

INSPECTION REPORT

ST JOHN'S C E SCHOOL

Warminster

LEA area: Wiltshire

Unique reference number: 126367

Headteacher: Mrs S Humphries

Lead inspector: Mrs Jennie Willcock-Bates

Dates of inspection: 28 June-1 July 2004

Inspection number: 257727

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: 104

School address: Boreham Road
Warminster
Wiltshire
Postcode: BA12 9JY

Telephone number: 01985 213446
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Appropriate authority: Governing Body
Name of chair of governors: Mr R Dean

Date of previous inspection: 21 September 1998

CHARACTERISTICS OF THE SCHOOL

St Johns C of E School is a small primary school that serves the town of Warminster and a local army camp. The school, which opened in 1872, has 104 pupils on roll between the ages of 4 and 11 years old. This number fluctuates significantly and high numbers of pupils move in and out of the school when army personnel change or families in temporary accommodation are re-housed. Pupils come from a wide area around the school, including owner occupied homes, a large estate of association house and a hostel for homeless families. Almost all pupils are of white heritage, and very few speak English as an additional language, which is low compared to schools nationally. A very small number of pupils come from travelling families and a similar number are refugees. While some pupils enter school at different times, the majority enter at 4 years old to join the mixed reception and Year 1 class. Their attainment on entry is well below average. However there are wide variations ranging from several children who need support for their personal and social needs and language and literacy to a few who are confident and already reading. These wide variations in attainment are to be found in each year group. Twenty-four per cent of pupils are identified as needing support for special educational needs. Seventy-six per cent of those are supported within the school, which is above the national average. Sixteen per cent of these pupils receive additional external support for their needs. Eight per cent have statements of special educational needs for moderate learning difficulties and social, emotional and behavioural needs, which is well above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1967	Mrs J Willcock-Bates	Lead inspector	English, science, information and communication technology, art and design, design and technology, physical education and English as an additional language.
1329	Mr K Oliver	Lay inspector	
22434	Mrs S Bradshaw	Team inspector	Areas of learning in the Foundation Stage, mathematics, citizenship, geography, history, music, religious education, special educational needs and citizenship.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective and improving school that gives good value for money. All pupils' achievement is good in each year group. Standards remain stubbornly below average overall but they are rising. Teaching is good and has several strengths. The school is very well led and managed. The headteacher is continually seeking ways of raising standards further.

The school's main strengths and weaknesses are:

- Standards in information and communication technology are above average by the end of Year 6 because teaching is good and pupils' achievement has been rapid over the year.
- The very effective leadership and management have created an unremitting drive for continued improvement through clear strategic planning and a good insight into pupils' achievement.
- The very successful strategies for ensuring that every pupil, whatever their gender, background, racial heritage and level of attainment, is fully included in all the school's work and demonstrates that every child in the school counts.
- The provision for pupils with special educational needs and high attaining pupils is very good and promotes their good achievement.
- The current balance of time spent on raising standards in English, mathematics and information and communication technology compromises the time spent on raising standards and enhancing teaching and learning in other subjects.
- The very strong and supportive ethos enhances the pupils' personal development.

Overall, the school's improvement since the last inspection is good. Nearly all staff, including the headteacher, have changed. All key issues have been successfully addressed. Pupils of all levels of attainment now achieve well. Significant improvements to information and communication technology have resulted in rapid achievement. Teaching is good and management and leadership are very good. A very effective improvement plan guides the school's work.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, excluding refugees compared with:	all schools in relation to prior attainment			similar schools
	2001	2002	2003	2003
English	C	B	E	D
Mathematics	C	D	D	C
Science	B	C	D	C

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

Achievement is good, and standards are rising slowly, although results in the 2003 tests were low, because pupils with special educational needs and additional needs for behaviour did not perform well. One of the successes of the school in the Year 6 tests was the significantly higher proportion of pupils who reached the higher than average Level 5 than in previous years. In the reception year, achievement is good and children are on course to reach the goals they are expected to reach at the end of the reception year in their personal, social and emotional, physical and creative development. However, they do not have time to catch up, and most are not expected to attain the goals in all other areas of learning. High and low attaining pupils achieve well in Years 1 and 2. Standards at the end of the current Year 2 remain below

average in reading, writing, mathematics and science because a high proportion of low attaining pupils learn slowly. However, standards in information and communication technology and religious education are average. Achievement is also good in Years 3 to 6. Standards were above average information and communication technology and average in religious education. Pupils are doing as well as pupils in similar schools overall. Despite this good achievement by the end of Year 6, standards in English, mathematics and science remain stubbornly below average.

Pupils' personal qualities are good. Their attitudes and behaviour are very good. They enjoy coming to school. Their spiritual, moral and social development is very good, and cultural development is good. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good. Teaching is good in each year group and still improving. Teachers use effective methods to make lessons varied and interesting. Lessons are well planned and based on careful use of assessment of individual pupils' achievements. Activities are just at the right level to help all groups of pupils get the most out of lessons. Teachers and teaching assistants have high expectations of what pupils can achieve. Pupils respond well to this and work very hard both on their own and with others in groups.

The curriculum is good with a very good range of extra-curricular activities, which support pupils' learning. The provision for pupils with special educational needs and pupils who speak English as an additional language is very good. The provision for support and guidance is very successful and the links with parents are effective.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher has a very clear vision for continued school improvement. She has created a strong team, who promote the school's ambitions and goals. A major strength of management is the procedures for monitoring teaching, learning and standards. Governors have a very good understanding of the school's strengths and weaknesses. Statutory requirements are met in full.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. They feel that children like school; teaching is good and helps children progress well. Parents feel staff treat children fairly and make them work hard. They think children are helped to become mature and settle well into school. The inspectors agree with them. A small number do not feel comfortable about approaching the school and that there are not enough activities out of school. Inspectors found that parents were welcomed into school and that activities outside school were very good.

Pupils like everything about their school but a few were concerned about the behaviour of some children. They enjoy lessons and feel that teachers and teaching assistants help them when they are stuck. The inspectors agree with pupils but found no evidence of anti-social behaviour.

IMPROVEMENTS NEEDED

The most important things the school should do to improve, in addition to the areas identified in the very well constructed school improvement plan:

- The school should raise standards further in English, mathematics and science and review and improve the current balance of the curriculum and time allocations to further raise standards and improve teaching and learning in all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

From a low start, overall achievement is good, regardless of gender, level of attainment, acquisition of English, special and other additional needs. By the end of Year 6, standards remain stubbornly below average in English, mathematics and science and they are above average in information and communication technology.

Main strengths and weaknesses

- The overall achievement of all the different groups of pupils is good because of effective support and work planned to challenge them and help them to succeed.
- Pupils achieve very well in reading because a broad range of reading skills and strategies are systematically taught.
- Standards in information and communication technology are above average and pupils' achievement has been rapid over the year.
- Despite every effort made by the school, pupils do not apply their skills and knowledge in national tests, and results in 2003 were well below the average of similar schools.

