

# INSPECTION REPORT

## **SHREWTON PRIMARY SCHOOL**

Shrewton, Salisbury

LEA area: Wiltshire

Unique reference number: 126357

Headteacher: Mrs Kay Simpson

Lead inspector: Hazel Callaghan

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> March 2004

Inspection number: 257470

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 126

School address: High Street  
Shrewton  
Salisbury  
Wiltshire  
Postcode: SP3 4 DB

Telephone number: 01980 620362  
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Appropriate authority: The governing body  
Name of chair of governors: Mr David Graney

Date of previous inspection: May 5<sup>th</sup> 1998

## CHARACTERISTICS OF THE SCHOOL

Shrewton Primary is a small school of its type having 53 boys and 73 girls on roll. Pupils are admitted to school in the year of their fifth birthday with a wide range of attainment. There are often a smaller proportion of more able children than is usual for most schools and there are an above average proportion of pupils with special educational needs. Currently 21 per cent of pupils are identified as having special educational needs through the school, but in one year group there are as many as 41 per cent of pupils on the special educational needs register. The proportion of pupils having a Statement of Special Educational Needs is also above average. The range of special educational needs includes speech and language difficulty, specific and moderate learning difficulties, hearing impairment, and social, emotional and behavioural difficulties. Most pupils live within the village, but a growing number come from out-lying villages and from the local army camps. The proportion of pupils eligible for free school meals is broadly average as is the number of pupils who enter and leave the school other than in reception and in Year 6. However, every two or three years, army families move on to their next posting and this creates an additional movement of pupils in and out of the school. Most children are of white British heritage but there are a very small proportion of pupils from other ethnic groups. No pupils speak English as an additional language.

The school is situated on two sites divided by a small but busy road. The school copes well with the difficulties of a divided site but the time it takes for pupils to travel from one site to the other for assemblies and physical education is an unwanted problem. A privately owned playgroup uses one of the buildings alongside the youngest classes. The headteacher has close links with the staff of the playgroup and most children transfer to the reception class. The school gained a Healthy Schools award in 2001 and an Achievement Award in 2002 in recognition of significantly improved standards. The school participates in the Global Links initiative and has close links with a school in South Africa.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22254	Hazel Callaghan	Lead inspector	English Science Information and communication technology Special educational needs Art and design Design and technology Physical education Music.
9880	Tony Cromer	Lay inspector	
10611	Martin James	Team inspector	Foundation Stage Mathematics Religious education History Geography.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Shrewton Primary is an **effective and improving** school and it has the capacity to improve further. The leadership of the headteacher is good. Teaching is good overall and pupils achieve well. It is a small school on a split site with high budget costs and so provides **satisfactory** value for money.

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

- The headteacher has a very strong sense of purpose and high aspirations for the effectiveness of the school.
- Standards are rising in English because of the good teaching.
- Procedures for evaluating the work of the school are good.
- The staff work as a strong team committed to raising standards.
- Governors are well informed and effective in the management of the school.
- Pupils' attitudes and behaviour are very good.
- The provision for pupils' social and moral development is very good.
- Co-ordinators' roles and responsibilities are not sufficiently developed.
- The pastoral care of pupils is very good and there are strong trusting relationships between children and the adults in school.

The school has made satisfactory improvement since the previous inspection. Standards fluctuate from year-to-year because of the changing proportion of pupils with special educational needs. In most year groups, it is above that found nationally. The concerns identified at the previous inspection have been addressed and effective systems are now in place to evaluate the education provided and so further raise standards. The provision of information and communication technology (ICT) has improved. Standards are now in line with those expected. Many other aspects have also improved.

### STANDARDS ACHIEVED

Children enter the school with a wide range of abilities but overall attainment on entry to the reception class is well below average. Despite the teacher's best efforts and the children's good achievement, most children do not attain the expected standards within the Early Learning Goals.

**Pupils achieve well through the school** and standards are rising. The proportion of pupils attaining the expected standards for their age has increased in both Year 2 and in Year 6. The quality of teaching in both reading and writing has improved and this is having a positive impact on standards. Standards at the end of Year 2 are now average in reading, writing, mathematics and science.

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

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

*E\* bottom five per cent of schools.*

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

As can be seen from the table above standards fluctuate from year-to-year. In 2003, half of the pupils in Year 6 were identified as having special educational needs and there was also a high proportion of pupils with Statements of Special Educational Need. These pupils made good progress towards their individual targets but their progress in learning over time is slower than other

pupils. This is the reason pupils' progress was in the bottom 5 per cent when compared with similar schools. Currently, most pupils are attaining the standards expected in all three core subjects but fewer are attaining the higher than expected standards. In reading and mathematics, standards are average. In writing and in science, standards are currently below average. In the non-core subjects pupils' achievement is satisfactory through the school. In music, it is good.

Pupils' attitudes to school are **very good**. Their behaviour is also **very good**. Pupils' moral and social development is **very good**, and their spiritual and cultural development is **good**. Attendance has improved this year and is currently **very good**.

### **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching is **good**. The curriculum is enhanced by a **good** range of other activities. Support and guidance for pupils are **good**. Inductions of pupils into the school and transfer arrangements to secondary schools are **very good**.

The quality of teaching and pupils' learning is good overall. In the Foundation Stage teaching is good. Teaching in Years 1 and 2 is at least good and often better. In Years 3 to 6, teaching is satisfactory overall and often good. Lessons are well structured and pupils' interest is effectively stimulated so they want to do well. There was no unsatisfactory observed teaching during the inspection. The teaching of English is good and this is raising standards through the school. However, insufficient opportunities are made for pupils to write at length in other subjects. The teaching of ICT has improved but insufficient opportunities are made to use ICT in other subjects, especially in mathematics and science. Pupils are given insufficient opportunities to design their own tests and experiments in science. The school's assessment procedures are good and data is used effectively to monitor pupils' learning and set challenging targets for their further learning. The good levels of experience and expertise provided by teaching assistants support all pupils' learning, particularly those pupils with special educational needs so they achieve well.

### **LEADERSHIP AND MANAGEMENT**

**The leadership of the headteacher is good** and has led to the development of an enthusiastic and evaluative staff who work together as an effective team. **Management of the school is satisfactory**. There are effective procedures for monitoring pupils' learning and for identifying areas of weakness so that strategies for improvement are employed. Co-ordinators are developing their roles satisfactorily but are not yet effectively monitoring the quality of teaching in their subjects. **The governance of the school is good**. The school benefits from governors' involvement and support.

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

The partnership with parents is **good** and parents have confidence in the school. Pupils are happy; and they have **very good** relationships with each other and with adults in the school. Their views are effectively sought and pupils play an important part in improving the life of the school.

### **IMPROVEMENTS NEEDED**

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

- Provide more opportunities for pupils to write at length in other subjects and raise standards in English further.
- Ensure pupils' skills in ICT are used to support learning across the curriculum.
- Give pupils more opportunities to design their own tests and experiments in science.
- Further develop the role of co-ordinators so they monitor and support teaching in their subjects.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are improving and are **average in Year 2** but **below average in Year 6** due to the above average proportion of pupils with special educational needs in the year group. **Achievement is good.**

#### Main strengths and weaknesses

- Children achieve well in the Foundation Stage and make a good start to their education.
- Pupils achieve well, especially in Years 1 and 2.
- Standards in English are improving through the school but are not yet high enough in Year 6.
- Insufficient pupils attain the higher than expected standards in science.
- Achievement of pupils with special educational needs is good.

