

# INSPECTION REPORT

## **Sherston C of E Primary School**

Sherston, Malmesbury, Wilts

LEA area: Wiltshire

Unique reference number: 126356

Headteacher: Mr N Bowditch

Lead inspector: Joan Walker

Dates of inspection: 23<sup>rd</sup> to 26<sup>th</sup> February 2004

Inspection number: 257460

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary controlled  
Age range of pupils: 4 – 11  
Gender of pupils: Mixed  
Number on roll: 144

School address: High Street  
Sherston  
Malmesbury  
Wiltshire  
Postcode: SN16 0LQ

Telephone number: 01666 840237

Appropriate authority: Governing body

Name of chair of governors: Mr R Knibb

Date of previous inspection: 7/6/1999

## **CHARACTERISTICS OF THE SCHOOL**

Sherston C of E Voluntary Controlled Primary School is smaller than other primary schools nationally and is situated in the village of Sherston in Wiltshire. It has about the same number of pupils now as in the previous inspection. There are 144 pupils on roll arranged in six classes. The majority of pupils are in mixed-aged classes. The school serves a mixed community drawn mainly from the village with a small number of pupils from outside the catchment area. The housing in the village is mostly privately owned with some local authority housing. There is little movement of families in and out of the area. The school serves an area that is relatively socially advantaged.

The percentage of pupils who are known to be eligible for free school meals is below the national average. Almost all pupils are of white British origin, which is typical of the area served by the school. The number of pupils who speak English as an additional language is low. The percentage of pupils with special educational needs is below the national average. A below average number of pupils have Statements of Special Educational Needs. The school was successful in receiving a Schools Achievement Award in 2002. Attainment on entry is above expectations for children of a similar age.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25461	Mrs J Walker	Lead inspector	Mathematics Information and communication technology Art and design Design and technology
9880	Mr A Comer	Lay inspector	
18083	J Howell	Team inspector	English Science Physical education Personal, social and health education and citizenship Special educational needs English as an additional language
23026	M Mullen	Team inspector	Religious education History Geography Music Foundation Stage <sup>1</sup>

The inspection contractor was:

Altecq Education  
102 Bath Road  
Cheltenham  
Gloucestershire  
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES ONE AND TWO</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a good quality of education. By the time pupils leave school standards are above average and pupils achieve very well in some classes, particularly in reception and in Year 6. Overall, pupils' achievement is satisfactory. The leadership, management and governance of the school are satisfactory overall. The school provides satisfactory value for the money.

#### The school's main strengths and weaknesses

- Currently, standards in English, mathematics and science are well above the national average at the end of Year 6.
- Teaching is good overall with very good teaching in the reception and Year 6 class.
- Pupils have good attitudes to work and behave well.
- Co-ordinators have insufficient time to monitor the teaching and learning in their area of responsibility.
- Learning experiences provided between mixed aged classes are too variable.
- The provision for pupils' special educational needs is good.
- Assessment procedures need further improvement.
- The provision for after school activities including sports is good.
- Presentation of pupils' work in some classes is untidy.
- Accommodation is unsatisfactory.

The school has made **satisfactory** progress since it was last inspected in 1999. The quality of teaching has improved in the reception class and is now very good. Standards in the national tests in mathematics have improved at Year 6, but are not as good as they were by Year 2. Standards in religious education are not as good as those reported at the previous inspection. Although some improvement has been made to assessment procedures, the school still has work to do in this area. The monitoring of teaching and learning by the co-ordinators in their specific subjects remains unsatisfactory. There is now a clear cycle for school development planning and review and it is now an effective tool for improvement. The school is doing all it can with the constraints of the building to provide regular outdoor play facilities for children in reception.

### STANDARDS ACHIEVED

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

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

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

Children start in reception with above average skills. They achieve well in all areas of learning except their physical development where achievement is satisfactory. The majority of children are likely to exceed the learning goals<sup>2</sup> by the time they enter Year 1. By the end of Year 2, standards are **above average** in science and reading and average in mathematics and writing. Pupils could do better in these two aspects of their work. Currently, standards in English, mathematics and science are **well**

<sup>2</sup> These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

**above** average at the end of Year 6. Achievement is satisfactory overall. Although pupils achieve very well in some classes, this is not consistent across the school. Standards are in line with national expectations in information and communication technology, music and religious education at the end of Years 2 and 6. Pupils with special educational needs achieve well. While some older and more able pupils in mixed age classes in Years 3 to 5 do not make the progress they should, there are no significant differences in the achievements of any other group of pupils.

Pupils' personal development, including spiritual, moral, social and cultural development is good. Pupils' have good attitudes to learning and behave well. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

The quality of education provided is **good** overall. Teaching and learning are consistently very good in the reception and Year 6 class. Good teaching is seen in all classes, but in Years 3 to 5 teachers do not always make sure that all pupils are fully stretched.

The teaching of pupils with special educational needs is good. They are given work that is suitable for their needs and the support they receive from teachers and teaching assistants is effective.

The curriculum is satisfactory overall and good in the reception class. There is good provision for extra-curricular activities including sporting provision. Child protection procedures are effective and pupils are well cared for. The school is good at taking pupils' views and ideas into consideration. There are good links with parents and the community. Procedures for children starting school are good.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are **satisfactory**. The headteacher has established a culture of support and care for all pupils. However, the co-ordinators have insufficient time to monitor the teaching and learning in their specific subjects. The governors have a good understanding of what is going on in the school and are pro-active in promoting its aims and values.

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

The majority of parents have very positive views about the school. They feel very much part of the school and value the sense of community that has been built there. A minority of parents do not feel the school seeks their views and takes enough account of their suggestions and concerns.

The vast majority of pupils enjoy coming to school. With the newly formed class councils and school council they are beginning to feel they are part of the decisions made in the school.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in mathematics and writing by Year 2.
- Ensure co-ordinators have sufficient time to monitor teaching and learning regularly.
- Ensure pupils of the same age, but who are in different classes, have the same learning experiences.
- Improve the assessment procedures for religious education, ICT and the non-core subjects.
- Improve the quality of pupils' presentation of their work.
- To continue to do all it can to improve the facilities of outside play for children under five.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Currently, standards are **well above** in English, mathematics and science at the end Year 6. Achievement is **satisfactory** overall, but good in reception and Year 6.

#### Main strengths and weaknesses

- By the end of Year 2, standards in science are above the national average.
- Based on above average attainment on entry, standards in mathematics and writing are not high enough by Year 2.
- Overall, standards of work seen are above expectations.
- Pupils with special educational needs achieve well.
- Results in the 2003 national tests for pupils aged 11 were well above average in English and mathematics and above average in science.