Commentary

1. Standards remain stubbornly below average in English, mathematics and science at the end of Year 2 and Year 6, because the school faces many challenges. For example, a large proportion receives support from the school and external services for their learning and behaviour and do not have the skills to perform well in tests. Pupils move in and out of school because they are in an army family or are living in the hostel for homeless families. The small size of the year groups means that individual pupils' results are in excess of five per cent, and this compromises accurate comparisons year on year. Despite every effort made by the school, performance in the 2003 national tests in Year 2 remained stubbornly well below the average of similar schools. Pupils achieve well but many learn slowly. Results were low when compared to similar schools in reading, writing and mathematics and very low in the teachers' assessment for science. However, the small, but perceptible, rise in standards for all subjects was above the national trend.

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

Standards in:	School results	National results
Reading	14.1 (12.9)	15.7 (15.8)
Writing	14.0 (12.5)	14.6 (14.4)
Mathematics	14.4 (14.6)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

2. The results of the tests for pupils in Year 6 in 2003 remained well below the average of similar schools in each subject. One of the significant strengths of the school's performance was the increase in the proportion reaching the higher than average Level 5, which was in line with similar schools in English and science. An even higher than average proportion of pupils attained Level 5 in mathematics. The trend in results was below the national trend but this was compromised by a quarter of the pupils who had very significant

needs but who completed the tests. Pupils' achievement, since they took the tests in 2000, when they were in Year 2, was satisfactory overall. Careful tracking of achievement shows that this may be even better because several pupils took their tests in other schools.

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

Standards in:	School results	National results
English	24.4 (26.5)	26.8 (27.0)
Mathematics	25.1 (25.3)	26.8 (26.7)
Science	27.0 (27.5)	28.6 (28.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

3. As a result of good teaching and learning, all groups of pupils throughout the school achieve well, although standards remain below average. Pupils' work is of a higher standard than the test results, because low attaining pupils are very well supported and work is planned to help them succeed. Higher attaining pupils achieve well, because they are rigorously challenged by complex tasks. Pupils with wide-ranging and complex special and additional needs are also achieving well. Work and support are especially targeted to enable them to improve at just the right rate for them to be challenged but confident and happy in their success. It is a similar picture for children from travelling families and others who speak English as an additional language. Teachers and teaching assistants very effectively ensure they take full part in lessons.
4. Children enter school with well below average attainment overall, particularly in their communication skills and their personal development. In the reception year, the achievement of all groups of children is good overall within an exciting curriculum. The majority are likely to attain the goals children are expected to reach at the end of the reception year in their personal, social and emotional, physical and creative development. However, most are still working towards the expected goals in all other areas of learning.
5. All pupils achieve well in Years 1 and 2 because the good teaching focuses on what they need to learn to boost their attainment. Standards in reading, writing, mathematics and science remain below average overall at the end of Year 2, because pupils do not have enough time to catch up. Standards in religious education and information and communication technology are as expected for this age group. Pupils continue to achieve well in Years 3 to 6, although by the end of Year 6, standards remain stubbornly below average in English, mathematics and science. Achievement is good because of effective planning, good teaching and the pupils' efforts to improve. Standards are broadly average in other subjects, such as science and religious education, and pupils achieve what is expected for this age group.
6. Pupils achieve very well in reading throughout the school, and, by the end of Year 6, standards are close to average. A significant proportion of pupils reach above the expected standards. One of the reasons for this is because good teaching is highly focused on boosting levels of attainment. A range of strategies are effectively taught, which inspire confidence and enable pupils to read a range of texts to support their learning. Teachers and teaching assistants focus on encouraging a love of books and authors, and pupils practise their reading regularly.

7. In the work seen, standards in information and communication technology are average by the end of Year 2. Achievement has been rapid over the year, and, by the end of Year 6, standards are above average. The very good achievement is having a positive impact on pupils' progress in other subjects. There are several reasons for this significant improvement. Teaching is good. Teachers' improved subject knowledge, access to a good range of resources and an improved curriculum means that pupils' skills are systematically developed.
8. The school knows what needs improving because very effective co-ordinators, together with the headteacher, monitor the rate of progress and adjust the programmes of work to maintain the good rate of improvement. Assessment is comprehensive, and results are carefully analysed for trends and common mistakes. Appropriately challenging targets are set for individuals, and groups of pupils and teachers. Whole school targets are more complex in the long term because the high numbers of pupils moving in and out of the school make predictions unreliable.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good and they enjoy coming to school. Attendance is satisfactory. Pupils' spiritual, moral and social development is very good and their cultural development is good.

Main strengths and weaknesses

- Pupils thoroughly enjoy school life, work very hard and are proud of their academic and sporting achievements.
- Pupils in each year group have very positive attitudes to learning and behave very well, which has a positive impact on their achievement.
- The strong emphasis on pupils' personal development has a significant impact on their very good moral and social development.
- Bullying, racism and unkindness are rare, and pupils are able to learn and play together in a kind and peaceful atmosphere.

Commentary

11. The school successfully nurtures the pupils' personal development right from the reception and Year 1 class to Years 5 and 6. As a result, pupils demonstrate positive attitudes to learning and are proud of the school. Pupils state that they are pleased to be at the school, and feel that it is a happy place in which they can learn and play with their friends. They are confident and polite. Throughout the school, pupils meet the challenges presented to them with enthusiasm. They are interested and keen to learn. Pupils work very hard. They like and trust all the adults who work with them and make visitors feel very welcome, offering advice on how, for example, to find the way around the school. Pupils enjoy learning. They listen attentively and work well, both together and on their own and are capable of long periods of intense concentration.

Attendance in the latest complete reporting year 2002-2003

Authorised absence		Unauthorised absence	
School data	5.9%	School data	0.0%
National data	5.8%	National data	0.4%
<i>The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.</i>			

12. Attendance is satisfactory. Authorised absence is broadly average. Arrangements for ensuring that pupils come to school and arrive on time every day are good. Consequently, nearly all pupils arrive on time and are punctual at the start of lessons.
13. Pupils' behaviour is very good. Teachers have a consistent approach to discipline, and pupils know and understand what is expected of them. As a result, lessons and assemblies run smoothly and pupils and their teachers can concentrate on learning and teaching. Pupils' moral and social development is very good. Children in reception are on course to meet the goals expected of children at the end of the reception year and are settled happily into the routines of the class with pupils in Year 1. The system of rewards provides a clear framework for helping pupils understand the school's expectations of what is right and wrong. Class and school rules are clear and pupils feel that they are fair. They treat other pupils with respect and high levels of compassion. Pupils know acutely that their behaviour always has consequences. They are becoming socially aware and carry out responsibilities with pride. They are confident to discuss personal feelings and discuss matters which affect them as a community, but they do not have many opportunities to discuss world affairs. Pupils use their initiative to solve problems and find things out. They are pleased that their concerns and ideas about how to make the school a better place are valued and acted upon through the work of the school council.
14. Pupils know what to do if anyone is unkind or upset through, for example, teasing or bullying. They confirm that on the rare occasions when there are problems, they are quickly and fairly sorted out. The school's very caring ethos is explicit in, for example, the way that older pupils keep a kindly eye on, and play with, the younger children. Playtimes are happy because pupils enjoy a wide variety of energetic and quieter games. A "buddy stop" makes sure that no one is left out of the fun and games. Pupils are very enthusiastic about the very good range of clubs and visits, which the school provides.