#### Commentary

1. Children enter the school with a wide range of attainment but the proportion of pupils with below average attainment is higher than normal. Overall attainment on entry to the reception class is well below average, especially in pupils' communication, language and literacy, mathematical development and in their knowledge and understanding of the world. Despite the teacher's best efforts and the children's good achievement, most children do not attain the expected standards within the Early Learning Goals, except in their personal, social and emotional development.
2. Pupils achieve well through the school and standards are rising. The proportion of pupils attaining the expected standards for their age has increased in both Year 2 and in Year 6. The quality of teaching in both reading and writing has improved and this is having a positive impact on standards. Good progress has been made in raising standards in reading through the school. Standards in reading for pupils in Year 2 are currently average as they were in the 2003 national tests. Standards in writing in the national tests were well below average, but are now improving and are average. Standards in mathematics in the national tests were above average. Currently, they are average, as are standards in science in Year 2.

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

Standards in:	School results	National results
Reading	16.3 (13.6)	15.7 (15.8)
Writing	13.0 (11.8)	14.6 (14.4)
Mathematics	16.9 (13.3)	16.3 (16.5)

*There were 19 pupils in the year group. Figures in brackets are for the previous year*

3. In many year groups, there is a high proportion of pupils with special educational needs and this has an impact on standards from year to year. In 2003, for example, half of the pupils in Year 6 were identified as having special educational needs. Within this group, there was also a high proportion of pupils with Statements of Special Educational Need. These pupils made good progress towards their individual targets but their progress in learning over time is slower than other pupils. The proportion of pupils attaining the higher standards in Year 6 is often below that found nationally especially in writing and in science. For these reasons, standards in English and mathematics in the 2003 national tests were well below average and standards in science were below average. However, standards in Year 6 are improving and most pupils are attaining the standards expected in all three core subjects. In reading and mathematics,

standards are average. In writing and in science, standards are currently below average. There are weaknesses in pupils' ability express their ideas clearly in their writing, to calculate quickly and accurately in their heads in mathematics and in using what they know in science to design their own tests.

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

Standards in:	School results	National results
English	23.7 (28.9)	26.8 (27.0)
Mathematics	25.4 (28.4)	26.8 (26.7)
Science	28.1 (28.4)	28.6 (28.3)

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

4. Pupils with special educational needs make good progress towards their individual targets and achieve well. Activities are well linked to the targets set out in their individual educational plans and they are well supported by the learning support assistants and class teachers so they succeed in their tasks.
5. Higher attaining pupils achieve satisfactorily overall. In many aspects, the provision for higher attaining pupils is good and has improved since the previous inspection. The enhancement group for pupils identified as having above average standards meets each week and very effectively extend pupils' knowledge and understanding through stimulating and different activities. In lessons, pupils are provided with work that is effectively matched to their needs but their knowledge and skills are not always sufficiently extended through problem solving activities, particularly in mathematics and science. The school has identified a few pupils who are talented in music, sports and art. Good provision is made for these pupils and they achieve well, especially in music.
6. Standards have risen in ICT since the previous inspection and are now in line with those expected in Year 2 and in Year 6. Pupils' knowledge and skills are used satisfactorily to support their learning in other subjects, but this aspect is not sufficiently promoted in Year 6, especially in mathematics and science. In the non-core subjects, pupils' achievement is satisfactory.

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

Pupils' attitudes to school are **very good**. Their behaviour is **very good**. Pupils' moral and social development is **very good**, and their spiritual and cultural development is **good**. Attendance is **very good**. Improvements have been made in all areas since the previous inspection.

**Main strengths and weaknesses**

- Pupils have very good attitudes to school and work.
- Their behaviour in the classrooms and around the school is very good.
- Very good, supportive relationships are established.
- Pupils' moral and social development is very good.
- Pupils achieve high levels of attendance and punctuality.

**Commentary**

7. Pupils are enthusiastic about school, and are happy being there. This means they are highly motivated and keen to learn. They have a strong commitment to working hard and achieve the best they can. Pupils enjoy the work that they are given and are actively involved in learning. Pupils, particularly the older ones, respond confidently to questions, are eager to talk about

their work, and co-operate well, sharing and exchanging ideas. Similarly, many pupils are keen to join the wide range of activities and clubs offered after school.

8. Pupils behave very well at all times. In class, pupils' positive behaviour enables teachers to work with individuals and small groups whilst the rest of the class works both independently and purposefully. In the playground, pupils play well together, and no evidence of bullying or oppressive behaviour was seen. In discussion, older pupils show they clearly understand and share the values of the school, taking very seriously their position of role models for younger pupils and their responsibilities for looking after them. In particular, they are most concerned to carry out their 'Playtime Friends' tasks effectively and sympathetically. There have been no exclusions.
9. The strong focus on community, and the importance of the Christian foundation, has built very good and tolerant relationships. As a result, pupils develop self-confidence in an effective learning environment. They listen carefully to each other, understand and respect the importance of others' views and show appreciation of the efforts of their classmates. They like their teachers, and are very sure and confident of teachers' support if they have a problem. Even the very youngest children are developing a sense of awareness of their own, and others' needs, forming very good relationships, taking turns and sharing fairly. Pupils help and care for each other daily in many small ways, for example, by assisting others who may find some particular task difficult.
10. The school makes very good overall provision for pupils' spiritual, moral, social and cultural development. School assemblies are used well for this purpose. Pupils are provided with a wide range of information, and they listen and respond with great interest. They are also provided with moments of quietness to reflect on all they hear. The school has high expectations of its pupils' behaviour, and they are regularly encouraged to maintain this standard. Suitable opportunities are provided for pupils to take on responsibilities, both within the classroom and around the school. They respond with commitment and maturity. The school also makes suitable allowance for making pupils aware of the multi-cultural society in which they live. Lessons in various subjects, visitors to the school, displays of pictures and artefacts and, in particular, the school's close links with Phumzile in South Africa, ensure pupils' understanding and tolerance of people from different cultures.
11. Attendance so far this year is well above the national average. It was average for the last full year reported below but has improved this year by two per cent. Parents and carers ensure the regular attendance of their children. Pupils' punctuality is good and lessons begin on time.

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

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

12. The quality of education provided by the school is **good**. Teaching is **good**. The curriculum is enhanced by a **good** range of other activities, and support and guidance for pupils is **good**.

**Teaching and learning**

The quality of teaching is **good** and this ensures pupils' **good** learning. Assessment procedures are **good** and information is used **satisfactorily** to improve standards.

### Main strengths and weaknesses

- Teaching in the reception class is good and children make an effective start to their education.
- In Years 1 and 2, teaching is good and it is often better.
- The teaching of English is good.
- The 'mental maths' session at the start of mathematics lessons is often not sufficiently well developed.
- Good progress has been made in the quality of teaching in ICT but insufficient opportunities are made to use pupils' skills across the curriculum.
- Relationships between the teachers and pupils are very good and pupils try to do their best.
- The teaching assistants are experienced and their high levels of expertise are used well.
- Provision for higher attaining pupils has improved.
- There are good procedures for assessing pupils' standards and monitoring their progress.
- Pupils' individual targets help them to know what to do to improve their work.

### Commentary

13. The quality of teaching and pupils' learning is good overall. There was no unsatisfactory teaching during the inspection and good teaching was observed in all key stages.