#### Commentary

1. In the 2003 national test for seven year-olds standards were well above average in reading when compared to all schools and above average when compared with similar schools, which is based on the take up of free school meals. In writing, standards were average when compared with national schools and below average in comparison to similar schools. The standards in mathematics were below average when compared with all schools and well below average in comparison with similar schools. Based on above average attainment on entry, pupils' achievement in mathematics is unsatisfactory. In the tests for 11 year-olds standards were well above average in English and mathematics and above average in science when compared with schools nationally. When compared with similar schools, standards were well above average in mathematics, above average in English and met the average in science. The school's value added analysis showed that the school was adding above average value from Year 2 to Year 6 and for high attaining pupils in Year 6 well above average value. The school achieves a high proportion of Level 5's in all three core subjects because pupils achieve very well during their time in the Year 6 class.

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

Standards in:	School results	National results
Reading	17.55 (15.5)	15.7 (15.8)
Writing	14.8 (14.6)	14.6 (14.4)
Mathematics	16.1 (15.7)	16.3 (16.5)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	27.3 (29.3)	26.8 (27.0)
Mathematics	29.7 (27.9)	26.8 (26.7)
Science	29.7 (29.3)	28.6 (28.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year.



2. Standards are in line with national expectations in information and communication technology, music and religious education. There was insufficient evidence to make a secure judgement in history, geography, art and design, physical education and design and technology. Judgements made in this inspection are similar to those found in the previous report except in religious education at the end of Year 6 where they were above and now meet the expectations of the locally agreed syllabus.
3. Children enter the reception class with above average skills. With the exception of their physical development the children achieve well in all areas of learning and will exceed the Early Learning Goals by the end of their reception year. In their physical development, their achievement is satisfactory and they achieve the Early Learning Goals. Their achievement in this area of learning is limited by insufficient opportunities for children to use the outside play activities.
4. Good provision for pupils with special educational needs ensures that they are given focused and carefully planned work to help overcome their difficulties. Pupils who have special needs make good progress towards the targets in their individual education plans, because these are specific to their needs and achievable. The care and support offered by the adults who work with them further this good progress and raises pupils' self esteem.
5. In Years 1 and 2, pupils become accurate readers and this is due to a focused approach to phonics, which teachers use well from the start of the school and which is built on well in classes. Standards are above expectations in reading and speaking and listening and average in writing. Standards in writing are not as high because pupils have a variable understanding of how to form simple sentences accurately. Standards in mathematics are not high enough because in some sessions in mental arithmetic the whole class is not fully involved, the pace of the lesson is slow and the teachers' expectations of what pupils can achieve is too low. Standards in science are above the national average because the work is often practical and the teachers use questions skilfully to increase pupils' interest and help them learn.
6. By Year 6 standards in reading and writing are above expectations and pupils achieve well. Teachers provide interesting ideas and tasks in which pupils write for different audiences and this is very effective. Standards in speaking and listening are well above expectations. Pupils are given many opportunities to use their speaking and listening skills in other subjects. They show great confidence and maturity when talking in front of the class. Standards in mathematics are well above the national average because there is a good focus on mental arithmetic sessions and also on problem solving. Pupils know their tables, which supports their work in other strands of mathematics. Pupils achieve well in science and in the Year 6 class pupils' achievement is very good. They have good investigative and observational skills.
7. The use of literacy across the curriculum is **very good**. Pupils use the skills they have learnt well in other subjects. The use of numeracy across the curriculum is good. There are examples of these skills being used in science and history. Effective opportunities are given to pupils to use their skills in information and communication technology to support their work in other subjects.
8. The school is good at analysing the results of assessments in English and mathematics and in using these assessments to set targets for groups or individuals. These procedures are not fully effective in other subjects.

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

The attitudes, values and personal development of pupils are **good**. Pupils' spiritual, moral, social and cultural development is **good**.

### **Main strengths and weaknesses**

- Pupils are attentive and hardworking in lessons.

- Behaviour is good in and around the school.
- Pupils respond to the good relationships built by the staff.
- Parents are appreciative of the good standards set.

## Commentary

9. Pupils have good attitudes to school. Most pupils are attentive listeners in class and make notable efforts to engage themselves purposefully in the work provided. They concentrate well and are mostly keen to achieve in their classroom assignments. Teachers build good relationships with their pupils. As a result, pupils know that their teachers expect quite a lot of them and this encourages an atmosphere conducive to success. Pupils are keen to come to school and enjoy learning. Parents appreciate the good attitudes to work and play expected by the school. Pupils also express positive views about school life, particularly when the work provided is interesting and challenging.
10. Pupils who have special educational needs have good attitudes to their work. They fit in well in all classes and receive effective support from the adults working with them.
11. Overall, behaviour in and around the school is good, as it was at the previous inspection. A few pupils occasionally show challenging behaviour. However, the teachers and teaching assistants deal with these situations firmly but with kindness and patience. Most classes are orderly and a favourable working atmosphere is evident in lessons. However, in those classes where teaching is less strong, pupils' concentration is seen to slip and slower progress is made. Most pupils demonstrate suitable respect for authority. Good procedures are in place to encourage and reward success in work, with verbal commendations particularly valued by pupils. Most pupils are obedient to instructions and treat others with friendly courtesy. They play well together outside. No incidences of bullying or aggressive behaviour were observed during the inspection.
12. Children in the reception class make good progress in their personal, social and emotional development. As a result their behaviour is good. Children establish particularly good relationships with all staff who work with them in this secure and happy environment.
13. Most pupils speak politely and in a friendly and very confident manner to one another and to adults. Older pupils begin to acquire a level of independence in their work and have an increasing control over their own learning and a willingness to take on responsibility
14. The good ethos, which pervades the school, is reflected in the good efforts that are made to foster pupils' spiritual, moral, social and cultural development. Good emphasis is placed on valuing the individual, with their differing personalities and needs, and being careful about forming hasty opinions about others. Provision for spiritual development is good. Teachers value pupils' ideas and encourage them to develop feelings of self worth. Acts of worship provide some opportunities for pupils to reflect on the current theme, but the best spiritual moments in assemblies are witnessed when pupils sing and play their musical instruments together.
15. Provision for pupils' moral development is good. All pupils are taught the difference between right and wrong with the result that the majority of pupils behave well in lessons and at break times. Pupils are aware of how their behaviour affects others and most show a developing self-discipline. The school has good procedures for supporting those few pupils who find it difficult to behave well and these are followed consistently. The school fosters the values of honesty, fairness and respect for others.
16. Provision for social development is good. From a very early age pupils are encouraged to work and play well together. They learn to share things and show consideration for others. Good opportunities for social development are also provided through residential trips.

17. Provision for pupils' cultural development is good. An increasing knowledge and understanding of their own culture is progressing. This is most evident in curriculum subjects such as history, religious education, art and design and music. Good opportunities are made to extend pupils' knowledge and experience of other cultures. Strong connections have been cultivated with Kenya India and Australia and many interesting aspects have been shared with pupils.
18. Standards in pupils' attitudes and their personal development remain good and are the same as reported in the previous report. Good standards in pupils' development in spiritual, moral, social and cultural have also been maintained.