<i>Ethnic background of pupils</i>		<i>Exclusions in the last school year</i>		
Categories used in the Annual School Census		No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British		99	2	0
White – any other white background		4	0	0
Any other ethnic group		1	0	0
<i>The table gives the number of exclusions during the school year prior to the inspection.</i>				

16. Two pupils were excluded in the last two years for fixed periods as part of an agreed process of modifying extreme behaviour. The agreed programme and their return to school have been highly successful.
17. Pupils' spiritual development is very good. Whenever appropriate, teachers give pupils time to reflect on what they have learned and celebrate each other's successes. Pupils' cultural development has improved since the previous inspection and is now good. They show respect for others beliefs and enjoy experiencing the traditions of a wide range of cultures from the visitors who attend the school and visits they make to places of local interest. Pupils are sensitive when discussing other races and religions, as when they were questioning the Mullah and the British Muslims who visited the school. Teachers

promote racial harmony and take every opportunity to help pupils appreciate different cultural traditions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Good teaching enables all pupils to make good gains in their learning and achieve well. The curriculum is effective, with a very good range of enrichment activities. Pupils are very well cared for. Links with parents are good and parents are very satisfied with the school.

Teaching and learning

Teaching is good and still improving. Pupils learn effectively because teachers have high expectations of pupils' learning and behaviour. Teaching and learning are good in all subjects inspected, except science, where teaching is satisfactory. Assessment of pupils' work is good.

Main strengths and weaknesses

- Pupils work well together because teachers use group work as an effective tool to enhance their learning.
- Pupils respond well to the teachers' high expectations of learning and behaviour because they are very successfully managed.
- Pupils do not have enough opportunities to evaluate the strengths and weaknesses of their learning in evaluation sessions at the end of lessons.
- All pupils are fully included in all lessons because of good support from knowledgeable teaching assistants and well-planned work that meets their needs.
- Activities are interesting and motivating, capture the pupils' interest and promote very hard work.
- Relationships are very good, pupils feel valued and there is a high degree of trust that helps pupils have a go at tricky tasks.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	16	3	0	0	0

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

18. Teaching has improved significantly since the previous inspection when it was satisfactory overall. This is a new teaching team and the main weakness of teachers not expecting enough of the high attaining pupils has been corrected. Systematic review and feedback to teachers undertaken by the headteacher and co-ordinators for English, mathematics and information and communication technology has motivated them to improve planning and the strategies they use to help pupils learn effectively. The good teaching has several strengths and continues to improve as the new team work effectively together.
19. There are many reasons why teaching is good. Teachers use effective methods to make lessons varied and interesting. They manage pupils very effectively to ensure that they can get the best out of each lesson. One effective strategy is the use of group work to promote learning. Right from the reception and Year 1 class to Years 5 and 6, pupils

learn to work together, sharing resources and making joint decisions. A good example of this was in the Year 2 and 3 class where pupils were required to improve their speaking and listening skills through group discussion. They responded very enthusiastically from the start, using the rules about which children they would work with in a group. This was highly innovative and helped the pupils achieve well in speaking and listening. In a physical education lesson on orienteering, the teacher selected the groups to challenge pupils, especially those with additional needs for behaviour. He skilfully managed the pupils so that they all got the best out of working with each other, quickly learning the benefits of working as a team to find clues in a given time.

20. Teachers and skilful teaching assistants have high expectations of what pupils can achieve. This means that boys and girls, higher and lower attaining pupils, children from travelling families and refugees learn confidently and effectively. A good example of this are the challenges presented in information and communication technology. In one lesson, pupils demonstrated their understanding of how to use the white board that interacts with a computer to explain their ideas about using the computer to control moving figures. High degrees of trust mean that pupils 'have a go' at difficult tasks, putting themselves in situations where they get things wrong. Pupils are proud of their learning because teachers and teaching assistants give time to celebrating even small achievements. These very good relationships between adults and pupils promote good learning and behaviour in lessons. Of particular note is the very effective way teaching assistants support pupils with often complex special educational needs.
21. Pupils work very hard, and most concentrate for long periods of time. This is because activities are interesting and motivating. In one science lesson, excitement mounted as more and more groups of pupils made the circuit to light the bulb. One pair of pupils found the clips hard for their small fingers but tried again and again to secure the clip. They finally got great enjoyment out of their success, realising the importance of an unbroken circuit. In a mathematics lesson, the teacher pushed the pupils to extreme lengths of their learning as they calculated where a shape would be after varying degrees of rotation. Pupils thoroughly enjoy the challenges promoted by teachers' very good subject knowledge and understanding of how to make learning exciting for the different abilities in each class.
22. Another of the strengths in teaching is the effective use of assessment to match work to pupils' needs. Teachers know pupils very well because effective assessment procedures provide a range of information about achievement and attainment. Consequently, activities that are just at the right level enable all groups of pupils to get the most out of lessons. The quality of marking is good overall. There are many examples where teachers have helped pupils to focus on areas where they need to improve. The evaluation sessions at the end of lessons do not always give time for pupils to evaluate their own learning or to discuss what they find and what is easy. However, teachers discuss learning objectives with pupils, and suitable plans are in place to develop assessment further to include the pupils' self assessment.

The curriculum

All pupils have a good curriculum. Very good opportunities are provided for enriching the curriculum for example, through visits, visitors and extra-curricular activities. Accommodation is good, and resources support pupils' learning well.

Main strengths and weaknesses

- Opportunities for sport and other extra-curricular activities are very good, given the size of the school.
- The balance of time allocated to different subjects and the design of the present curriculum have been crucial to raising standards in English, mathematics and information and communication technology, but have compromised the balance of time given to other subjects.
- The provision for pupils who have special educational needs is very good and this enables them to be fully involved in lessons, especially for literacy, mathematics, science and information and communication technology.
- The school ensures that pupils have very good access to a broad curriculum whatever their strengths and individual needs.

Commentary

23. A challenging and interesting range of learning opportunities is a key factor in promoting pupils' achievements. This marks an improvement since the previous inspection. Extra time allocated to English and mathematics has enabled pupils to become competent in literacy and numeracy. As a result, pupils are beginning to be competent at applying their literacy skills in other subjects. Good examples were found in science, religious education and information and communication technology where their ability to write is deepened as a result. Opportunities for pupils to apply their numeracy skills across the curriculum are more uneven and not as effectively planned as English. Information and communication technology is increasingly used as an effective tool to support teaching and learning in other subjects. This is a significant improvement since the previous inspection and is having a marked impact on pupils' achievement.
24. The school has allocated a high proportion of time to the teaching of English and mathematics in order to raise standards. This has been very effective in improving all pupils' achievement. However, time spent to radically raise standards in English, mathematics and information and communication technology has been gained at the expense of that available for other subjects. This does not allow enough time for pupils to study all subjects in enough depth. Limited time is available to raise standards and improve teaching in other subjects. The headteacher and staff recognise this challenge and a review of the curriculum is planned. Staff are currently identifying how links can be made between subjects in order to ensure that all subjects have sufficient time, whilst maintaining the school priority of raising standards in English and mathematics.
25. Provision for pupils who have special educational needs, children from travelling families and refugees is very good. Pupils and their families are well supported to ensure that they can get the best out of what the school offers. The school has devised good ways of identifying these pupils at an early stage. Pupils with special educational needs have individual education plans with clear targets that all understand. Class teachers provide work for all groups of pupils at just the right level, enabling them to work on the same objectives as the rest of the class. The very effective management of the headteacher, who is the special educational needs co-ordinator, ensures that, where necessary, the pupils receive good support from teaching assistants and outside agencies. Pupils who are refugees and who speak English as an additional language are very well supported and are becoming confidently bilingual as a result. Children from travelling families are given very effective support from teachers, teaching assistants, other pupils and specialist services from the local authority. The very effective provision means that all

groups of pupils are successfully included in all aspects school life. This is one of the school's significant strengths.