#### *Summary of teaching observed during the inspection in 26 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	0	12	13	0	0	0

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

14. The quality of teaching and learning for children in the reception class is good. The teacher has a secure understanding of the social, emotional and educational needs of the children, and she plans an appropriate range of activities. She has high expectations of their work, and this contributes to the good progress they make. The teacher has a pleasant, helpful and encouraging manner with the children, and gives them much praise for their work. A suitable range of strategies is used in teaching the children, and effective use is made of the classroom space available. However, children are not always given enough opportunity to develop their learning through play activities. Procedures for recording how well children are doing are thorough, and the teacher and the teaching assistants complement each other well in ensuring that the children are provided with tasks that are suitable to their needs.
15. In Years 1 and 2, teaching is good and it is often better. Lessons are interesting and stimulate pupils' motivation to learn. Effective links are made between many aspects of pupils' learning so that activities are more meaningful. Pupils' interest in writing, for example, is stimulated by the stories from South Africa, through art and in physical education. Their ideas are very well promoted and their language skills are developing well. Lessons in Years 1 and 2 are well structured so activities build on each other promoting good understanding. Pupils are kept fully involved and the pace of learning is brisk. The teaching in Years 3 to 6 is satisfactory overall and often good. There are high expectations for pupils' good behaviour and hard work to which pupils respond well. Pupils' achievement through Years 3 to 6 is good overall, but it is inconsistent. Good learning is promoted by effective teaching but weaknesses within some aspects reduce the overall impact.
16. The teaching of English is good and this is raising standards through the school. The teaching of reading has been a recent focus for improvement and has resulted in a significant

improvement in pupils' learning. Writing was recognised as a particular area of weakness and an effective range of strategies are now employed to promote pupils' creative ideas and expressive language. This was seen at its best in a Year 2 class where the lesson observed was excellent and pupils were eager to write. Effective strategies are being extended through the school but they are still fairly new and are not having a full impact on standards in Year 6.

17. The teaching of mathematics is satisfactory overall. Good challenge is provided in the range of activities provided, but a weakness through the school is the development of pupils' quick and accurate mental calculations. The initial 'mental maths' session in many lessons is not sufficiently well developed to ensure all pupils are fully involved.
18. Good progress is made in ICT and pupils achieve well up to Year 6. Insufficient time is given to teaching new skills in Year 6 and in using pupils' knowledge and skills in other subjects, especially mathematics and science. The teaching of science is satisfactory in Years 3 to 6. A good start is made in developing pupils' scientific skills in Years 1 and 2 and this is effectively maintained, especially in Years 3 and 4. Insufficient focus is given to pupils developing their own investigations and this reduces their progress in this aspect of science.
19. Relationships between the teachers and pupils are very good and pupils of all abilities try to do their best. They are often highly motivated and keen to learn. There are an above average proportion of pupils with special educational needs in most classes. The quality of teaching for these pupils is good. Teaching assistants who are experienced and have high levels of expertise are often used to support these pupils. Teachers and assistants make good use of the specific targets on pupils' individual educational plans (IEPs) to develop activities that build on pupils' previous learning. They ensure pupils are productive and make good progress in acquiring new skills. Teachers and learning support assistants operate as an effective team to ensure that pupils with special educational needs are fully included in lesson activities and succeed at their tasks.
20. In many aspects the provision for higher attaining pupils is good and has improved since the previous inspection. The enrichment group that meets each week provides interesting and challenging activities that very effectively extend pupils' knowledge and understanding through stimulating activities. In lessons, pupils are also provided with work that is effectively matched to their needs but their knowledge and skills are not always sufficiently extended through problem solving activities, particularly in mathematics and science. Teachers' subject knowledge in music and physical education promotes pupils' good learning and often high standards especially in music. The school has identified a few pupils who are talented in music, sports and art. They are supported well and encouraged to extend their learning outside school.
21. The school's assessment procedures are good. Work is regularly marked, and comments celebrate pupils' hard work and success. Teachers' comments explain errors and usually set targets for better work. Teachers keep record books that show pupils' attainment in each subject. Assessments are made each half-term or at the end of a unit and build over time to show how well pupils are learning and the progress made. Teachers use their on-going assessments satisfactorily to inform their planning and to make adjustments so that activities match pupils' needs. The headteacher and staff track how much progress each pupil is making in English and mathematics and watch for any underachievement. Areas of weakness are identified and strategies developed to address the concerns. Targets for pupils' future learning are set in English, mathematics and science. These are displayed in class and entered in the home-school book so that pupils and parents know what they need to do to improve. The use of assessment to develop challenging targets for pupils' future attainment is still fairly new but is already having an impact on raising attainment and progress.

## **The curriculum**

The provision for children in the Foundation Stage is **satisfactory**, and the provision for pupils in Years 1 to 6 is **satisfactory**. Extra-curricular provision is **good**, and that for sport is **very good**. The overall quality of the accommodation and learning resources is **satisfactory**.

### **Main strengths and weaknesses**

- The overall provision made for music and physical education is good.
- The provision made for pupils of differing capabilities is good.
- Inconsistent use is made of literacy, numeracy and ICT, to support work in other subjects, in Years 3 to 6.
- Extra-curricular activities and educational visits enhance pupils' opportunities for learning.
- There are good numbers of teachers and teaching assistants, and they complement each other well in supporting pupils.
- Children in the reception class are sometimes given insufficient opportunities to develop their learning through play activities.
- There are limitations to aspects of the school's accommodation, but improvements have been made since the previous inspection.

### **Commentary**

22. All subjects of the curriculum are carefully planned, and all statutory requirements are now met. Improvements have been made since the last inspection in the provision for ICT and in the planning for history and geography. The school makes good provision for the development of music in the school. There are two skilled musicians in the school and pupils in Years 3 to 6 have many good opportunities to further develop their knowledge and skills through additional clubs and out-of-school activities. This contributes to the higher than expected standards often being attained. The provision for physical education is good and teachers provide a wide range of sports and other activities for pupils of all ages.
23. The curriculum is effectively planned to ensure pupils of all capabilities have equal opportunities to succeed. Pupils with special educational needs are fully included in all activities. The curriculum meets their needs well. Enrichment lessons held each week are used well to stimulate the knowledge and skills of higher attaining pupils in Years 4 to 6. The activities are planned outside the National Curriculum but are complementary to it so that pupils' learning is challenged and extended. Those pupils not included in the enrichment group are also given tasks in their class that follow a similar pattern and further stimulate their thinking. At present, satisfactory use is being made of literacy, numeracy and ICT to support other subjects in Years 3 to 6, but it is inconsistent and this reduces pupils' opportunities to make good achievement.
24. The school provides a good range of extra-curricular activities, including art and craft, choir, recorders, technology, needlecraft and the very popular Africa Club. The range of activities for sport is very good. The curriculum is significantly enhanced by the many visitors to school, including writers, artists, local clergy, police, members of other faiths and fire-fighters, as well as drama and music groups. A wide range of educational visits is arranged and the school makes good use of the local area in the history and geography curriculum. Residential trips make a significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different curriculum subjects.
25. The curriculum for children in reception is satisfactory and incorporates all the areas of learning that should be taught to children of this age. Children have access to a range of interesting activities and learning experiences, both in the classroom and in the outdoor area. Teaching assistants are used well to promote pupils' vocabulary and concentration especially for the least able. However, on occasions, the objectives for the learning is not sufficiently clear from the planning and children are provided with less opportunity to develop their learning through play activities than is recommended. This is due to the greater proportion of

Year 1 pupils currently in the class and is recognised by the class teacher as an issue for further improvement.

26. The school's accommodation, overall, is satisfactory, although there are limitations. The main problem with the accommodation is the split site. This results in inconvenience and loss of time, when teachers and pupils have to move from one building to the other. Current building space does not allow for the development of a computer suite, which would further promote the learning of older pupils. However, staff and pupils do not let the limitations in the school's buildings depress them, and they manage well. Many features such as the sensory garden enhance the schools environment. Most importantly, standards have not been affected by any limitations in the accommodation. Resources are satisfactory in number. The school is well staffed, by a dedicated and well-informed group of teachers and support staff. They complement each other well in providing for their pupils.