### Attendance

Attendance and punctuality are **good**.

19. Attendance has been maintained at above the national average since the previous inspection. The data recorded and reported for the last academic year are wrong due to an administrative error on the school's part and is actually closer to the data for the previous two years. Pupils' punctuality is good and lessons begin on time. There have been no exclusions.

### Attendance in the latest complete reporting year 2002/3

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.0
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.*

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good** overall.

#### Teaching and learning

Overall, the quality of teaching and learning is **good**. There are numerous strengths in teaching that enable pupils to learn well in lessons. Assessments procedures are **satisfactory**.

#### Main strengths and weaknesses

- Teaching is consistently very good in the reception and Year 6 class.
- Teachers' expectations of what the older and more able pupils can achieve are not always high enough, especially within Years 3 and 4.
- Assessment procedures, except in mathematics and English, require further improvement.
- Marking in the Year 6 class is excellent and gives pupils a very clear indication of how they can improve their work.
- Teachers' and teaching assistants' manage pupils' behaviour well.
- Pupils' presentation of their work is sometimes untidy.
- The quality of teaching in religious education is too variable between classes.

## Commentary

### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	14	7	1	0	0

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

20. There have been improvements in the quality of teaching and learning since the previous inspection. Currently, the overall quality of teaching and learning is good. It is very good in the reception class and in Year 6. Good teaching was observed in every class. However, the quality of teaching in religious education is too variable between classes and therefore impedes pupils' progress over time.
21. Teaching for reception children is very good overall. The teacher understands the needs of these young children, assesses these well and plans effectively for them. She is very enthusiastic and keeps the children's attention throughout lessons. She integrates their different areas of learning well, using a good combination of practical activities to promote their language, mathematical, creative, personal and social skills well. She and her very capable teaching assistant work very effectively together to ensure that children are fully engaged in all activities, learn to take turns, make choices and respect each other's opinions and ideas.
22. Teaching in the Year 6 class is very good overall. The pace of the lessons is very brisk, no time is wasted and there are very high expectations of work and pupils' behaviour. The teacher sets interesting activities and pupils sustain interest throughout the lessons. As a result, pupils achieve very well. Her marking of pupils' work is exemplary and pupils know without a doubt what is needed to improve their work.
23. The school is good at analysing the results of assessments in English and mathematics and in using these assessments to set targets for groups or individuals. The school also analyses all other tests it sets well. While the use of assessment in planning individual pupils' needs is effective in literacy and mathematics, systematic tracking of their progress in other subjects is less secure and requires further development. The school is aware of the need for further development in this area.
24. Teachers' expectation of what the more able pupils can achieve in some lessons in Years 3 and 4 are not always as high as they could be and this restrict pupils' achievement. Learning objectives are not always matched well to the pupils' individual needs. Too often pupils' presentation of their work is untidy.
25. Teachers' and teaching assistants, work well throughout the school and support pupils well in their personal development and raising their self-esteem. They manage the pupils well in lessons and their expectations of behaviour are good. A few pupils show challenging behaviour but the teachers and teaching assistants cope with these pupils effectively. They are always kind but firm when supporting these pupils. All staff have established a positive rapport with the pupils and this has a good impact on pupils' learning across the school, and therefore behaviour is good.
26. The quality of teaching and learning for pupils with special educational needs is good. They are given work that is suitable for their needs and the support they receive from teachers and teaching assistants is effective. Teachers and teaching assistants work together in effective teams to support and assess learning. The teaching assistants have a very clear idea of their

role and of what pupils are expected to learn in each lesson. They contribute much to the quality of teaching and learning throughout the school.

## The curriculum

The curriculum is **satisfactory**. Opportunities for the enhancement of pupils' learning are **very good**. The school's accommodation is unsatisfactory overall. Resources are satisfactory.

### Main strengths and weaknesses

- There is a very well thought out and interesting curriculum for children in the Foundation Stage.
- Provision for pupils with special educational needs is good and supports their good achievement.
- Pupils' learning is enriched successfully through the range of visitors and educational visits provided by the school.
- Overall, equality of opportunity is satisfactory but the work in some mixed-age classes is not always sufficiently well matched to meet pupils' needs.
- The school's staffing in terms of support staff is good.
- The unsatisfactory nature of the school's accommodation places some limitations on the implementation of the curriculum.

### Commentary

27. The Foundation Stage curriculum is varied and interesting, incorporating all areas of learning successfully into broad topics and themes. It is very well planned and carefully monitored by the teacher. It makes a significant contribution to the children's achievement.
28. The school keeps the effectiveness of its curricular provision under suitable review and implements changes when necessary. However, at times, the school's approach of combining subjects to teach specific topics does not ensure that an individual subject is always taught in sufficient depth. Teachers increasingly work hard to plan a curriculum that meets the needs of pupils in the mixed age classes, but it is too dependent upon the quality of teaching for each class and this is inconsistent. In some classes the work planned for the older and more able pupils does not challenge them sufficiently and they do not always make as much progress as they could. In Year 6 the work set provides a high level of challenge and the result is that all pupils reach their full potential.
29. Opportunities for enrichment both during the school day and in after school clubs and activities are good. These activities support work in pupils' personal and social education. As well as enabling pupils to apply the personal attributes they have discussed and learned, raising their confidence and self-esteem, they are also enhancing their physical development. The curriculum provides many opportunities for visits to venues ranging from Bristol, Westonbirt Arboretum, Techniquet in Cardiff and a residential visit to Tintagel for older pupils. Visiting staff has included an archaeologist, a Shakespeare theatre company and local artists who lead workshops for the pupils. There is a very good choice of out of school clubs, which includes football, netball, cricket, orienteering, music and a chess club.
30. Provision for pupils with special educational needs is good because there is an effective commitment to fully include these pupils into the life and work of the school. The support provided is good and enables pupils to work within the classroom and receive equal access to the curriculum covered by the rest of the class. The work which pupils with special educational needs do is guided by realistic individual educational plans.
31. The school has a satisfactory number of teachers with an appropriate range of experience between them to teach and support pupils' learning adequately. In terms of support staff, the school is well provided for. This is a significant improvement since the school's previous inspection when it was said that there were too few support assistants. Teachers use teaching

assistants' skills and expertise effectively, so that they are contributing positively to the learning process.

32. The accommodation and facilities are unsatisfactory because long-standing deficiencies place limitations on teaching especially in physical education across the school and for outdoor play for the youngest pupils. Overall, learning resources are sufficient to teach the planned curriculum. Due to difficulties with computer equipment, the number of available computers in the school has been reduced.

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

The school ensures that pupils are cared for and protected well. The support, advice and guidance that pupils receive are **satisfactory**. The school is good at involving pupils in its work and development.