26. A good number of teachers and teaching assistants have good qualifications and experience to meet the demands of the curriculum. The work of teaching assistants is very well organised. An effective programme of training is increasing their understanding of a range of subjects, such as information and communication technology. Resources are of good quality and range and support teaching and learning well. Computers and whiteboards that interact with the computer and a digital camera are used effectively by teachers and pupils. Accommodation is good overall, and the pupils benefit from the new computer suite and reception classroom. The play area for reception children is not as well organised. The attractive site is well maintained and provides many learning opportunities for the pupils.
27. The school provides a very good range of enrichment activities within and outside the school day. These include booster classes, music, sport, German and chess. The school's 'Arts Week' enables pupils to experience a range of activities with local artists and musicians and this makes a positive contribution to their learning. Residential visits for pupils in Years 5 and 6 provide opportunities for them to develop their skills in a range of subjects while living away from home. Pupils' interests are broadened further through visits to local places of interest, and they benefit from the many visitors to the school. These well-planned activities add much to the development of pupils' social, physical and creative skills.

Care, guidance and support

The school has very good arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is very good. There are very good arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Child protection procedures and arrangements for looking after everyone's health and safety are very good.
- Systems for tracking pupils' achievements are very good and provide helpful information about pupils' progress.
- Very good attention is paid to pupils' pastoral and personal needs. Pupils feel well supported, and well cared for.
- Pupils' ideas on how to make the school a better place for them to learn and play are sought out, valued, and acted upon.

Commentary

28. The very happy and industrious atmosphere in the school is conducive to learning. The caring environment encourages pupils to learn and helps them grow into mature, responsible members of the community. This is one of the school's strengths. The very good child protection arrangements include links with the relevant local agencies and updated training for all staff. Changes in procedures, arising from very new requirements, are well under way. The headteacher and staff are vigilant and sensitive in the protection of pupils. Health and safety arrangements are very good. Regular safety and security inspections of the whole site are made and great attention is paid to security. A very successful risk assessment system, which covers both trips and in-school activities, is in place. For example, teachers remind pupils of how they can keep safe at relevant times in lessons. Careful attention to healthy eating is paid to school meals, and the cook, supported by governors, works hard to provide a balance of healthy food, often from local suppliers, and food that pupils enjoy. Provision for first aid is good and there are always several fully trained adults available. Pupils are well supervised throughout the school day.
29. All the staff know the pupils and their families very well. Teachers and support staff are very aware of their pupils' needs and provide very good support and guidance. They deal sensitively with pupils' personal problems. The very good arrangements for tracking pupils' achievement, using assessment and performance data, mean that teachers and teaching assistants know the pupils' learning needs well. The information is used to help teachers carefully monitor how pupils are getting on and to set targets, particularly in English and mathematics, for individual pupils and teachers. Teachers use a broad range of information to plan work for the next stages of learning, with particular attention to high attaining and low attaining pupils and those with additional needs related to the acquisition of English or for challenging behaviour.
30. The school continually finds ways of seeking pupils' views and involving them in its work. Questionnaires to pupils seek their views on individual subjects, as well as practices and routines in the school. Pupils' rightly feel that the school values their ideas, views and contributions to school life. The school council is well established and highly valued. It makes a significant contribution to the organisation of the school, collecting ideas from other pupils and discussing them with the headteacher and staff. All pupils are enthusiastic about the council, have a clear understanding of how it works and the importance of elections. Innovations to playground routines and a proposed adventure play area on the field have recently been adopted. High levels of trust and very good relationships between staff and pupils ensure a constant exchange of information and ideas and promote pupils' confidence.

Partnership with parents, other schools and the community

The school has good links with parents and the community and very good links with other schools.

Main strengths and weaknesses

- Parents are well informed about the school and their children's standards and progress.
- Parents are actively involved in the life and work of the school and have a positive impact on the quality of their children's learning.
- The school's effective links with the local community enrich the curriculum.
- Pupils' education benefits from the high quality and wide range of the school's links with local schools and colleges.

Commentary

31. Parents are very supportive of the school and the majority are very satisfied with what it provides for their children. The parents' support has a beneficial effect on the partnership with the school in its efforts to raise standards. They like the family atmosphere. Parents are kept

well informed about the school through meetings, the prospectus, leaflets, notice boards and regular newsletters. End of year reports are informative. Parents of children who have special educational needs are kept well informed and are closely involved in planning the way that the school tackles their children's problems. Relationships between parents and all the staff are good. Parents are welcomed to discuss worries and concerns when they arise. The school values parents' and carers' ideas and views, and questionnaires are a regular feature of home-school communications. A small number of parents help in school with educational visits, information and communication technology and listening to readers. The parents' association is very active organising social events and fund-raising.

32. The very good links with colleges and schools have a positive impact on pupils' learning. Teachers from the local secondary school teach their specialist subjects and pupils benefit from facilities, such as the senior school swimming pool and the Astro-turf sports pitch. Older secondary school pupils visit for work experience and act as good role models when demonstrating their instrumental skills. Induction procedures are effective. Consequently, children in the reception class and pupils who enter at different times of the year settle happily into their classes. The relationship with the pre-school provision is good and the children know their teacher before they start school. New pupils and parents are made very welcome. Similarly, pupils are well prepared for their new life in secondary school. Links with local primary schools and Bath University play major roles in training programmes and programmes to enhance pupils' learning skills, such as the 'Vibrant Schools Project'. This has a positive impact on learning and achievement. The local community enriches pupils' education through effective links with churches, members of the community who share their specialist skills with pupils and visits to the wider locality. The community is welcomed to use school's facilities.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher and key staff is very effective. The governance of the school is very good.

Main strengths and weaknesses

- The leadership of the headteacher is very good and provides the unremitting drive for raising standards through a clear vision for the school.
- The governors have a good understanding of the strengths and weaknesses of the school and use their own expertise effectively.
- The very good management is informed by effective monitoring and evaluation of teaching, learning and pupils' achievement.
- Strategies to ensure that every pupil is included in all walks of school life are very good.
- Finances are well managed and the school evaluates spending carefully.

