86. Although there is currently no co-ordinator for geography, the headteacher keeps a watch over the subject. There has not been time to monitor teaching and learning, but she does look at work samples and teachers' planning. The subject is part of a group that is studied in 'topic' time in Years 1 and 2. As a result, there is comparatively little geography in pupils' books which indicates

that insufficient time is given to teach different aspects of the subject in enough depth, especially for more able pupils.

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

87. Only one lesson in **art and design** was observed during the inspection. Evidence was also gathered through looking at displays and pupils' sketchbooks but it was not enough to make reliable overall judgements. Attractive displays of artwork show that the subject is valued and has a high profile in the school. Pupils are given appropriate opportunities to experiment with colour, shape and pattern so that they develop sound skills in using various media and techniques. Pupils study the work and styles of a range of artists and use their techniques to create their own art work. For example, pupils in Years 3 and 4 used the techniques of Pointillism to create effective pictures and those in Years 5 and 6 explored how stories are represented in textiles, such as tapestries, before developing their own pictorial representations of myths and legends. Sketchbooks are used appropriately to record observations and to develop pupils' ideas. The work of some older pupils shows good attention to line, detail and expression, for example, in the still life drawings by Years 5 and 6. In the lesson observed in Year 5/6, pupils made good progress in creating three-dimensional clay models of people in action based on drawings they had produced in an earlier lesson. Additional activities such as an art club and the recent Creativity Week enrich the school's provision for art and design.

88. In **DT**, only one lesson could be observed and it was not possible to make overall judgements about provision. Samples of pupils' work show that they are given an appropriate range of experiences in the subject. Year 1 pupils have made moving pictures that incorporate 'sliders' while pupils in Year 2 created lever constructions to make moving monsters and designed and made vehicles with axles and wheels for a cartoon character. Year 4 pupils designed and made monsters which used the principle of pneumatics to open the monster's mouth. The work on display showed good attention to detail and the finish of the product. Pupils in Year 5 tested different types of bread and developed criteria for testing and evaluating sandwiches. Year 6 pupils have evaluated a range of slippers and are in the process of designing and making their own. During the inspection, they were learning to use backstitching for strength and to provide durability.

## **MUSIC**

Provision in the subject is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils sing tunefully and their enjoyment is demonstrated in the quality of their musical expression.
- An encouraging start has been made by the new co-ordinator in leading and managing the subject.
- The school's extra-curricular activities enhance standards in the subject effectively.

### **Commentary**

89. During the inspection no lessons were observed in Years 1 and 2, and therefore judgements could only be made about Years 3 to 6. In Year 6, attainment is average, and pupils' achievement is satisfactory. This is largely similar to the findings of the previous inspection. However, indications are that the work of the new subject co-ordinator is already having a positive effect on the standards achieved across the school. She has formulated an appropriate action plan, which includes the introduction of a new scheme of work. She has also organised and run training workshops for other members of staff.

90. In Years 3 to 6, the quality of teaching and learning is satisfactory, with some good features. The choice and use of successful teaching methods lead to effective learning that enables pupils to achieve well. In a Year 3/4 lesson, the pupils enjoyed singing tunefully and showed awareness of breathing, diction and dynamics. When provided with untuned instruments the class demonstrated that they could control sounds through playing and performing. In addition, they played rhythmic phrases within a group and a whole class performance. During the lesson the teacher made effective links with pupils' numeracy skills by asking them "if a note is worth three beats, what fraction would one note be worth?"

91. Pupils are given the chance to hear a wide variety of songs and music. This extends into acts of worship, including events such as the Year 6 Leavers' Service. The school choir melodically sang a two-part rendition of "The Bare Necessities of Life" as it prepared for the service during a lunchtime club. The co-ordinator led the rehearsal and her high expectations of concentration and behaviour set the scene for good learning throughout the practice.

92. Pupils have opportunities to learn musical instruments and some have lessons from visiting specialists. The school acts as host to the local primary schools' Annual Music Festival, which makes an effective contribution to the pupils' musical experiences and gives them the opportunity to perform before an audience and to become actively involved in creating music. The school's Multi-cultural and Creativity weeks also help the pupils to know about and enjoy music from a variety of cultures and times.

93. At present there are no formal assessment procedures in the subject and the use of ICT in the teaching of the subject across the school is fairly limited. The action plan recognises the need to maintain training arrangements for developing the skills and subject knowledge of the non-specialist teachers if standards are to continue to improve.

## **PHYSICAL EDUCATION**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- The subject is well led and managed by an enthusiastic co-ordinator.
- Some teaching was very good.
- The school does very well in local sporting and gymnastic events.
- After school activities provide many opportunities for enrichment in PE.
- There has been no opportunity to monitor lessons yet.
- Assessment procedures are not in place.