### **Main strengths and weaknesses**

- The school takes good care of its pupils.
- The school is good at seeking the views of the pupils.

### **Commentary**

33. Policies and procedures for child protection and for promoting the general welfare, health and safety of pupils are good. All pupils have trusting relationships with one or more adults in the school. Teachers and teaching assistants know pupils and their families well and cater for their needs. They provide good role models for the pupils. The advice, support and guidance that pupils receive throughout their time at school are satisfactory but could be improved with more effective monitoring of their progress and personal development. While there is no formal personal, social and health education policy, teachers ensure all aspects are taught through Circle Time<sup>3</sup> sessions. Arrangements for the induction of pupils into the school and their transfer to the next phase of their education are good. The school actively seeks and acts upon the views of pupils through the developing school council. Staff listen to pupils' opinions and ideas and value their comments.
34. Pupils with special educational needs receive good levels of care, support and guidance. The one pupil with a Statement of Special Educational Need has his needs and support reviewed regularly as part of the annual and termly reviews. Pupils' progress is monitored carefully through the use of their individual education plans.

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

The school's links with parents and with the community are **good**. Links with other schools are also **good**.

### **Main strengths and weaknesses**

- Partnerships with parents and with the community are good.
- There is a close liaison with other schools.
- The school has innovative links with Kenyan and Indian communities.
- Communication between parents and the school are not always as effective as some parents would like.

### **Commentary**

---

<sup>3</sup> During Circle Time pupils discuss a wide a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

35. Parents generally have positive views of what the school provides and achieves. The inspection evidence supports these views and also agrees with the concerns of a small number of these parents about communication between them and the school. Some parents feel that not enough notice is given on forthcoming events or when they are cancelled.
36. Parents are successfully encouraged to become involved in the life of the school through classroom support and the supportive Friends of Sherston School group. There are also a committed group of parent governors.
37. The information that parents receive, through meetings, newsletters, parents' evening, notice boards and reports, is satisfactory overall. Due to long periods of absence by the secretary the office is not always manned at a convenient time for parents to have their queries answered. Parents have to seek out their child's teacher or speak to the headteacher when he is on the playground before and after school.
38. Parents appreciate the recently introduced class newsheets, which give parents information about the curriculum. Pupils' reports are satisfactory. The governors' annual report to parents and the school prospectus now meet statutory requirements.
39. There are close links with the church, local businesses and the school is involved in supporting the Sherston community in projects such as the fete and festivals. The partnership with a Kenyan Maasai school, involving pupils, teachers and governors is both innovative and developmental for all concerned. Pupils are involved in fundraising activities including Operation Christmas Child and the Delhi Brotherhood Society.
40. Links with cluster schools are good, effective and benefit both pupils and teachers through curriculum development and activities involving sport, science and the creative arts. Many sporting matches take place including football and netball matches. Pupils have the opportunity to visit the feeder secondary school. The school works actively with the secondary school to ensure supportive transition and induction arrangements, and subsequently enquire into how well pupils have adjusted to their new school.
41. Parents of pupils with special educational needs have good links with the school. All parents of pupils with special educational needs are kept well informed throughout the process of reviewing their children's individual education plans.

## **LEADERSHIP AND MANAGEMENT**

The leadership, management and governance of the school are **satisfactory** overall.

### **Main strengths and weaknesses**

- The headteacher has sound aspirations for the school and has worked hard to establish a culture of support and care.
- Subject co-ordinators are committed and eager to support their colleagues, but they are not sufficiently involved in the monitoring of standards in teaching and learning effectively.
- Assessment procedures in information and communication technology, religious education and all foundation subjects are underdeveloped.
- The governors have a good understanding of the strengths and weaknesses of the school.
- There are good opportunities for the professional development of all staff.
- The leadership of the Foundation Stage is good.
- Leadership has effectively inspired, motivated and influenced staff and pupils.
- The induction of staff new to the school is good.
- The school analyses all tests results well.

### **Commentary**

42. The headteacher is committed to raising standards and the school development plan reflects this commitment. This is successfully achieved in some classes and consistently so in the reception and Year 6 class. However, standards in mathematics at the end of Year 2 have not risen sufficiently from children's attainment on entry because teaching is too variable and does not always challenge the pupils sufficiently. This is also the case in religious education when standards in the previous report were above average at the end of Year 6 but now meet expectations of the locally agreed syllabus. Too frequently, except in English, mathematics and science, pupils' learning experiences in the mixed aged classes in Years 3 to 5 are too variable. Test papers are analysed and strategies are put in place to address any areas of weakness in the three main core subjects. All staff have good opportunities to attend courses and training sessions to extend their knowledge in a variety of subjects and aspects. Subject co-ordinators have made sure that curriculum provision is satisfactory and that planning ensures equal coverage in their subjects. However, they are not yet fully involved in the monitoring and evaluating of teaching and learning and therefore how well the planning is put into practice in lessons. From the findings of this inspection, pupils' learning experiences are too variable. Pupils of the same age, who are in different classes, do not have the same learning experiences. The school measures the value that it adds to pupils' achievement overall and this analysis show good improvement for the majority of pupils.
43. The headteacher and the local education authority adviser monitor teaching and learning and these procedures are good. Strengths and weaknesses are discussed with the teacher concerned and any areas for improvement are followed up systematically. However, lesson observations are usually in literacy or mathematics only.
44. Key staff work well as a team, they have common attitudes, values and practices across the school. There is a good atmosphere in the school and the key staff and the headteacher encourage professional development in all areas of the curriculum. Key staff are good role models and teach very well and they share a keen commitment to the further development of the school. New staff are made to feel very welcome and are given support by their mentor.
45. The co-ordinators are aware of what is planned for each class in their subject area. However, because they do not have enough time to monitor teaching and learning in the mixed aged classes they are not always aware of how well the planning is put into practice in lessons. This was an issue at the previous inspection.
46. The school is good at analysing the results of assessments in English and mathematics and in using these assessments to set targets for groups or individuals. While some improvement in the assessment in other subjects has taken place further improvement is required.
47. The governors have a good understanding of what is going on in the school, are proactive in promoting its aims and values and are totally committed to full access to the curriculum for all pupils. They understand the need to challenge the managers in the school about decisions made. They are very aware of the need to know and understand the standards that the pupils are achieving and why they are improving or declining. Over the past few years much of the headteacher and governors' attention has been in dealing with the planning of the proposed new school building to replace the existing one. A number of delays in this development have taken up a disproportionate amount of their time. Therefore strategic planning for the existing school, while satisfactory, has been less successful. However, it would appear, that after many delays, the new school will be finally ready by the end of 2004.
48. Leadership and management of the Foundation Stage are good. The teacher and the teaching assistant work very well together and ensure planning is well matched to children's needs.
49. The provision for pupils with special educational needs is good. The co-ordinator creates effective guidance and good leadership. All those involved in implementing the detailed individual educational plans follow well-devised daily routines. Parents are kept well informed of their child's progress.