Commentary

33. The headteacher plays a key role in the success of this school because of a very good strategic vision, which is well focused on improvement. She has high aspirations for pupils and provides a very effective role model for staff and pupils. The headteacher is well supported by all staff in this small school who are responsible for co-ordinating several areas of the school's work. The strong sense of teamwork means that all teaching and non-teaching staff work for the good of all pupils. Staff are inspired and motivated to promote the school's ambitions and goals. The team is dedicated to improvement and has successfully addressed the key issues from the previous inspection. This makes a significant contribution to the school's good reputation.
34. Management is very good. A major strength of management is the procedures for monitoring teaching, learning and standards. This provides a comprehensive range of

information that is very carefully analysed. Subsequent actions are very effective and ensure continued improvement. For example, the headteacher and staff have already identified the key issue related to the balance of the curriculum identified by the inspection. The school has a very effective school improvement plan that is fully understood by all governors, administrative staff, teachers and teaching assistants. The plan is flexible to respond to initiatives, staff changes and the high numbers of pupils moving in and out of the school. This is a significant improvement since the previous inspection. Subject co-ordinators, especially in English, mathematics and information and communication technology monitor performance well, ensuring that good use is made of information from analytical assessment of pupils' achievements. Realistic targets are set for teachers through the well-established performance management systems. Targets set for individual pupils mean that everyone fully understands what has to be done to improve performance. As a result, pupils' needs are fully met and all pupils, whatever their gender, racial heritage, background or level of attainment, are fully included in all the school's work. This very good commitment to inclusion contributes strongly to the very positive ethos.

35. New teachers are given good support. Induction procedures are effective. The newly qualified teacher has been supported successfully and senior staff provide effective roles models of teaching and learning. Performance management procedures are very good and are effectively monitored by governors. Staff development is closely linked to both personal development and the school improvement plan. Morale is high because teaching and non-teaching staff feel valued by their managers.
36. Governance is very good. The governing body is effective in ensuring the school's commitment to raising standards, and has undertaken useful training to support its contributions to the school's development. Governors know the school's strengths and weaknesses very well through regular visits to observe teachers, working with pupils and assessing pupils' attitudes to learning. This enables the governing body to make a very good contribution to self-evaluation, strategic planning and to the everyday life and work of the school. Governors ensure that all statutory requirements are met and improvement continues, which they check regularly. This means they are well informed and play a strong part in dealing openly and frankly in discussions about school development.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	349,401
Total expenditure	347,809
Expenditure per pupil	3,344

Balances (£)	
Balance from previous year	42,165
Balance carried forward to the next	43,757

37. The budget is above average because of the small size of the school. The headteacher and governors continually seek ways of getting the best value out of the resources available to them. A good example of this is the recent savings on spending on the new teaching block by use of local builders rather than large contractors. Consultation with staff, pupils and parents and analysis of performance data from school and the local authority help spending decisions focus on continually raising standards, improving achievement and fully including all pupils, whatever their complex individual needs. The carry forward to the budget is unusually high because of unexpected savings from the recent building project. The surplus has been maintained to cushion the fall in the

numbers of pupils and maintain levels of support staff, pay for the new security system for classrooms and resource initiatives to the curriculum. The planned surplus will be significantly reduced in the next financial years.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for pupils in the Foundation Stage is **good**.

Main strengths and weaknesses

- Children achieve well in all areas of learning because teaching is good.
- Planning is effective and work is carefully matched to children's needs.
- Children are happy and get a good start to their schooling because learning is fun.
- Children are well supported by the teaching assistant and other adults, who all work well together.

Commentary

38. At the time of the inspection, the seven full-time reception children were taught with children in Year 1. Their attainment is well below average overall when they start school. However, there are wide variations in attainment, ranging from children who are already reading and confidently talk about their work, to children who lack confidence in working with others and who have weak speaking and language skills. All groups of children achieve well. Most are likely to attain the goals expected for children at the end of the reception year in personal, social and emotional development, physical and creative development. However, well over half of the children are still working towards the Early Learning Goals in communication, language and literacy, mathematical development and in their knowledge and understanding of the world.
39. Reception children benefit from working alongside older pupils, and their learning is enhanced when they are grouped together. Teaching is good in all areas of learning. Comprehensive assessment procedures enable staff to track the children's progress and attainment. This means that they carefully match work closely to the children's needs when planning the next stages of learning. Effective planning, sensitive teaching and understanding ensure that children with wide-ranging special educational needs are able to achieve well in their learning. All adults have high expectations of children's behaviour and children respond well to this. They show a good level of interest in all activities. Children have access to an outdoor play area and there is adequate provision of large wheeled toys and other activities. However, the area is not well defined and has no appropriate playground markings for children of this age.
40. The leadership and management of the Foundation Stage are good. The co-ordinator has managed change and improvements skilfully and has appropriate plans for further improvements. There has been good improvement since the previous inspection, particularly in teaching. The children now enjoy the facilities of the new large classroom and get a good start to school.
41. In the area of **personal, social and emotional development**, the children achieve well because staff provide a high level of support and encouragement. They benefit from working alongside the older pupils in Year 1 who set a good example through their own behaviour and attitudes to learning. Most children have developed good levels of confidence when they tackle new activities and make choices and decisions about their work. They work well together in groups and most have a good understanding of the need

to listen to the contributions of others, to take turns and to share resources. Skills that help children to be independent in their learning are well promoted. Consequently, they are happy and confident in their work and know the routines of the school and their classroom well.

42. Children achieve well in **communication, language and literacy**. In all activities, there are good opportunities for children to develop their language skills which overall are very low when they start school. Teaching is good and every opportunity is provided for children to talk about their work and play. While this helps them to extend their language skills across all areas of learning, only a few are likely to reach the goals expected by the end of the reception year. The combination of activities led and directed by the teacher, such as sessions to help children use the sounds of letters to build up words, activities which are planned to give them freedom of choice, role play and writing activities are effective. Staff are successful in the way they pick up incidental opportunities for extending the children's vocabulary. Children respond well to skilfully phrased questions from adults but the majority are less confident when expressing their own ideas. Activities to promote language and reading, such as sharing of books, listening to stories, playing games are well planned. This helps children learn letter sounds and a few simple words. Teachers, teaching assistants and other helpers make learning fun and effective. Children in reception have their own reading books that they take home regularly. The promotion of early writing skills is good. Effectively focused support is provided to help them improve the way they form letters. Children are continually encouraged to 'write' in a variety of contexts.
43. Children achieve well in their **mathematical development**. Teaching and learning are good and give a good focus to helping children to use mathematical language more confidently and develop ideas through play. In these practical activities, the excellent accommodation and good resources have a positive impact on children's achievement. Children's learning is further enhanced by opportunities to count throughout the day. For example, they count the number of children present at registration and the number who want school meals. They practise counting forwards and backwards and enjoy the challenges set by the teacher when she asks them to count in twos. Children achieve well in their understanding of weight. Suitable practical activities supported their understanding of balancing objects to find out which is the heaviest or lightest.
44. Children's achievement in **knowledge and understanding of the world** is good. Children are provided with many opportunities to learn about their world. Good use of resources help children understand about the different sources of light. With support, they are able to talk about the things they have discovered. In religious education, children celebrate many of the important festivals of the world. They have learned about other faiths by taking part in the whole-school study of Islam. Children enjoyed creating their own prayers after carrying out mini-beast searches. Computers are used regularly and all are controlling the mouse confidently to operate programs and, with support, can program a robot to move across the floor. The children are enthusiastic learners who show good levels of interest in all activities, and this helps them make good gains in their learning.
45. No **physical development** sessions were observed outside or in the hall and no judgements can be made about teaching or the overall provision in this area of learning. Detailed assessments show that most children achieve well.