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

The school ensures that pupils are cared for and protected **very well**. The support, advice and guidance that pupils receive about their achievements and their personal development are **good**. The school involves pupils in its work and development **very successfully**.

### **Main strengths and weaknesses**

- The school is a very caring environment.
- Pupils are involved in all aspects of school life.
- Good levels of support and guidance are provided for pupils of all abilities.
- Pupils have trusting relationships with adults in the school.
- There are very effective arrangements for induction and transfer of pupils.

### **Commentary**

27. Policies and procedures for child protection and for promoting the general welfare of pupils are very good. All pupils have trusting relationships with one or more adults in the school. Older pupils are encouraged to care for the younger ones, exemplified by the weekly 'friendship' assembly. Teachers and support staff know pupils and their families well and cater for their needs. They provide good role models for the pupils.
28. Pupils' ideas and suggestions are welcomed by the teachers. The school council provides an effective organisation for representatives from each class to discuss items of interest about the daily-life of the school and ways to improve the amenities. Pupils suggest ways to raise money for charities and take responsibility for many of their ideas.
29. Good levels of support and guidance are provided for pupils of all abilities. All pupils have targets in English, mathematics and science to help them recognise what they now need to do in order to improve. Gifted and talented pupils are well supported. The expertise of different co-ordinators, especially in music and physical education is used well to extend their learning in school. Information is also provided for pupils and their families so that children's talents are further extended through outside groups. Pupils with special educational needs are given good support and guidance. Parents' and pupils' comments on the IEPs are encouraged and strategies for the future progress are discussed.
30. Arrangements for the induction of pupils into the school and their transfer to the next phase of their education are very good. The school actively seeks and acts upon the views of pupils through the rapidly developing school council.

### **How well does the school work in 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 **good**.

### **Main strengths and weaknesses**

- Significant efforts are made to involve parents in school life and their children's education.
  - There are very effective mechanisms for pupils' entry into the school and their transfer to the next phase of education.
31. The parents who responded to the pre-inspection questionnaire (over 50 per cent ) or who attended the parents' meeting (21) have mainly positive views of what the school provides and achieves.
32. The 'Family Links' strategy and the 'Class Reps' initiative are examples of the efforts that the school is making to encourage more parents to be involved in school activities and their children's education at home and at school. The Parent Teacher Association is very supportive and is used by the school as a consultative group for some school policies. There is a committed group of parent governors.
33. The information that parents receive, through meetings, newsletters, notice boards and reports, is of good quality. Parents appreciate the recently introduced class newsletters, which give them information about the curriculum and class topics. Pupils' annual reports give good information about their progress, attainment and personal development and contain pupils', teachers' and parents' comments. Many parents expressed concerns about the quantity of homework provided for pupils. Some parents would like their child to have more homework in Year 6 others would not. The school makes a satisfactory compromise and ensures all homework activities are appropriate to the learning needs of the pupils.
34. Parents of pupils with special educational needs are very well involved and informed about their child's needs and progress. Review meetings are held every half-term so that parents are kept fully up to date with pupils' progress and they are encouraged to discuss the next stage of targets for their improvement. Similarly, parents of pupils with Statements of Special Educational Need are well-supported and fully informed. The school has identified gifted pupils in music, art and sport. Information is provided for parents about outside organisations so that their child's talent is further extended through outside groups.
35. The school's links with the community, including the business community, are good. There are strong links with the local parish. The school is justifiably proud of its partnership with Phumzile School in South Africa, involving pupils, teachers and governors. Links with other schools through the local 'cluster group' and the 'small school comparison group' are effective and benefit both pupils and teachers.

### **LEADERSHIP AND MANAGEMENT**

Leadership by the headteacher is **good**. Management procedures are **satisfactory**. Governance of the school is **good**.

### **Main strengths and weaknesses**

- The headteacher has a very strong sense of purpose and high aspirations for the effectiveness of the school.
- Procedures for evaluating the work of the school are good.
- The staff work as a strong team committed to raising standards.
- Governors are well informed and effective in the management of the school.

- Co-ordinators' roles and responsibilities are not sufficiently developed.
- Financial controls and planning are good.

## Commentary

36. The school is well led by the headteacher. She has a clear sense of purpose and works closely with teachers and support staff to improve the quality of education provided. She has high aspirations for her staff and pupils and introduced effective procedures for evaluating the work of the school. Significant improvements have been made to the procedures for assessing pupils' work and in monitoring their progress so weaknesses are identified and strategies for further improvement are employed. The headteacher and senior staff look for underachievement in English and mathematics and support mechanisms are put in place to address their concerns. This is having a positive impact on standards and pupils' achievement.
37. The school is situated on two sites and at the previous inspection was likened to two separate schools. This division has gone and staff now work together as a strong and effective team. They are very supportive of each other, sharing ideas and good practice with the aim of further improving the education provided. The headteacher formally monitors the quality of teaching in the school providing guidance, support and advice where needed.
38. Good communications between the teachers ensures that pupils' needs are met. Pupils are taught in mixed age classes and those in Year 1, 4 and 5 divided into different classes. The curriculum planning is consequently adjusted to ensure that both halves of the same age group are given equal opportunities for learning. Co-ordinators satisfactorily monitor pupils' work and teachers' lesson planning for their subjects to ensure this progression and continuity of pupils' work is effectively maintained. Co-ordinators chat to pupils about their learning and analyse examples of work. In this way, they are developing a good hold on standards. These roles and responsibilities of co-ordinator are fairly new. They write action plans for improvement based on their knowledge of their subjects and now have a small budget with which to improve resources. Co-ordinators provide informal support for colleagues but they are not monitoring directly the quality of teaching and pupils' learning in all classes and so have insufficient first hand knowledge of the aspects that need further support and improvement.
39. There is a strong inclusive ethos through the school and pupils of all backgrounds and capabilities are well supported and encouraged. The management of the provision for special educational needs is good. There are an above average proportion of pupils with special educational needs through the school, including those pupils with Statements of Special Educational Needs. The special educational needs co-ordinator provides experience and expertise to ensure pupils are effectively identified and that they receive appropriate levels of support. Staff are well trained and effectively monitored so pupils achieve well. Similar good support is provided for pupils who are gifted and talented.
40. Governance of the school is good. The school benefits from an involved and supportive governing body which provides good levels of expertise. They are well involved in strategic planning and are very evaluative of their own procedures. The governing body is very effectively led by an experienced chairman who shares the same high aspirations for the school as the headteacher. They work together as a strong partnership in seeking its continued improvement. Long hours have also been spent in trying to further improve the school's accommodation. Governors have a good understanding of their statutory requirements, which are reviewed regularly. They take a positive role in developing and monitoring the school improvement plan and the education provided by the school. Governors have a good understanding of the school's strengths and weaknesses.
41. Financial planning for this small school is difficult, but effective. They have the good support of a financial manager and a new clerical assistant who is rapidly understanding school

procedures. Governors have effective mechanisms for monitoring the financial controls and have thorough methods for planning for the future. A financial surplus has been accumulated to act as a buffer if pupil numbers decline next year in the hope that it will maintain the current provision. Governors understand the principles of best value, which are satisfactorily used to underpin their planning. Shrewton Primary is an effective school but, because of its small size and the additional costs created by a split site, the budget cost per child is high. The school provides satisfactory value for money.