50. The financial management of the school has been dominated for some time by the proposed new school building. This has meant that the school has a considerable carry forward in its budget including capital allocation and the new building allocation. The school can fully justify this amount through its explanations of future needs such as, new furniture for all classrooms in the new school, an up to date ICT suite and sufficient funds to support current staffing. The governing body is not fully effective in evaluating the impact of financial decisions on the achievement of pupils. The day-to-day financial administration in the school is satisfactory. However, due to the absence of the Administrative Officer for several periods over the past year, this heavy workload has fallen on the headteacher.

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

Income and expenditure (£)		Balances (£)	
Total income	374,700	Balance from previous year	61,283
Total expenditure	370,859	Balance carried forward to the next	65,124
Expenditure per pupil	2,540		

51. In recent years the school has had a very stable staff. However, with the very recent absence of the school Administrative Officer and a member of the teaching staff, replacing these staff temporarily has not been easy.

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

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

Provision for children in the reception class is **very good**.

52. Children enter the reception class with levels of attainment that are above those expected of children with a similar age. At the time of the inspection there were 21 children in the reception class who attended on a full time basis. Many of them start with particularly well-developed language and social skills. They also enter with above average levels in mathematical and creative development, as well as in their general knowledge and understanding of the world. Physical development is in line with the expected levels for their age. These standards provide a good start to their learning. By the end of reception, all children comfortably reach the learning goals set for this age group. The great majority exceed them in all areas, except physical development, which matches the average. Children of all abilities and backgrounds have the same opportunities to benefit from what is provided. Steady progress in the reception class means that the children are in a good position to start the more formal National Curriculum work of Year 1. This is a similar finding to that of the previous inspection.
53. Overall, teaching in the Foundation Stage is very good. It is particularly strong in promoting social development, and in the fostering of early literacy skills. The teacher's planning takes good account of the learning requirements of this age group and the 'stepping stones'<sup>4</sup> to be followed to reach them. A very good atmosphere is created in the class. This is very effective in encouraging children to make a good effort, while having fun at the same time. A good, interesting curriculum is provided which offers a suitably rich variety of activities. Very good emphasis is placed on promoting exploration of the environment and learning at first hand. Good use is made of the teaching assistants available to provide greater individual attention. Help is targeted where it is most effective to ensure progress is made. Careful assessment of children's progress is successful in matching work to ability and maturity. Most children are therefore enabled to move to the tasks to which they are most suited as their skills are progressively developed. The Foundation Stage is well managed. Good attention is paid to ensuring all necessary requirements are in place. There is a useful range of equipment and materials provided to help guarantee that at least satisfactory progress is made.

### **Personal, social and emotional development**

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

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

- The good standards of behaviour expected are carefully taught to the children.
- A good working environment is provided for all children.

#### **Commentary**

54. Children achieve well in this aspect. They settle securely into the expected routines of the class. They respond well to the purposeful atmosphere created. An enthusiasm to try hard and do well is evident. Most children work with suitable concentration on their own individual tasks. They also sit quietly and listen attentively when necessary. Very good teaching in this area ensures that they mix well socially and are prepared to share material and equipment with each other. Good levels of independence in caring for themselves are evident, for example, when they

---

<sup>4</sup> These show teachers what they need to know about children's learning in each area of the Foundation Stage. They are the steps that children will take as they make progress towards reaching the Early Learning Goals for children under five. They show stage by stage the knowledge, skills attitudes and understanding children need to achieve goals.

change for physical education lessons or tidy up the classroom. By the end of reception children exceed the Early Learning Goals in this area of learning.

### **Communication, language and literacy**

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

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

- Good emphasis is placed on developing language skills.
- Good quality experiences are provided for all children.

#### **Commentary**

55. Children achieve well in this aspect. Plenty of practice is provided to encourage development in speaking and listening. This results in significant benefits to all of their other learning. Opportunities are constantly sought to practice the expression of emerging ideas. An early start is made on an appreciation of books and literature. Children clearly enjoy listening to stories and are very able in following and explaining the varying characters and parts. Most can recognize sounds, letters and words and enjoy the beginnings of reading. They practice writing well and take pleasure in succeeding in their efforts. Teaching is very good as marked attention is paid to improving a wide range of skills in all children. Through a fairly rich variety of activities, children are gradually strengthened in what they are able to do. As a result of the stimulating and well-planned activities, children achieve well and exceed the Early Learning Goals by the end of reception.

### **Mathematical development**

Provision for mathematical development is **good**.

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

- Plenty of mathematical experience and practice with numbers is provided.
- The teacher encourages the good use of mathematical language.

#### **Commentary**

56. Children achieve well in this area. They generally develop soundly in acquiring the early elements of the subject. Teaching is very good, as it is constantly demanding of children's thinking powers. Relevant opportunities to further knowledge and understanding in mathematics are well organised. Regular practice is provided which enables children to become increasingly familiar with the values of small numbers. An appropriate introduction to a particularly wide mathematical vocabulary is also provided, for example, the words necessary to learn about shape, such as 'straight' and 'curved'. Children are familiar with number rhymes and enjoy using their counting skills to play games. A good start is made in recognising coins and appreciating their various values. Children have opportunities to further this knowledge, for example, they spend money in the class 'Flower Shop'. The learning takes place through relevant play and games and this makes the children want to take part. By the end of reception the children exceed the Early Learning Goals.

### **Knowledge and understanding of the world**

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

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

- A good range of experiences is organised to promote development.
- Good regular use is made of the outside environment.

## Commentary

57. Standards of achievement in this broad area of development are good. Teaching is very good with strengths in the organisation of appropriate topics to stimulate further learning. For example, children are able to study some of the requirements of plant life through observations of their own plants growing in the classroom. The weekly 'Wellie Walks' are particularly effective in developing such things as awareness of place and ideas of the past, in an enjoyable way. When visiting the local church, for example, children have rich opportunities to explore features such as the cross, altar and pulpit. Children learn about what these features mean and how they are used within the church. Children also extend their ideas of religion and its importance to many people and society. Children are encouraged to express their feelings. They are encouraged to understand how others might feel especially if they have hurt themselves or lack confidence. Their awareness of cultural traditions is successfully enhanced through special events such as the celebration of festivals. Most children enjoy using the computer and use the mouse to move things around the screen in connection with their literacy and numeracy lessons. Children exceed the Early Learning Goals by the end of reception.

## Physical development

Provision for physical development is **satisfactory**.

### Main strengths and weaknesses

- There is sufficient equipment to promote children's physical development.