### **Commentary**

94. Standards across the school are average for pupils' ages. They achieve soundly and most make satisfactory progress in skills such as running, jumping and throwing. This includes those pupils who have special educational needs. Those pupils in teams and in special events attain above average standards and this is borne out in the successes that these bring. For example, the boys' football teams were winners at Under 11, and runners up at under 10, and the girls' football team were runners up in the five-a-side competition. Other successful events include tag rugby, kwik cricket and the mini marathon. By the time pupils leave the school, the majority of them can swim 25 metres using a recognised stroke. The school has its own pool and this helps younger pupils to learn to swim when it is operational.

95. The quality of teaching is overall satisfactory with a range from unsatisfactory to very good. It is unsatisfactory in Years 1 and 2 and good in Years 3 to 6. In some unsatisfactory lessons, pupils needed too much of the teachers' time to control poor behaviour. In others there was insufficiently focused challenge that would help pupils to improve their skills and keep active throughout the

session. In a very good Year 5/6 lesson, pupils were fully active, with the teacher displaying strong elements reminiscent of the Pied Piper! He led them through a non-stop session designed to provide a "wake and shake" programme. This is the short time in the day in which pupils have physical exercises led by their teachers. These Year 5/6 pupils were asked to suggest movements to add to their whole sequence which might be presented to the whole school later. They were really energetic and after only two 'walk-through' times they all kept good time to some lively music. This lesson was all the more appreciated because it was a last-minute change of plan to suit reduced numbers in the class. Relationships were very good and were the key to successful learning and achievement.

96. Those pupils who are included in the hearing impaired centre are fully included in physical education lessons and this was seen in a Year 3/4 session of kwik cricket. They all received good tuition and everyone took an active part in the game, joining in energetically. They extended their throwing skills well and took turns successfully as well as evaluating their own performances.

97. The subject is well led and managed by a knowledgeable and enthusiastic co-ordinator. The curriculum is balanced and broad and gives pupils plenty of opportunity to develop skills in all areas of PE. They have taken part in school based orienteering organised by the co-ordinator with good links to geography and map reading. Sports and other activities such as gymnastics are well provided for in after school sessions and the numbers of pupils who take part in these are good. The co-ordinator has successfully improved the equipment so that resources are now good and teachers have more than enough to use in their lessons. Due largely to the constraints of her timetable, the co-ordinator has no time to monitor teaching and learning, and there are no assessment procedures yet. However, she has already planned a trial assessment for Year 6 early next term and if this is successful it will be extended through the school.

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

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

### **Main strengths and weaknesses**

- This aspect of the curriculum has been developed well.
- There have been several good initiatives such as the Junior Citizens project.
- Outside agencies are included in the programme well.
- Citizenship has been introduced well.
- School Council and class representatives enable pupils to take responsibilities in the school.

### **Commentary**

98. Only two lessons were seen during the inspection and it was not possible to see much written work. Therefore no judgements can be made about standards, teaching and learning. The co-ordinator has carried out a full survey across the curriculum to see where the various aspects of this provision are being taught. Then more aspects have been added, such as citizenship, and the resultant schemes of work are good. The indications are that pupils are making good progress in their personal development and they have times when they are able to express their own views such as in circle time.

99. Both of the lessons seen were about disabilities. The topic was handled sensitively by the teachers and pupils too were sensitive and understanding. The teachers led them well in their discussions and the majority of pupils came to the conclusion that everyone is as important as everyone else. Role play added much to pupils' empathy and understanding of what it might feel like to be disabled. These lessons made very good contributions to pupils' spiritual, moral, social and cultural development.

100. Analysis of planning documents shows that pupils are learning about a safe environment, health and hygiene, and their changing patterns of life as they grow up. Outside agencies such as the police liaison team, the fire service, and the school nurse all play their part in this development, and they speak about their roles in the community. Years 1 and 2 have had work with the local wildlife trust and a nature reserve. Older pupils consider rules and the need for them, and various projects are undertaken. These have included the creativity week in school and Year 6's visit to the Junior Citizens Project. Pupils are taught about responsibilities and some have the opportunity to represent their class on the school council. There are also class representatives so that each group of pupils has a voice. Pupils learn to make choices and to consider relationships, friendships and fitness issues. The school provides lessons about drugs awareness and sex education. There are also lessons about Internet safety, and harmful substances that might be found around the home.

101. The co-ordinator has produced a good programme that covers all ages of children and aspects of health, social development and citizenship. The introduction of aspects of the local community is good and pupils are learning that they have a place to take in that community, and in life itself.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