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

Income and expenditure (£)	
Total income	373,574
Total expenditure	360,858
Expenditure per pupil	2,596

Balances (£)	
Balance from previous year	33,631
Balance carried forward to the next	46,347

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

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

The provision for children in the Foundation Stage is **good** and has improved since the time of the previous inspection. There is **good** teaching overall, and as a result children achieve well. Leadership and management of the Foundation Stage are **good**.

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

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

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

- Teaching is good, and this enables children to achieve well.
- Children are polite and very well behaved.
- They take turns and share the resources provided.
- Children show some independence in their work.

#### **Commentary**

42. Teaching in this aspect of children's learning is good, and this enables children to achieve well. Children are on course to achieve the expected level by the end of the reception year. The induction processes for children are good and consequently they settle easily into school routines and are developing increasing confidence in their own abilities. Children have learnt how to behave in school, and be part of a social group. They have positive attitudes to school and they behave very well. They readily share equipment, take turns and play together. Children are eager to explore new learning, and most concentrate on the work being undertaken. They move confidently around both the classroom and the school, and they ask for assistance where necessary. Teaching is good, and this allows children to achieve well. The teacher and teaching assistants know the children well, and they respond effectively to their individual needs. They usually provide children with a suitable mix of directed activities and opportunities for independence.

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

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

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

- Children's achievement is good.
- They enjoy handling books, and developing their early reading skills.
- Children readily use pencils to produce simple writing.
- Teaching is good, overall, but on occasions less opportunity is provided for the children to develop their learning through play activities.

#### **Commentary**

43. Children achieve well because of the good teaching but even with the best efforts of the teacher, children are not likely to attain the expected standards of the Early Learning Goals in communication, language and literacy by the time they enter Year 1. Children have limited speaking skills but are given good opportunities to express their ideas. A small number speak clearly, whilst others speak in single words or phrases, not possessing the vocabulary or the confidence to make longer contributions. Adults encourage children to develop these skills by talking to them regularly and making good use of questioning. A teaching assistant is skilled at

stimulating their language through role-play activities. Children enjoy listening to stories, and the teacher makes good use of large storybooks to encourage this. Children enjoy looking at books, and they are starting to recognise a number of words that they read to others. Teachers provide children with suitable opportunities to write, and, whilst some find the task difficult, others successfully write their names and other simple words. Few produce more than a short phrase of text. Fewer opportunities are provided for the children to further develop their early literacy skills through play activities.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children's achievement is good.
- Teaching is good, with a range of activities being provided to suit the needs of different children.
- Songs and rhymes - help children to develop their understanding of number.
- Whilst most children count up to ten and beyond, when working together, many are uncertain in relating a number of items to the appropriate numeral.
- Many children know a suitable range of simple mathematical vocabulary.

### **Commentary.**

44. Children achieve well but still are unlikely to attain the expected levels by the time they enter Year 1 because of the low standards of attainment on entry to the reception class. Teaching is good, with a range of activities being provided to suit the needs of different children. The teacher and support assistants provide many effective opportunities for children to count and use counting rhymes. Children also attempt to identify the correct number of items to match a numeral, but some find this difficult. Some children understand the concept of 'one more', but they are less confident with 'one less'. Many children have an appropriate vocabulary that allows them to talk about various concepts, such as 'empty' and 'full' and 'big' and 'small', as well as to name basic two-dimensional shapes. Adults provide children with a variety of mathematical tasks and games, and they give children the opportunities to develop their understanding with suitable practical activities.

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

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

### **Main strengths and weaknesses**

- Children's achievement is good.
- Children are unlikely to attain the expected levels by the time they enter Year 1.
- Children successfully carry out practical activities.
- A suitable use of resources allows children to develop their understanding successfully through a range of activities and learning experiences.

### **Commentary**

45. Children's achievement is good but they are unlikely to attain the expected levels by the time they enter Year 1. The teacher gives the children effective activities and experiences that enable them to learn about the world. Children are beginning to develop their understanding of people and plants, as well as different kinds of weather, although some have difficulties explaining their understanding. Children learn about the parts of the body, and they know about their different senses. They identify differences in fruit and vegetables by handling and tasting them. The children have learnt some of the stories of Jesus, and looked at different ways of celebrating. A number of children explain their knowledge with some confidence, whilst others,

with more limited language skills, sometimes find understanding and explaining more difficult. The children keep careful pictorial records of different kinds of weather. Teaching is good and children's learning develops well. A suitable use of resources allows children to develop their understanding through a range of activities and learning experiences. Practical activities, such as preparing food, are a regular feature in the class.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Although children achieve well their skills in using pens, scissors and tools are below those expected when they enter Year 1.
- Children have greater abilities when playing on large apparatus.
- Teaching is good, with many opportunities provided for children to develop their physical skills.

### **Commentary**

46. Children benefit from the good range of activities provided daily. Pencils, crayons, scissors, a variety of construction toys and large outdoor play-items are readily available. Children use them with enthusiasm. Using mouldable materials children make small animals and letters, they cut and stick items and thread beads onto a string. However, some need help to carry out these procedures, lacking suitable accuracy and control. Children use outdoor equipment well, for instance using wheeled-vehicles confidently and skilfully. They further develop their physical skills during lessons in the hall. The teacher and teaching assistants support them well, providing clear demonstrations and much encouragement. They are most careful to ensure the children's safety at all times. Children use a range of large equipment with increasing dexterity and confidence. They have sound control of their bodies in physical education lessons.

## **CREATIVE DEVELOPMENT**

The provision in creative development is **good**.

### **Main strengths and weaknesses**

- The good teaching, with a wide variety of activities being provided, allows them to achieve well.
- Children make good progress in their learning but are unlikely to attain the expected standards.
- Children are presented with a good variety of activities in music, painting and model making, to which they respond well.
- Children are particularly keen to tackle role-play activities.

### **Commentary**

47. The good teaching, with a wide variety of activities being provided, allows them to achieve well. Children make good progress in their learning but are unlikely to attain the expected standards. A suitable range of activities is provided, which the children undertake with enthusiasm. Children play instruments with a sense of rhythm, sing songs and produce suitable paintings and models. They show developing skills in all activities, although as some children have limited control of pencils and paint-brushes, with which to develop their work and this greatly limits the quality of their work. Children are especially happy to take part in activities in the 'Shrewton Vet's Surgery', and they readily act as vet, receptionist and pet owner! The teacher and teaching assistants complement each other well in supporting, encouraging and attempting to stimulate the children.

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

## ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Standards are rising in reading and in writing.
- The use of further in-service training by inspirational consultants has greatly improved the quality of teaching.
- Leadership and management by the co-ordinator are good.
- Assessment is used well to monitor pupils' attainment and progress.
- Effective use of targets enables pupils to focus on what they need to do in order to improve.
- Pupils do not have enough opportunities to write at length in other subjects.