46. Children achieve well in their **creative development**. The majority need a lot of help to learn important skills, such as cutting and sticking when they first start school. Consequently, direct teaching of specific skills and good opportunities for play are the focus of many activities. Children quickly learn how to use scissors and glue confidently to make models of under-sea life. They take an active part in a wide variety of craft activities, using different medium. There is a wealth of opportunities for imaginative play in the 'home corner'. Children regularly take part in music making and are slowly building up a good repertoire of favourite songs and rhymes. All children are developing their sense of rhythm well as they use percussion instruments to explore pitch and tempo.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well because leadership and management are very good. Teaching is consistently good and assessment is very effective.
- The school encourages reading and the enjoyment of books, which results in very good achievement in reading as pupils' progress through the school.
- Teachers develop pupils' writing skills in challenging and interesting ways. As a result, standards are rising and pupils thoroughly enjoy English lessons.
- Pupils with special educational needs and high attaining pupils are very well supported and work is skilfully planned to capture their interest and extend their learning.
- Careless presentation and handwriting in a few pupils' books spoils good writing.

Commentary

47. Pupils' achievement in reading is very good and achievement in speaking, listening and writing is good throughout the school. Despite every effort by the school, standards remain stubbornly below average overall. In the 2003 tests for pupils in Year 2, results were well below the average of similar schools in reading and below average in writing. Results in English for pupils in Year 6 were also well below average and do not give an accurate picture of achievement in the school. Pupils with special educational needs and low attainment do not perform well in national tests but achievement was good in the work seen. In addition, a high proportion of pupils move in and out of the school and do not have sufficient time to benefit from the work the school plans. Standards are beginning to rise as new programmes of work and good teaching are having an impact on pupils' learning and achievement. There have been many improvements since the previous inspection.
48. Pupils' achievement is good overall. The school successfully challenges high attaining pupils, extending their skills and enabling them to apply their literacy skills in a range of activities. One of the reasons for good achievement is the very careful way the school has evaluated teaching and learning and monitored pupils' achievement. Information is skilfully used to set targets for individuals and groups of pupils. Work is carefully planned to ensure that pupils of all levels of attainment succeed in reading and writing. Information drawn from evaluating the effectiveness of teaching contributes to improvements to teachers' methodology. Leadership and management are very effective and based on very good subject knowledge. With the headteacher, the literacy co-ordinator keeps track of pupils' progress and monitors the rate of improvement to teaching on a regular basis, which is also an improvement.
49. Achievement in reading is very good. The way reading is taught is one of the great successes of the school. Very effective evaluation revealed that many pupils, particularly boys, had a weak knowledge of authors and books and did not enjoy reading. This has been rectified, supported by male carers, and governors help hear readers and provide good role models for the boys. By the end of Year 2, high attaining pupils are reading fluently and with great enjoyment. All pupils can apply a range of strategies to help them read unknown words. As they gain confidence in Years 3 to 5, they achieve very well. By

the end of Year 6, pupils demonstrate more confidence when reading. High attaining pupils read for information and pleasure and can discuss the impact different characters have on the plot. Low attaining pupils achieve very well and are confident readers who enjoy reading and have a good understanding of the styles of different authors.

50. Pupils' achievement is good in speaking and listening and writing throughout the school because teaching is specifically focused at their wide ranging needs. Teaching is good and every opportunity is taken to extend the pupils' literacy skills. As they move through the school, pupils listen attentively and have a greater vocabulary when they explain their ideas. The strong emphasis on writing provides time for pupils to write imaginatively. Teachers use a range of imaginative ways to develop pupils' interest in writing, such as video and drama. In Years 1 and 2, writing is increasingly neat and joined. Pupils demonstrate an understanding of the use of adjectives to make their writing interesting. Pupils achieve well and, by the end of Year 6, the writing of the vast majority includes imaginative starts to their stories to capture the interest of the reader. At times in Years 5 and 6, careless presentation and handwriting spoil imaginative stories and accounts.
51. The significant proportion of pupils with wide-ranging special educational needs related to English, and bilingual pupils who speak English as an additional language, achieve well because they are very well supported in English lessons. However, they find it hard to apply what they have learned. Their achievement is very carefully monitored and teaching programmes are devised to help them improve their skills. Individual education plans are very carefully constructed and reflected in the work planned for pupils. The achievement of all the different groups of pupils is carefully assessed. Marking is good overall and always encouraging.
52. Teaching is good and still improving. Good subject knowledge and the significant strengths in expectation, challenge and a range of methodology mean that work is interesting and lessons bounce along at a lively pace. Effective use is made of information and communication technology to enhance lessons. Pupils learn effectively and write imaginatively. Speaking and listening skills are enhanced because pupils work very well together, participate in discussions and listen to each other.

Language and literacy across the curriculum

53. The use of language and literacy across the curriculum is good overall and could still be developed further. There are many and varied opportunities for pupils to develop their literacy skills across the curriculum. In science, pupils use technical language when recording their hypotheses and results of tests. In design and technology, pupils write labels for designs and instructions. Clever introductions to lessons, particularly in mathematics and information and communication technology extend pupils' speaking and listening skills. Skills in writing are enhanced by word processing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching and learning are good.
- Effective assessment procedures ensure pupils make good progress in their learning.
- Insufficient use is made of mathematical skills across the curriculum.

- Leadership and management of the subject are very good and there is a strong commitment to raising standards in mathematics.
- Despite every effort made by the school, standards are still not as high as they should be and pupils do not perform well in national tests.

Commentary

54. In work seen, pupils achieve well from a below average start, although standards remain stubbornly below average. Achievement is good because work is planned especially to help the different abilities succeed. All groups of pupils are given effective support to extend their learning. Good teaching inspires confidence, and pupils are now beginning to use a variety of strategies to calculate answers. They enjoy mathematics and try hard to improve their work. The school has worked hard to raise standards in mathematics. Results in the 2003 tests for pupils in Year 2 were very low and results were low in Year 6. The high proportion of pupils with wide-ranging special educational needs do not perform well in the national tests. However, significantly more pupils in 2003 than in previous years have attained higher than average levels in tests for pupils in Year 6. This marks a good improvement since the previous inspection.
55. The quality of teaching is good throughout the school and has improved since the previous inspection. Pupils' learning is effective and contributes to the good achievement of all groups of pupils, including those with significant special educational needs. Teachers are confident in teaching mathematics and there is a strong commitment to raising standards. They use assessment well to monitor pupils' understanding and to provide work that is well matched to their wide-ranging needs. Pupils who have special educational needs and low attainment develop confidence and skills in numeracy because of effective support and encouragement promoted within an environment that celebrates success. Higher attaining pupils are challenged well, and their learning is effectively extended. A particular strength of the teaching is the way pupils are encouraged to explain how they come to their answers.
56. The subject is well led. The consistency of approaches and strategies used throughout the school are effective in promoting pupils' good learning and achievement. Management is very good, and the co-ordinator has a good understanding of the strengths and weaknesses in mathematics and what has to be done to improve further. Comprehensive assessments are made and the data is used very effectively to monitor standards and progress, and improve teaching. Test results are analysed to identify weaknesses. For example, strategies to help with problem solving and calculation have been put into place because analysis showed pupils had weaknesses in this work. There has been an intensive and successful focus on improving these skills throughout the school.