## Commentary

58. Children achieve satisfactorily in their physical development. While children achieve well in most aspects of their physical development, they do not have the opportunity on a daily basis for outside play. They use pencils, crayons, brushes and other small tools very efficiently. They learn to cut, paste and join materials as they undertake a good range of interesting and challenging tasks. Plenty of regular practice is provided. The quality of teaching is very good, as there is a continual focus on recognising the children's ever changing needs and building real purpose into activities. In physical educational lessons in the hall, children make confident use of the equipment and apparatus provided. A good sense of space, and the ability to use it appropriately, is demonstrated. Movement skills, such as jumping, pulling and sliding when on an imaginary 'Bear Hunt', develop steadily. Outside they enjoy regular opportunities to use the suitable equipment available. Currently, due to proposed changes in the school building, there is still no separate, enclosed area provided. By the end of the reception year the children are likely to achieve the Early Learning Goals

## Creative development

Provision for creative development is **good**.

### Main strengths and weaknesses

- Good, interesting opportunities are organised for children's development in this aspect.

## Commentary

59. Children achieve well in this area of their development. They explore their thoughts and feelings through such experiences as drawing, painting and modelling. Teaching is very good as high expectations of the work to be accomplished are set and lessons are very well managed. Children work well on tasks, such as creating wooden-spoon puppets, which extend their skills purposefully. Individual designs are first created independently. Children are able to select paint

and colours well. They work with a range of different textures and materials with good concentration to produce pleasing articles. In music, they are familiar with a suitable selection of songs and rhymes. Good listening skills are in evidence as they repeat rhythms accurately. They use percussion instruments properly to produce the desired sounds.

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

### **ENGLISH**

Provision in English is **good**.

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

- Standards in English are well above average in Year 6.
- The quality of teaching and learning is good overall and this enables pupils to achieve well.
- The development of literacy in subjects other than English is very good.
- The subject co-ordinator does not have sufficient time to monitor the quality of teaching and learning.
- Pupils have very positive attitudes to the subject.
- The presentation of pupils' work is sometimes untidy.
- The overuse of worksheets means that opportunities are missed for pupils to extend their thinking and writing skills.

#### **Commentary**

60. In the 2003 national tests for Year 2 pupils, standards in reading were well above the national average and above average compared with similar schools. Standards in writing were in line with the national average and below average compared with similar schools. For Year 6 pupils the results were well above the national average in English and average compared with schools whose pupils achieved similarly at Year 2.
61. Inspection findings are that by the end of Year 2, standards in reading are above national expectations and in line with national expectations in writing. By Year 6 standards are above national expectations in reading and writing. Standards in speaking and listening are above average by Year 2 and well above average by Year 6. Pupils' achievement is satisfactory in Years 1 and 2 and good overall in Years 3 to 6. Pupils achieve very well in Year 6. Pupils with special educational needs and higher attaining pupils achieve well.
62. By Year 6, the majority of pupils are confirmed readers who can confidently tackle a wide range of texts. By Year 2 pupils' written work shows that they are beginning to sustain and develop their ideas, through the use of imaginative and adventurous vocabulary. However, while their speaking skills are good these are not transposed into their writing. Too many pupils do not write in complete sentences and therefore do not reflect their good speaking skills. Presentation of their work is variable and at times untidy. By Year 6, pupils write in a wide range of forms, including, reports, biography, autobiography, stories, poems and instructional writing. In the best writing, there is a very good range of vocabulary and lively use of language to create deliberate effects
63. Teachers have a secure understanding of the National Literacy Strategy and implement it effectively. The teaching is of good quality overall. Teaching assistants are well prepared for lessons and make a very good contribution to pupils' learning. In most lessons, teachers' lively presentations quickly engage the interest of pupils, channels their enthusiasm and sustains their concentration. When teaching the whole class together in the first part of a lesson, questions are used well to direct pupils' thinking and the rate of pupils' learning is consistently high. Several lessons move along at a crisp pace but at times where there is a lack of urgency in the teaching, pupils relax into a leisurely pace of working. In most classes, the learning tasks provided are sufficiently well planned to meet the needs of most pupils. However, at times, the

overuse of worksheets is restricting the development of pupils' writing skills and as a result the presentation of their work is very variable. The marking of pupils' work is overall good, with some that is exceptional in Year 6, where pupils are given very clear ideas about what they have to do to improve.

64. The leadership and management of the subject are sound. The subject co-ordinator has a clear view of what needs to be improved and has worked well to put improvements in place. However, she has not yet had sufficient time to monitor the work of teachers in the classroom. This was an issue raised at the previous inspection. However, the headteacher and the local education adviser have monitored lessons and given feedback to the teachers on strengths and areas for improvement. Assessment in English is effective and teachers use this well to plan further work. Results of national tests are suitably analysed to identify areas where pupils have difficulty. This enables teachers to set realistic targets for pupils. Overall, there has been a good improvement in the subject since the school's previous inspection.

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

- 65 The development of language and literacy across the curriculum is very good. Teachers are very aware of the need to promote accurate and clear speaking skills and so they provide many opportunities for pupils to speak with partners, as part of a group or in front of the whole class. By Year 6, pupils use reference and resource books confidently. Opportunities to write in other subjects are having an increasingly positive impact on improving pupils' writing skills. However, there are times when the overuse of worksheets in subjects such as in history and religious education restricts pupils' learning.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in mathematics are well above average in year 6.
- Standards have declined at Year 2 since the previous inspection.
- Teaching in Year 6 is very good.
- Achievement is not good enough at Year 2.
- Assessment procedures are effective.

### **Commentary**

66. Achievement is unsatisfactory at Year 2 and does not build effectively on the good work achieved in the reception class. From pupils' prior attainment they are not achieving as well as they could. However, pupils are attaining average standards by the end of Year 2, which shows they have made improvement on national test results and is a better standard than has been achieved in recent years when standards have generally been below average. In the previous inspection standards were judged to be above average and findings from this inspection show a decline in standards. Achievement at Key Stage 2 is generally good and pupils make good gains in their knowledge and understanding of the subject because of the good teaching they receive, and the majority achieve above average standards. Standards in Year 6 are well above the national average. The teaching in this class is very good and pupils subsequently achieve very well. Standards of numeracy in Years 3 to 5 are good. All pupils, with special educational needs achieve similarly as a result of the good support provided.
67. The quality of teaching is good in Year 1. In Year 2 whilst satisfactory overall, teaching spans the range from good to unsatisfactory. In the better lesson the quality of the questioning is good and encourages pupils to think hard and discuss their work. The work set is well matched to the needs of the pupils and as a result all the pupils get on quickly irrespective of their prior attainment and produce a lot in the time available. In the one unsatisfactory lesson seen the

work lacked sufficient challenge because expectations of what the pupils could do were not high enough and the work set was not well enough matched to the needs of the individual pupils, particularly higher attaining pupils, which had an adverse effect on their learning. Overall, the quality of teaching is good in Years 3 to 6 and improves as pupils move through the key stage. The teaching seen was good in Year 5 and very good in Year 6. This high quality teaching enables the pupils to learn very effectively. The pace of these lessons is brisk and because teachers have a very secure knowledge of the subject they can ask searching questions and lead interesting debates that help pupils to develop very good understanding of the subject. Tight deadlines are set for the completion of activities and, as a result, pupils are highly motivated and levels of productivity are high. This has a very positive impact on the standards achieved by most pupils.