### Commentary

48. Standards in the 2003 national tests were average in reading but well below in writing in Year 2. In Year 6 standards in English were well below average. Standards in reading are rising at both key stages and pupils are attaining average standards in Years 2 and 6. This represents good achievement given the low standards many pupils exhibit on entry to school. The quality of teaching of reading has recently improved after effective in-service training and is now good. The effective analysis of data from assessments identified areas of strength and weakness in pupils' reading skills. They employ successful strategies in their reading, such as using letter sounds to help them read new words. The weakness was in pupils' full comprehension of the text, so teachers now focus more on developing pupils' inferential skills and, consequently, promoting their greater understanding and enjoyment of books.
49. Standards and achievement in writing are also improving particularly in Years 1 to 4 where teachers are using an effective range of strategies to promote pupils' creative ideas and expressive language. Throughout the school, effective use is made of the National Literacy Strategy to promote pupils' understanding of grammar and punctuation, but writing was recognised as the main area of weakness in English. A positive strategy has been for all teachers to focus on a particular type of writing, or writing for different purposes so the skills required are clearly identified and developed systematically through the school. Inspirational consultants have worked with staff to develop stimulating opportunities for pupils to write, and ideas of how to support their writing have been very effectively adopted by many teachers. Where these strategies are being used, pupils' achievement in writing is accelerating. They are becoming confident and eager writers and standards are consequently rising. The teaching of writing in Years 4 to 6 has strengths but some of the most effective teaching strategies are not being fully implemented and achievement in these classes is satisfactory overall.
50. The quality of teaching is good and pupils learn effectively. In Years 1 and 2, teaching is often very good and better. In a lesson observed, the teaching was excellent leading to all pupils' very good progress in developing their writing skills. The writing task was very effectively introduced and based on a story the pupils had read and enjoyed. Pupils were eager to write. They were reminded of skills to make their work more interesting. The teacher structured the lesson well so additional targets were gradually introduced reminding different pupils of aspects they must remember according to their age and ability.
51. The quality of support provided for pupils with special educational needs is good through the school. A few pupils are withdrawn from lessons so that specific attention is placed on their particular needs and difficulties, and they make good progress towards their individual targets. Most pupils with special educational needs are taught alongside their peers. Activities are well matched to their needs and build well on their previous learning. Teaching assistants have been well trained and are very effectively used in the guided reading sessions and in

supporting pupils with special educational needs. Booster classes are used effectively to focus on aspects that some pupils in Year 6 need to improve.

52. Leadership and management of English are good. The co-ordinator has a clear view of what is required to raise standards and she arranged stimulating in-service training to promote teachers' enthusiasm and skills. She has identified spelling as the next area for improvement and strategies are already being developed for its improvement. Assessment procedures are good and information on all pupils' attainment and progress are maintained and effectively used to monitor strengths and weaknesses in learning and to watch for under-achievement. Teachers set targets of pupils learning. This is effectively developing pupils' self-evaluation and their understanding of what they need to do in order to improve. The co-ordinator works alongside teachers and further supports and encourages their teaching both formally and informally. The provision for English has improved since the previous inspection and the school has the potential to further improve standards and to ensure achievement is good through the school.

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

53. Pupils' language and literacy skills are used satisfactorily across the curriculum. Pupils' reading skills are used well in personal research, employing both books and the Internet. Teachers, with growing frequency, use pupils' speaking and listening skills to extend their understanding through the sharing of ideas: for example, as talking partners in mathematics and science. The strategy of 'hot seating' where one pupil assumes a character and answers questions from the rest of the class stimulates pupils' inferential skills and extends their understanding through using knowledge acquired in lessons in history, for example. During the inspection, one pupil in Year 6 took on the role of one of Drake's sailors and discussed conditions on board ship during the circumnavigation of the world. A weakness in the provision is the lack of opportunity for pupils to write at length in other subjects and so extend their use of technical language, understanding of historical characters and events, and their expressive and descriptive language.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' achievement is good in Years 1 and 2.
- Some pupils are less confident in tackling problem solving activities.
- Teachers are not adequately involving all pupils during mental sessions.
- Good use is being made of the 'booster class' to improve standards in Year 6.
- Pupils show good attitudes towards the subject and this supports learning.

### **Commentary**

54. Standards have improved since the time of the previous inspection and are currently average at both Year 2 and Year 6. This is below the standards attained in the 2003 tests in Year 2 which were above average. It is an improvement on standards attained in Year 6 in the 2003 tests when standards were well below average. These fluctuations are often due to the changing proportion of pupils with special educational needs in the small year groups. Pupils' achievement is good in Years 1 and 2, and satisfactory in Years 3 to 6. By Year 2, pupils are confident in handling numbers, and they have a clear understanding of addition and subtraction. They identify odd and even numbers. Many know the multiplication facts relating to 2, 5 and 10. Most name a range of two and three-dimensional shapes correctly and successfully measure using standard units. By Year 6, most pupils confidently undertake work in all four aspects of number, including calculations that involve decimals. They have a clear knowledge of place value to six figures, and, although some find it difficult, other pupils are able to recall individual multiplication and division facts to 10x10. Higher attaining pupils

accurately measure angles in different triangles. Some pupils currently have difficulties in tackling problem solving activities. In particular, they often find it difficult to identify the correct form of computation required to solve a problem.

55. The overall quality of teaching and learning is satisfactory, although in Years 1 and 2 it is good. Lessons are carefully planned, based on the pattern of the National Numeracy framework. All lessons start with a mental session, but teachers usually ask questions of individual pupils, rather than allowing everyone to contribute an answer, and some pupils are not adequately involved. Teachers make more careful allowance for the provision of problem solving activities, being aware that this is an area of weakness for some older pupils, and this clearly benefits their learning. Good assessment procedures are in place, but teachers do not always use the information gained to provide work that challenges and further extends the understanding and knowledge of the higher attainers. Teachers do, however, support their pupils well with their work, and this enables them all, including those with learning difficulties, to make satisfactory progress. Where more challenging activities are provided, in Years 1 and 2, pupils' achieve well. The same applies to the 'booster class' involving pupils in Year 6. Here, the pace of the lessons is brisk, pupils are kept very busy with most suitably demanding tasks, and their progress, as a result, is good.
56. Pupils throughout the school clearly enjoy the work. They settle to their written tasks with interest and enthusiasm, they work well with other pupils, when required, and they make suitable efforts to accomplish their tasks. They are well behaved, and this enables them to concentrate well and make suitable progress. Most pupils take care with the appearance of their books, and indeed some take a pride in their work. Whilst some teachers provide comments of encouragement and advice in their marking, others provide little more than ticks. Opportunities are then missed to help pupils improve their work further. Assessment in mathematics is good. Teachers assess pupils' attainment and progress each half-term and use the information satisfactorily to adapt their planning.
57. Leadership and management of mathematics are satisfactory. The co-ordinator supports her colleagues when required. She regularly monitors pupils' work, and a close eye is kept on the standards being achieved, and the overall provision being made. She has contributed well to the improving standards at Year 6. At present, she has limited opportunities to observe lessons in other classes, so she has been unable to identify the shortcomings in the delivery of the mental session. However, she is fully aware of pupils' current skills, knowledge and understanding, and she is putting in place strategies to help tackle the weaknesses in problem solving.

### **Mathematics across the curriculum**

58. The basic skills of numeracy are developed satisfactorily in subjects, such as geography. However, opportunities are missed in some other subjects, notably science. Whilst ICT is used satisfactorily for work on data handling, it is not used routinely to enhance other work in mathematics.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Standards have risen since the previous inspection.
- Scientific skills are well developed in Years 1 to 2.
- Opportunities for pupils to design their own tests and experiments are not sufficiently provided in Years 3 to 6.