Mathematics across the curriculum

57. Opportunities for pupils to practise their numeracy skills in other subjects are uneven in quality and effectiveness in each year group. Pupils' in Year 4, 5 and 6 use their mathematical skills satisfactorily in information and communication technology. However, there are too few opportunities for pupils to extend the understanding and skills. Pupils use some data handling skills when they use graphs and tables to record data in other subjects. Opportunities tend to occur co-incidentally rather than as a systematic part of curriculum and lesson planning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Good teaching in Years 5 and 6, founded in the use of good subject knowledge to provide interesting activities for all groups of pupils, promotes good achievement.
- The imbalance of time spent on science from class to class means that pupils are not always given enough opportunity to consolidate their skills and knowledge.
- Pupils know what makes a fair test but do not always record their findings accurately or interrogate the data they have produced.

Commentary

58. While standards are below average overall at the end of Year 2 and Year 6, pupils' achievement is satisfactory overall. A significant proportion of pupils in Year 6 are attaining above average standards in physical science and life and living things. This is an improvement since the previous inspection. The pupils in Year 6 did not perform well in the national tests in 2003 but their achievement since the teachers' assessment, when they were in Year 2, was satisfactory. A higher proportion of pupils reached the higher than average Level 5 than in similar schools. The difference between the tests and the pupils' work is related to the differences in the wide range of attainment in each year group. The school has had to devote considerable time to raising standards in English, mathematics and information and communication technology and science has not yet been the focus of development.
59. Teaching is satisfactory overall, and pupils are making gains in their knowledge of the different elements of science at an appropriate rate. Teachers' subject knowledge is satisfactory but is not as confident in Years 1 to 3 as in Years 3 to 6. By the end of Year 2, pupils understand that plants and animals need food and water. They undertake simple tests to sort translucent and opaque materials. Marking is sound but some incorrect work in Year 2 was marked with a tick. While pupils are beginning to make deductions, their recorded observations indicate that they do not yet confidently understand simple scientific language. There is limited evidence to show that they are making their own decisions about how to record and question their findings.
60. Achievement is satisfactory in Years 3 and 4 and accelerates to good in Years 5 and 6. One of the reasons for this is that teaching is good. Lessons are interesting and motivate the pupils' curiosity. Pupils of all levels of attainment and additional needs are achieving well because of the systematic approach to developing their enquiry skills. This good work has not yet had time to raise standards. By the end of Year 6, high attaining pupils use scientific language confidently when recording their findings, and have a good understanding of how to make a test fair. Low attaining pupils are beginning to use scientific language in their written work but do not use technical language when explaining what they have been investigating unless prompted. Pupils with significant special educational needs are effectively supported.
61. One of the strengths in teaching in Years 5 and 6 are the opportunities provided for pupils to assess their own learning by judging what level of attainment they are striving for. High attaining pupils have a very good idea of what they need to attain to be a Level 5

scientist. Work is planned accordingly, and pupils know the criteria that the teacher will use to judge their work. This creates a great deal of excitement, and all groups of pupils work very hard to reach their goals. However, in lessons, pupils tend to focus on the practical tasks and are not always careful at measuring and recording results. With a very few exceptions, pupils' skills of making deductions and questioning their findings are not yet well developed. Several have additional needs related to behaviour. They are managed very effectively to work in groups, co-operating to gather data. .

62. Leadership in science is satisfactory. There is a clear strategy for improvement when science becomes the focus for development. Management is good and improvements have been made to the curriculum and resources over the last year since the new co-ordinator was appointed. The science curriculum is broad and covers all elements of science. However, the amount of time spent on science varies too much from class to class. Insufficient time is spent on re-enforcing pupils' skills, knowledge and understanding when science is not the focus of the topic being studied. Information and communication technology is being used successfully to support pupils' learning, particularly in Years 4 to 6, which captures the pupils' interest.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Teaching is good and improved subject knowledge means that tasks are interesting and challenge the pupils' thinking.
- Pupils' achievement has been rapid over the year and standards at the end of Year 6 have risen to reach above those expected for this age group.
- Very effective use of word processing and Power-point helps pupils organise their ideas and enhance their understanding of how information communication technology can be a tool to support their learning.
- A very good investment in resources has enhanced teachers' confidence and pupils' skills.
- Information and communication technology is not yet used systematically to enhance learning in all subjects.

Commentary

63. Good teaching, successful training, effective use of support staff and an improved curriculum have all made a major contribution to the pupils' good achievement. Improvements and development to the curriculum have enhanced standards and pupils' achievements. Their achievement has been rapid over the year. This marks a significant improvement since the previous inspection. One of the reasons for these improvements is enhancement to teachers' subject knowledge. Another of the strengths is the way competencies in information and communication technology are systematically taught in each year group. Good teaching means that work is planned to accelerate the learning of all groups of pupils. Pupils with special educational needs often excel, and their achievement is rapid in some applications.
64. In the work seen, pupils' achievement has been rapid over the year, as the new programmes of work have started to have an impact on standards. Interesting tasks are planned to motivate and excite pupils and extend their understanding and competence. From the reception year and Year 1, pupils are encouraged to explore a range of

technology and computer programs. While no teaching was observed in Year 2, pupils' work shows that standards are as expected and pupils are developing skills and knowledge at an appropriate rate. Achievement has been rapid in a short time in Years 3 to 6 as new applications have been developed. Consequently, by the end of Year 6, standards are above those expected for this age group in word processing, presenting data and information in a range of ways and controlling programs. Teachers use a data projector skilfully to teach new ideas, which helps pupils learn quickly. Pupils are becoming extremely competent at using a whiteboard that interacts with the computer to explain their ideas to others in the class.

65. Leadership and management are good. The co-ordinator has a thorough understanding of the strengths and weaknesses in information and communication technology. For example, an extension to the communication technology is planned. Consequently, there is a clear vision of what has to be done to improve the provision, for example, in further extending the use and application of information and communication technology in other areas of the curriculum and extending the communication application of the technology. The co-ordinator acts as a very good role model for other teachers, and this inspires confidence. Very good use is made of the improved resources in classrooms and the computer suite.

Information and communication technology across the curriculum

66. Pupils' skills and knowledge are increasingly developed in other areas of the curriculum. Good examples in pupils' work show how, in lessons, they can create graphs and organise research for example, to inform their religious education studies about the Pillars of Islam. However, teachers do not systematically identify opportunities for pupils to use and apply their information and communication technology skills in other subjects. Teachers are increasingly confident at using information and communication technology to support their teaching, and good examples were seen in science in Year 5 and 6 when pupils used programs to create graphs to illustrate the results of an investigation about friction.

HUMANITIES

Religious education was inspected in full and is reported below. Due to the focus of the inspection and timetable arrangements, there was not enough evidence to make a secure judgement about provision in history and geography. Consequently, these subjects were sampled.