68. The leadership and management of the subject are satisfactory and the co-ordinator has a good awareness of the strengths and areas for improvement that exist in the school's provision. Assessment procedures are good and the co-ordinator is aware that more work is required in tracking and maximising the achievement of individual pupils. The co-ordinator monitors the quality of completed work but has not been given opportunities to monitor teaching and learning in the other classes. Currently, standards are below those reported in the previous inspection for pupils at Year 2 and similar for pupils at Year 6.

### **Mathematics across the curriculum**

69. The provision for mathematics across the curriculum is highly effective. Teachers plan numerous interesting activities in other curriculum subjects such as science and history to effectively consolidate and extend pupils' numeracy skills. There are good links with information and communication technology when lessons focus on reinforcing key skills in both subjects. For example, using their mathematical skills in measuring and drawing angles. Many teachers set little mathematical problems when completing routine tasks and encourage all pupils to share and discuss the strategies they have used to work something out. This has a positive impact on the standards achieved.

### **SCIENCE**

The overall provision in science is **good**.

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

- The standards reached by pupils in Year 6 are well above average.
- There are regular opportunities for pupils to investigate and experiment.
- Pupils achieve well as a result of the good teaching, particularly the pupils in Year 6, where the teaching of science is very good.
- There is a lack of consistency in the way pupils record their work.
- There is not enough use of information and communication technology.

#### **Commentary**

70. Standards in science in Year 2 are above average. This judgement is similar to the findings of the school's previous inspection and the assessments made by teachers at the end of Year 2 in 2003 for Level 2 and above. The good emphasis placed on practical and investigative activities is a key factor leading to the above average standards. However, the analysis of pupils' work showed that the recording of their findings were not in sufficient depth and did not reflect these high standards. For these reasons, pupils' achievement overall in relation to their prior attainment is satisfactory.
71. In Year 6, pupils' attainment is well above average. This is similar to the judgements made at the time of the school's previous inspection. The results of the 2003 tests show standards are above the national average and that the number of pupils gaining Level 5 and above is high. This

is consistent with the very good teaching seen in Year 6 where the high expectations of the teacher have a major impact on pupils' learning. As a result, pupils' achievement is good. This includes pupils who have special educational needs and also more able pupils. Pupils have acquired most of their knowledge and understanding through investigation and observation.

72. Most pupils are developing an increasingly precise use of scientific vocabulary to explain their observations as they undertake investigations. However, this is not reflected in their recorded work. By Year 6, however, many pupils record their findings accurately in a variety of ways, including tables, graphs and charts.
73. Teaching in science is good overall, with some very good features at the upper end of the school. This means that older pupils most often make good progress. Teachers are skilled at developing correct scientific language that pupils need to talk about their work. This supports their literacy and speaking skills very well. Lessons are well prepared, organised and interesting. As a result, pupils are positive about their work. Much of the work set is challenging, and builds well on pupils' previous learning. There is however, a lack of consistency in the way pupils record their work. As a result, not all teachers are always clear about the high standards pupils are capable of reaching. In the Year 6 class, science is taught very effectively and this has a major impact on the very high standards. The very high expectations and standard of questioning ensure that all pupils are challenged well and enjoy thinking scientifically. This was well illustrated in the lesson observed based on different rock types. The high quality discussion was a key factor to learning in this lesson. All pupils are inspired by the teacher's enthusiasm and with the clear explanations and very good range of methods used they quickly learn to work as scientists. The previous work undertaken by the Year 6 pupils showed that pupils had been given opportunities to carry out a wide range of investigative work on solids, liquids and gases and within the topic, 'On Earth and Beyond'. Much of this work made a good contribution to pupils' numeracy skills. However, apart from research work, information and communication technology is rarely used in science.
74. Leadership and management of science are satisfactory. The school has maintained the same standards as reported in the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology (ICT) is **satisfactory**. Only one lesson was observed during this inspection. However, pupils were observed using the computers during other lessons in other subjects.

### **Main strengths and weaknesses**

- There are effective opportunities to use ICT in a range of other subjects.
- The leadership and management of the subject are good.
- Difficulties with maintenance of equipment are impacting on pupils' achievement.

### **Commentary**

75. Evidence from the work seen during the inspection in other subjects, the lesson observed and from talking to pupils indicates that standards meet expectations by the end of Years 2 and 6, teaching is satisfactory and pupils' achievement is satisfactory. These findings are similar to those found at the previous inspection.
76. Pupils enjoy their ICT sessions and they acquire the skills that are suitable for their age. The scheme of work ensures that pupils cover all aspects of the subject, although using the web site to collect information and the use of spreadsheets are less well developed. The school has had considerable problems with updating its present computers. While making provision for a firm to provide technical support, the firm disbanded leaving the school with no support and many computers not updated, which means there are not so many computers available for pupils to use than was originally planned for by the school.



77. As a result of training and support, teachers use the resources available with confidence. They demonstrate specific skills to pupils well and give support to small groups as and when required. Pupils work well in pairs, taking turns and discussing the outcomes of their work. Many older pupils would appreciate more time on the computers for independent work. The school provided an after school computer club.
78. The subject is led and managed well and the co-ordinator provides useful support and guidance when needed. ICT is planned within the topics being taught. Assessment procedures are satisfactory. The school is looking forward to having a computer suite and using it for whole class lessons in the new school.

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

79. The development of ICT across the curriculum is good. Teachers are identifying effective cross-curricular links so that ICT skills are being used in a range of contexts. For example, pupils are using word processing skills in many subjects throughout the school and using their mathematical skills in measuring and drawing angles. However, ICT links in science are less well developed.

### **HUMANITIES**

Inspectors observed three lessons in religious education, one history and none in geography. Insufficient evidence was gathered to make secure judgements about the provision in history and geography. The work of pupils was scrutinised, planning files and discussions were held with pupils. No firm judgements are made in the standards, quality of teaching and learning and management in history or geography.

#### **Religious education**

Provision for **religious education** is **satisfactory**.

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

- Very good teaching in Year 6 ensures pupils make rapid progress in a short space of time.
- There is too much variation in the quality of teaching and provision in some classes.