## Commentary

59. Standards in science have risen and the proportion of pupils attaining the expected standards for their age has increased in both Year 2 and in Year 6. The proportion of pupils attaining the higher standards, however, is still below that found nationally in the 2003 National Curriculum tests in both Year 2 and Year 6. This is because there are currently fewer pupils with the potential to attain the above average standards than is usual. In many year groups, there is a high proportion of pupils with special educational needs which has an impact on standards from year to year. In 2003, for example half of the pupils in Year 6 were identified as having special educational needs. Pupils in Years 1 and 2 achieve well, many from a low base of knowledge when they enter reception. During the inspection, standards were average in Year 2. Most pupils were attaining the standards expected and a few were already working within the levels above those expected (Level 3).
60. In Year 6 standards are below average because too few pupils are attaining the higher levels than is found nationally. A good proportion of pupils are attaining average standards in their scientific knowledge. The pupils use this knowledge well to make predictions and to explain results of their tests. More able pupils also suggest ways of solving problems. In discussion with a group of pupils in Year 6, for example, they worked out how to separate salt, sand, oil, iron filings and water by using their knowledge of the properties of these materials. Most pupils explain how to make their tests fair and the reason this is important, but they are not as confident in their discussions about controlling variables within the experiments. The aspect of the scientific skills that is largely undeveloped is the ability to for pupils to pose their own questions and design their own tests. A good start was made at developing these skills in the lesson observed in the Year 3/ 4 class, but such opportunities are evident in pupils' work through Years 3-6.
61. The quality of teaching and pupils' learning is satisfactory overall. In Years 1 and 2, a strong focus is placed on developing pupils' scientific skills and in this aspect, pupils' learning progresses effectively so that they observe carefully, sort objects according to their properties and consider changes overtime. In the lesson observed in Year 2, pupils were able to explain how some foods are good for us and explain the reasons why. They know that sweet foods damage our teeth and could satisfactorily sort different foods based on this information. In a lesson observed in Year 6, good opportunities were provided for pupils to experiment with the components used in electrical circuits, but insufficient challenge was given to extending what pupils had already been taught and consequently pupils were not motivated and their work lacked thought.
62. ICT is used satisfactorily to support pupils' learning in science, but there are still areas in which it could be better employed. Equipment for data logging is used effectively to monitor temperatures of liquids in experiments on insulation for example, and to measure the changes in pulse rate after exercise. Insufficient opportunities are provided for using computer generated tables and graphs to display findings and the results of experiments.
63. The leadership and management of science are satisfactory. The co-ordinator has effectively monitored teachers' planning and pupils' work, and has a satisfactory understanding of standards and achievement through the school. There have been insufficient opportunities for the co-ordinator to monitor teaching and so provide guidance and support for those aspects of teaching that are not strong. The co-ordinator has identified the weakness in developing pupils' investigative skills but has not at present had the opportunity to work with staff to address them. Assessment in science is good. Teachers assess pupils' attainment and progress each half-term and use the information satisfactorily to adapt their planning. This results in pupils' steady progress. The procedures for assessment are still fairly new, however, and there is some lack of trust in the assessments made by previous teachers and consequently in some lessons past learning is covered again without sufficient extension, so reducing pupils' achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Provision is much improved since the previous inspection.
- Teachers' expertise has improved and most are confident in teaching ICT.
- Pupils achieve well.
- Insufficient use is made of ICT to support pupils' learning across the curriculum, especially in Year 6.

### **Commentary**

64. Standards have risen since the previous inspection and are now in line with those expected at Year 2 and Year 6. The curriculum now meets statutory requirements and there is a systematic scheme of work that is consistently promoted through the school up to the end of Year 5. Many pupils do not have the use of a computer at home and their learning progresses well as a result of the regular well planned opportunities to learn and use new skills. Pupils achieve well up to the end of Year 5 but it slows in Year 6 as a result of the fewer opportunities provided to develop new skills and knowledge.
65. Teaching is good overall and pupils' learning is effectively promoted. Only one lesson was observed, but teachers' effective demonstrations of new skills were also observed in both Year 2 and Year 5. In the lesson observed, the teacher skilfully used and further developed pupils' knowledge of how to program a floor robot whilst using their learning about angles from mathematics lessons. Progress in learning through the lesson was good so the majority of pupils, including those with special educational needs, were able to develop instructions to make the robot follow a pre-designed path and draw shapes on the floor. The higher attaining pupils' knowledge was effectively challenged when they were asked to design a program that would draw a triangle.
66. The scheme of work now used effectively underpins teachers' planning and pupils systematically acquire a broad range of knowledge and skills, which are then used effectively to promote further learning across the curriculum in Years 1 to 5. Pupils' achievement in Year 6 is satisfactory, but pupils are not sufficiently using ICT to promote their learning in other subjects. Good use is made of pupils' knowledge of word processing to publish and create work in literacy and in history, and in using the Internet for research, but insufficient time is given to developing new skills through mathematics and science.
67. The co-ordinators for ICT provide good leadership. Management of the subject is satisfactory. Much has been accomplished in the development of the improved provision. All staff have been trained and most are now confident in the teaching and use of ICT. Support is given to those who have less expertise but the school recognises that a more formal arrangement of support is required to ensure standards are effectively maintained and further improved. Pupils' skills are assessed each half term and their progress is satisfactorily monitored. The number and range of computers has been improved but there are still areas for improvement identified by the school. Equipment for data logging is used effectively.

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

68. The use of ICT to support and further develop pupils' learning in other subjects is satisfactory. ICT is used well in English to publish pupils' work. Pupils use the Internet effectively to find information as part of their research in subjects, such as history. E-mail links with the school in South Africa maintain effective communications and further extends pupils' knowledge and understanding of this other culture. Not enough use is made of ICT to support pupils' learning in science and mathematics, especially in Year 6.

## HUMANITIES

69. During the inspection the provision of history and geography were only sampled. No lesson was seen in **geography**. However, teachers' planning and samples of pupils' work completed so far were sampled. Pupils in Years 1/2 have studied different types of houses and the materials from which they are built. They have produced maps of their journeys to school, identifying such features as roads, shops and church. Pupils in Years 3/4 have examined a range of geographical features relating to Salisbury and Salisbury Plain, and pupils in Years 5/6 know suitable information relating to countries and sea areas on a worldwide scale. They name important rivers, and features of those rivers, such as source and mouth. Pupils throughout the school are suitably informed about Phumzile, in South Africa with which the school has close links. They identify differences in such things as houses, climate and clothing with those found in their own village.
70. During the inspection, one lesson was seen in **history**, in Years 5/6. In this lesson, on Tudor exploration, the standard of pupils' work was in line with that expected, and their attitudes to the subject were good. Discussions with pupils, on other aspects of the subject, also showed a knowledge and understanding of the subject similar to that expected for pupils of this age. Pupils in Years 1/2 had a clear understanding of chronology, relating in particular to their study of toys and how they have changed. They could also talk in detail about aspects of the Great Fire of London, especially those relating to the role played by Samuel Pepys. Pupils in Years 3/4 had a secure knowledge of the life in Salisbury through the ages, and those in Years 5/6 had a clear understanding of many aspects of life in Tudor times in Britain, as well as life in Ancient Egypt.
71. Both history and geography are led and managed satisfactorily by the co-ordinators. The subjects have effective schemes of work that underpin teachers' planning and pupils' learning is satisfactorily assessed at the end of each unit of work.

## Religious education (RE)

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils' achievement is good in Years 1 and 2.
- Pupils have a clear understanding of the need to be tolerant of others.
- The attitudes of pupils towards the subject are good.
- Leadership and management of the subject are good.