67. Although no lessons in **geography** were observed, from examination of pupils' work and informal discussion with them, standards are those expected for this age group in Years 2 and 6. The work seen indicates that achievement is satisfactory overall, although, at times, untidy presentation spoils good work. Geography has not been the focus of recent development but the curriculum is currently being evaluated, ready for improvements in the new term when a new curriculum will be implemented. The curriculum is broad and reasonably balanced and will be enhanced to include a more systematic approach to the teaching of geographical skills and appropriate links with other subjects.
68. Work seen in **history** indicates that standards are broadly in line with those expected for this age group. Achievement is sound and pupils enjoy history. Lively work is displayed around the school. However, in discussion, pupils had a confused knowledge about

history in the locality. The current curriculum for history is satisfactory and is being evaluated and appropriately enhanced to ensure that skills are developed more systematically. There are imbalances to the time spent on history and geography, which result in gaps between when pupils' knowledge and understanding are taught and when their skills are re-enforced. The effectiveness of pupils' learning in literacy and numeracy, applied in history and geography, is satisfactory overall, but uneven across the school and this forms an appropriate basis for school improvement over the next year.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well and enjoy the work they cover.
- The study of different religions contributes effectively to pupils' learning and awareness of cultural diversity.
- Visits to places of worship in the community and visitors to the school enhance pupils' understanding of religion.

Commentary

69. Standards are in line with the locally agreed syllabus at the end of Year 2 and Year 6. The satisfactory provision has been maintained since the previous inspection. Pupils' achievement is satisfactory overall, but good in relation to their understanding about other world religions. They are making gains in their understanding about Christianity at an appropriate rate, but are not always able to recall what they have learned. Pupils make good progress in lessons, and, by the end of Year 6, they are able to articulate their ideas coherently and formulate sensible and sensitive questions. Of particular note is the recent whole school study of Islam. Pupils have been able to share their findings and build up a display of pictures, photographs and artefacts relating to the Muslim religion. Their understanding was significantly enriched by a visit from a small group of Muslims, including an Imam and a white British Muslim, who talked to the pupils. Pupils posed searching questions as they found out more about the rituals and traditions of Islam.
70. Teaching is good and pupils learn effectively. Good use of visitors to the school, such as local clergy and the organist of the local church, enhances the pupils' experiences. In addition, pupils visit local places of worship and have visited Salisbury cathedral, which helped them to draw comparisons and identify similarities in places of Christian worship.
71. Leadership and management are satisfactory overall. The new co-ordinator has ensured that teachers are familiar with the new scheme of work. This helps teachers to plan for the different year groups in each class. However, the new programme has not yet had time to raise achievement from satisfactory to good. New assessment and procedures for tracking progress have been introduced this year. These provide helpful information for the effectiveness of the new programme of work and pupils' achievement, which will be reviewed at the beginning of the new school year.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Due to the focus of the inspection and the timetable arrangements, there was not enough evidence to make a secure judgement about the provision in art and design, design and technology, music and physical education. Consequently, these subjects were sampled.

72. The colourful range of **art and design** work on displays reflects the broad range of skills taught. Of particular note are good quality self portraits, illustrating work in personal, social and health education, and studies of faces in clay, developed in a workshop on a visit to Salisbury Cathedral. Satisfactory use is made of sketch books. No lessons were observed during the inspection, but work on display demonstrates that pupils reach average standards at the end of Year 2 and Year 6. Observational drawing seen in both year groups reached above the standard expected of pupils of 7 and 11 years old but standards of painting are more uneven than drawing. Achievement is satisfactory. Pupils demonstrate that they are developing their skills of shape and form through a range of media. Art and design is used successfully to support work in other subjects, such as history and religious education. Good links between design and technology and art and design were observed in fabric printing and collage. Pupils have studied the work of other artists, such as Van Gogh, and their ideas are represented in painting and pastels. The curriculum is broad and balanced, although art and design lessons are not always given sufficient priority within the busy timetable.
73. Photographic evidence, planning and pupils' work in **design and technology** indicate that pupils are involved in a range of designing and making activities. Good links with art and design are established, for example, in work with fabric. Links with mathematics have not been fully explored in planning. In Years 1 and 2, pupils work with a suitable range of tools, equipment and materials. In Years 3 to 6, pupils demonstrate their ideas in labelled sketches and work with a variety tools and materials. They plan their work and label their designs, demonstrating satisfactory understanding of the processes involved.
74. In **music**, the standard of singing in assembly was at least average. In the one lesson observed, standards in Year 6 were above national expectations. No evidence was available to arrive at a judgement for standards at age seven. The school employs a specialist musician from the local education music service to teach pupils in Year 2 to 6 each week. The lesson observed was brisk and lively, and the quality of teaching was very good. All the elements of music were taught, and even pupils with challenging behaviour did not have time to lose concentration. The teacher's excellent subject knowledge and expertise enhanced achievement through very effective demonstrations. Constant challenges to do better and high expectations of what pupils could attain meant that, by the end of the lesson, pupils gave a very good performance when singing a challenging song. In addition, they have all learned to play a range of notes on the recorder. Pupils' interest and enjoyment are clearly promoted by such stimulating and high quality lessons, enabling them to reach good standards.
75. Photographic evidence shows that, in **physical education**, pupils are involved in a full range of gymnastic and sporting activities. Pupils receive considerable enjoyment from representing the school at sporting events. Lessons are popular with pupils throughout the school. Pupils in Years 2 to 6 thoroughly enjoy Tag Rugby, taught by a visiting coach. In the one lesson observed in the Year 5 and 6 class when orienteering was the focus, teaching was good. Pupils fully understood what was expected of them because the teacher discussed the criteria used to assess their learning. Assessment of team skills,

map reading and speed of decision-making formed an important part of the lesson. The lesson captured the pupils' interest although some pupils with additional needs related to behaviour struggled initially to be part of a team. The teacher managed pupils' enthusiasm effectively as they finally realised that speed was an important feature of successfully meeting the lesson's objectives. There was little time for them to lose concentration. A very good range of resources supports the curriculum. The school benefits from using resources at the neighbouring secondary school, such as the Astro Turf and specialist staff, who are coaches for rugby and football. A good range of well-attended sports clubs enhance the broad curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. The very caring and supportive ethos and the every effective way all the different groups of pupils are included in the school enhance the pupils' personal development. This is one of the school's significant strengths. A strong feature of the provision is the school council, which enables pupils to participate in important decisions about aspects of school life and enhances their understanding of citizenship. A new and already successful curriculum is being implemented. Specific personal, social and health education lessons are designed to help pupils build up their confidence to have respect for themselves and each other. In addition, teachers skilfully use every opportunity to promote respect for others and sensitivity and understanding of different cultures and abilities in the school. Good examples of this are in the Year 1 and 2 class where the special child of the day enjoys special attention. In the Year 2 and 3 class, the teacher shakes hands with all pupils as they enter the classroom, even if they arrive late. Teachers in Years 3 to 6, value the pupils' contributions and all pupils, including those with significant additional needs related to behaviour, have good opportunities to succeed throughout the day. Racism and anti-social behaviour are confronted positively and are not tolerated, which has a significant impact on pupils' behaviour and racial harmony. As pupils get older, teachers give them more and more responsibility. They earn merit badges and undertake organisational tasks. Pupils are beginning evaluate their learning and to have a clear idea about what they have to do to improve their health, work and personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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