#### **Commentary**

80. Standards of attainment at seven and 11 years of age meet the expectations of the locally agreed syllabus. All pupils achieve satisfactorily in this subject. Pupils of all abilities generally make the same progress. However, in Year 6 pupils make rapid progress because of the very good teaching, and this enables pupils to reach expected levels of the locally agreed syllabus. Standards have been maintained for pupils at the end of Year 2 since the previous inspection, but are not as good as reported previously at Year 6.
81. Pupils in Year 2 know some aspects of the story of Moses. Currently some pupils are learning about the role of leaders in societies and the development of trust. They also know the major Christian Festivals such as Easter and Christmas but not in depth. Pupils of the same age, in overlapping classes, do not share sufficiently similar provision of religious education experiences, as they should. This results in unevenness in the standards achieved. In teaching observed, proper use is made of questioning to introduce ideas. However, opportunities are sometimes lost to make the topic interesting and exciting, which leads to some lessening of pupils' attention and effort.
82. Overall, teaching is satisfactory with very good teaching in the Year 6 class. However, between Years 2 and 6, pupils' progress slows and their knowledge of basic elements is rather insecure.

Many pupils find it hard to recall what they are supposed to have learnt. Some are able to recall a few stories from the Old and New Testaments. In lessons they are beginning to understand something of the development of trust. Teachers' subject knowledge is sometimes weak which results in an inability to give good quality explanations and answers. A good deal of ground is made up in Year 6. Here, the very good, and highly competent, standard of teaching, enables pupils to reach expected levels. Pupils are able to analyse, and discuss intelligently, excerpts from, for example, St Luke's Gospel. The teacher's well-developed subject knowledge is used very effectively to stimulate pupils' thinking to a high degree.

83. The subject is soundly managed. The Wiltshire Agreed Syllabus and scheme of work are suitably followed. Some limited assessment is now organised. However, little monitoring of teaching and learning takes place. As a result, it is not always possible to check on the provision made for the subject, or the standards achieved in each class.
84. History and geography were not a focus in this inspection. In the one history lesson seen the teaching was satisfactory. Pupils were given a sound introduction to The Romans and encouraged to carry out their own research. No lessons were seen in geography and it was not possible to make a secure judgement on the standards and the quality of provision.

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

85. Inspectors observed two lessons in music, one lesson in physical education, two in art and design and none in design and technology. No firm judgement was made about standards or the quality of teaching and learning and leadership and management in art and design, physical education and design and technology.
86. Only two lessons were seen in art and design and this was not a focus in this inspection. In addition to observing these lessons, the inspector had discussions with pupils about what they had learnt and could recall and where available looked at pupils' past work. Although sketch books are used to try out pupils' ideas before completing their finished project, overall they are not used effectively and regularly enough to expand pupils' skills. In some sketchbooks, pupils had tried using pencil in different ways to show how to achieve texture in their drawings. In discussions with pupils many knew and understood the work of such artists as Picasso, Leonardo De Vinci, Lowry and Monet. For example, they knew that Lowry frequently painted pictures of 'thin people going to work in factories'.
87. No lessons were observed in design and technology. The school had not been able to keep pupils' past work due to the shortage of space to store the work. During discussions with Year 6 pupils they discussed how they had enjoyed making robots and had used glue guns and other tools to make them. They had designed the robots first and evaluated their finished product. They could explain the meaning of hydraulics and pneumatics and the differences between them.

### **Music**

Provision for **music** is **satisfactory**.

### **Main strengths and weaknesses**

- Standards of singing are good.

### **Commentary**

88. Pupils achieve satisfactorily in music. By the age of seven and 11, pupils meet the standards expected for that age. These are similar findings to those found at the previous inspection.
89. Pupils in Years 1 and 2, notably enjoy their music lessons. They show well-developed listening skills, which clearly adds to their progress and pleasure. Teaching was good in the one lesson

seen. Effective use is made of taped music to enable pupils to practice appropriate body percussion. They know how to repeat fairly complex clapping patterns with some accuracy. They are beginning to understand that symbols can be used to indicate some of the basic qualities of music.

90. Pupils in Years 3 to 6 enjoy learning experiences in music. Teaching was good in the one lesson seen at this key stage. Effective use is made of the guitar to capture pupils' interest and promote enjoyment. Some pupils are able to identify and select and play untuned instruments properly. They show suitable awareness of differing rhythm patterns. The teacher's good subject knowledge contributes significantly to pupils' standards of performance and to their own positive evaluations.
91. Standards of singing throughout the school are good. Pupils benefit from the very regular practice arranged to improve their standards. They sing out with confidence and enjoyment. They are very responsive to the musical signals given to vary the quality of their voices and enhance their performance. They possess a good repertoire of suitable hymns.
92. Leadership and management of music are sound. Extra-curricular music is provided for interested pupils but no lessons were available during the inspection. A few pupils perform regularly at assemblies and make a genuine contribution to these. The school has a regular choir and volunteers are encouraged to benefit from taking part in both practising, and performing before an audience.
93. In **physical education**, the school works hard to overcome the limitations imposed by its accommodation. The playground is small for whole class activities. However, it is evident from teachers' planning and discussions with teachers and pupils that all strands of the subject are taught. Outdoor and adventurous activities are taught to pupils in Year 6 during the residential visit to Tintagel. Pupils in Year 3 also benefit from swimming lessons at the Chippenham pool.
94. In the one lesson seen in the Year 1 / 2 class, teaching was good and pupils made good progress in their gymnastic skills. The clearly planned lesson provided good opportunities for pupils to practise and perform a range of basic skills in travelling, both on the floor and on benches. The teacher's knowledge and enthusiasm was conveyed through practical demonstration and direct instruction.
95. A good range of after school clubs develops games' skills further. Clubs for rugby, football, netball, tennis, cricket and orienteering effectively support the teaching of skills. In addition, pupils are offered coaching sessions from Cheltenham Town Football Club and several pupils play for youth teams in the area. The school regularly achieves success in the after school games of football and netball played against local schools. Pupils are enthused by what they do. The subject is well led and managed by the co-ordinator who teaches physical education to pupils in both the Year 1 / 2 class and Year 3 / 4 class.

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

Provision for personal, social and health education is **satisfactory**.

### **Main strengths and weaknesses**

- Personal and social education has contributed to good relationships and standards of behaviour.

### **Commentary**

96. No lessons were observed in this area of the school's work. The school, however, sees pupils' personal development as an important part of its work as a means of improving pupils' social skills and of raising their awareness of their responsibilities as young citizens. Displays around the school effectively reinforce these expectations. Adults provide good role models and give

very positive support to the development of pupils' good relationships with each other and their teachers and teaching assistants.

97. Although there is no identified policy for the subject, the programme and policy for 'Circle Time', (a whole class discussion session) when pupils have the opportunity to discuss issues that are relevant to them, covers many aspects of the personal, social and health education curriculum. This approach led the school to introduce class councils and the school council, which helps pupils gain confidence and learn about taking responsibility. The programme of activities is carefully planned to introduce older pupils to aspects of citizenship. Sex education is sensitively taught within science lessons as is healthy living, drugs and other substance misuse. In discussions with pupils, they feel confident that they can discuss any problems with any adult in the school, which shows that good relationships are firmly established.

## 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	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</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	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
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	4
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>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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