### Commentary

72. Standards by Year 2 and Year 6 are in line with those expected in the locally agreed syllabus and have been effectively maintained since the previous inspection. Pupils' achievement is good in Years 1 and 2, and satisfactory in Years 3 to 6. By Year 2, pupils are familiar with aspects of the Christian and Jewish faiths. They relate some of the stories of famous religious figures, such as those of Jesus and Joseph. Pupils explain clearly that religions have different religious buildings, and books that are special to them, and they readily name and describe the Bible and the Torah. Pupils understand that religions have various ceremonies and special occasions, and they describe in detail why Sunday is so important to Christians and Shabbat is important to Jews. Pupils have identified the importance of special places and friends, and they have recognised the particular importance of their home and family.
73. By Year 6, pupils are suitably informed about a number of world religions, successfully discussing, for instance, aspects of the Christian, Jewish and Islamic faiths. Pupils know that all religions have distinctive traditions, beliefs and life-styles, and, for example, pupils in Year 6 identify the importance of the Five Pillars of Wisdom to Moslems, and those in Years 3/4

recognise the relevance of the Holy Trinity to Christians. Pupils attempt to explain important religious concepts, and whilst those in Years 3/4 confidently write about sacrifice, those in Years 5/6 readily describe different forms of bravery. Pupils, throughout the school, clearly understand the need to be tolerant of other people's dress, lifestyle and ritual.

74. Whilst the overall quality of teaching and pupils' learning are satisfactory, the teaching of the co-ordinator is good and this enables pupils in Years 1 and 2 to achieve well. Lessons are well planned, and interesting ideas and information are presented to pupils. She has good subject knowledge, and pupils of all abilities in Years 1 and 2, make good gains in their knowledge and understanding. Teachers ensure pupils' interest through making good use of religious artefacts and visits to religious buildings. Pupils are also provided with the opportunity to express their thoughts at length through spoken answers and sometimes through writing.
75. During the lessons seen, pupils were most keen to provide a variety of thoughtful answers and observations. They enjoyed the range of activities and experiences provided. They worked well with other pupils when necessary, and were keen to complete the tasks set. Discussions with pupils show a considerable interest in the subject, and their attitudes are clearly good. Pupils take care with the presentation of their work, and it is sympathetically marked by the teachers.
76. The co-ordinator is well qualified, and her leadership of the subject is good. She is a member of the local SACRE group and was involved in producing the locally agreed syllabus. She teaches three classes herself, and she has collected a wide array of pupils' work to illustrate the standards being achieved. She does not regularly observe lessons in other classes, but she has supported her colleagues when required, with appropriate suggestions and advice.

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

### **Music**

Provision in music is good.

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

- High expertise of staff leads to pupils' good standards through the school.
- Additional clubs and lessons outside the taught curriculum extend many pupils' expertise.
- Links with other schools and organisations provide good opportunities for pupils to perform outside school.

### **Commentary**

77. Provision for music is good and has been effectively maintained since the previous inspection. The school has a good reputation for the quality of teaching and pupils' learning, and parents comment on the high standards of music in the annual productions.
78. The school benefits from three musicians that teach most of the classes through the school. Other staff are also confident and together the quality of teaching in music is good and this leads to pupils' good learning and achievement in music lessons, as well as in the extra-curricular activities held at lunchtimes and after school. Two lessons were observed during the inspection and both were good, enabling all pupils to make effective progress in their learning across a broad spectrum of knowledge and skills. Additional music tuition is available for those pupils who wish to play brass instruments and the violin. The guitar club also extends pupils' interests in music outside lessons.
79. The co-ordinator for music provides good leadership and inspires teachers and pupils alike to high expectations. She provides regular opportunities for pupils to meet with other schools in the celebration of music making as well as the opportunity to perform competitively. The choir has a strong reputation locally and has even been requested to sing at a marriage ceremony at the local church. The recorder groups are of a high standard and accompany the singing of

hymns during assemblies each day. Regular assessment of pupils' learning provides effective information on pupils' knowledge and skills. Pupils with special educational needs are well incorporated in lessons and enabled to find success at their own levels. The school has identified gifted pupils who are also well supported. The expertise of the co-ordinator extends their learning well in school. Information is also provided for pupils and their families so that their talent is further extended through outside groups.

## Physical education

Provision for physical education is **good**.

### Main strengths and weaknesses

- Teachers overcome the limitations of the school's accommodation to meet pupils' needs and extend their capabilities.
- Pupils are encouraged to develop their skills across a broad curriculum.

### Commentary

80. The provision for physical education has been effectively maintained since the previous inspection. Difficulties in the accommodation have not been addressed but plans for an improved school building have been developed and are in the final stage of discussions. The range of activities in physical education has been further extended since the previous inspection.
81. Only two lessons were observed during the inspection and so it is not possible to make judgements on standards in all aspects of the physical education curriculum or on achievement across the age ranges. However, evidence from the lessons shows that teaching is at least satisfactory and teachers' good levels of expertise ensure effective learning of all pupils. Some pupils are encouraged to excel in their activities. The hall is not ideally suited for the teaching of gymnastics but the teachers overcome most of the limitations created by the low ceiling to ensure that pupils are given the opportunity to develop good quality gymnastic movements during floor work and on low level apparatus.
82. The curriculum for physical education is broad. Apart from the expected opportunities for pupils to learn swimming, athletics, gymnastics, dance and games skills, pupils have access to a wide range of additional activities both in lesson time and outside the school day. Opportunities are provided for pupils in Years 3 to 6 to participate in tag rugby, netball, football, short tennis, basketball and orienteering. Effective links with other schools provides regular opportunities for competitive sports and tournaments that enable pupils to meet socially as well as competitively. The scheme of work that supports teaching and learning was designed by the local secondary school and provides an effective structure for pupils' continuous development. Regular assessment of pupils' knowledge and skills also ensures that pupils' abilities are recognised and effectively promoted. Several talented pupils have been identified and parents and pupils have been given additional information that have led to these pupils' further challenge in clubs outside the school.
83. Leadership and management are good. This has led to additional in-service training for staff and support and guidance from the co-ordinator when required.

### Art and design and design and technology

84. Art and design and design and technology were not areas of focus during the inspection and only limited evidence was available so no judgements can be made on the overall provision, standards, pupils' achievement or on teaching. No lessons were observed in **art and design** and **design and technology** during the inspection but evidence was collected from teachers' planning and displays around the school. Both subjects have clear schemes of work that are

taught in a rolling programme that suits the wide range of ages in each class. Pupils' learning is satisfactorily monitored and records kept of their progress towards meeting the planned objectives for pupils' knowledge and skills. Successful links are often made between subjects that promote pupils' greater interest and further enhance their learning. In art and design, visitors to the school have extended and further promoted pupils' knowledge and skills. Artists have worked with pupils through the school to create a mosaic. On another occasion, the artist worked with pupils in Year 6 to explore a theme that stimulated their creative skills in literacy and art and design. Leadership and management of both subjects are satisfactory.

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

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

### **Main strengths and weaknesses**

- Clear planning promotes pupils' good awareness of a range of appropriate issues.
- Lessons are used well to build pupils' understanding of working as part of a community.
- Pupils are involved in real decision making about their class and the school.

### **Commentary**

85. The curriculum for personal, social and health education is good. There is a good programme to raise awareness of the importance of healthy living, and the provision for raising awareness of the problems associated with the misuse of drugs. Visitors are frequently invited to come into school to support the delivery of the personal, social and health education curriculum. Class discussions are used effectively to promote pupils' ideas and understanding of issues important to them and to build pupils' self-esteem. The annual residential visit provides very good opportunities for pupils in Year 6 to further develop their self-discipline, personal and social development and initiative. The chair of the governing body provides additional adult support on these activities and recognises the importance of these trips in developing pupils' self-esteem and confidence. Consequently, every effort is made by the school to support families in meeting the cost of the trip where necessary.
86. Pupils are involved in real decision making about their class and the school. In the youngest class for example pupils democratically chose the design of the rug for their classroom. Representatives of the school council are also responsible for identifying aspects of the school that need to be improved and raise funds to make changes. Each class elects their own representatives are kept informed and involved in the process.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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>3</b>
The governance of the school	3
The leadership of the headteacher	3
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).*