

## INSPECTION REPORT

### **ST KATHARINE'S C of E (VC) PRIMARY SCHOOL**

Savernake Forest, Marlborough

LEA area: Wiltshire

Unique reference number: 126310

Headteacher: Mrs Donni Blackwell

Lead inspector: Mrs Kay Cornish

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> May 2004

Inspection number: 257767

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 years
Gender of pupils:	Mixed
Number on roll:	58
School address:	Savernake Forest Burbage Marlborough Wiltshire
Postcode:	SN8 3BG
Telephone number:	01672 870492
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs P Sherlock
Date of previous inspection:	May 1999

## CHARACTERISTICS OF THE SCHOOL

This small Church of England (VC) Primary School for 58 boys and girls aged four to 11 years serves a full range of socio-economic circumstances, but mainly of private housing. Pupils are taught in two classes. The percentage of pupils identified with special educational needs, including those with a statement, is 14 per cent, which is below the national average of 17.5 per cent. Two pupils have a Statement of Special Educational Need which is above the national average. No pupils are believed to speak English as a second language at home. The percentage of pupils known to be eligible for free school meals is 14 per cent, this is in line with the national average. Attendance is broadly in line with the national median. Children are admitted into reception in the September of the academic year in which they are five, some attending part-time until January or Easter. Children's standards when they began school in 2003 were at the expected levels for the reception age range. However, evidence of trends over past years show that generally, children were below average when entering reception. The school gives sensitive respect for the Christian ethos and religion.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21080	Kay Cornish	Lead inspector	Mathematics Science Information and communication technology Art and design Design and technology Music Physical education
9052	Helen Barter	Lay inspector	
16038	Jill Bavin	Team inspector	English Citizenship Geography History Religious education Foundation Stage <sup>1</sup> Special educational needs English as an additional language

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

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

St Katharine's C of E (VC) Primary is a **good school** offering an enriching quality of education. The school gives sensitive respect for the Christian ethos. It is viewed highly by parents and pupils. Teaching is good and much of it is very good. Pupils' recent achievement is good and standards meet the required levels nationally in most subjects by the end of Year 6. The very good leadership and management have led the school through difficult changes in recent years. The school has now stabilised. The school gives good value for money.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher has inspired very good teamwork and flexible, effective management systems.
- The school's commitment to equal opportunities and concern for the needs of individuals are excellent and have ensured very good relationships and a very good ethos.
- Good, talented teaching and the strong commitment of all staff, including teaching assistants, have accelerated pupils' learning recently and improved their attitudes significantly.
- Teachers' targets in English for all pupils are not always precise enough.
- Pupils' standards in religious education are below the recommended levels of the locally agreed syllabus.
- The indoor, cramped accommodation at the Foundation Stage constrains activities that support the creative area of learning.
- The very good approaches to financial management and efficient administration have underpinned good improvements and a thriving community.

Since the previous inspection, the school has made good progress. The quality of teaching has improved for four to seven year old children. Assessment procedures are now good. There is good monitoring of teaching and learning so that leaders have a clear understanding of areas still in need of improvement. This has been supported by good improvements to policy documents, most schemes of work and an enriched curriculum. Provision for and standards in information and communication technology (ICT) have improved very significantly. The very good new leadership has ensured that the professional development of all staff has a clearer focus in the school's improvement plan. Pupils' standards are rising. Improved developments have taken place in a short time-scale, mainly since January 2002. Standards in religious education and reading and writing, could be better.

### STANDARDS ACHIEVED

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

*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.*

Pupils' achievement is **good**. Trends over the past years show that generally children have been below the expected levels on entry to the Foundation Stage, apart from September 2003, when children were in line. Children are likely to reach most elements of the Early Learning Goals<sup>2</sup> by the

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

beginning of Year 1, showing satisfactory achievement. There is very good achievement in aspects of investigative work in mathematics and science and of higher achievers in music. By the end of Years 2 and 6, standards are at the nationally expected levels apart from reading and writing, which are below but steadily improving. Standards in religious education are below the required levels of the locally agreed syllabus. Pupils with special educational needs show good learning towards their individual targets due to their very good provision.

The school's nurturing of pupils' personal qualities is **very good**. Pupils are keen to come to school and their relationships with others are very good. Their behaviour is very good and they undertake work willingly and independently. Attendance is good. Pupils' spiritual, moral, social and cultural development is very good.

### **QUALITY OF EDUCATION**

The **good quality of education** has a strong impact on pupils' improving standards. Teaching and learning are good with a significant proportion of very good teaching as well as one excellent lesson observed. The quality of the curriculum is good, with very good enrichment opportunities. There are very good inclusive opportunities to ensure that all pupils are focused on reaching their potential. The satisfactory accommodation has been improved significantly and used most effectively for the whole school, but the cramped Foundation Stage room limits activities which support children's creative development. Outdoor facilities are excellent and used fully to promote enrichment. The high quality of care, guidance and support given to pupils is supported by the very good partnerships with parents and by good community links. All combine to ensure that the commitment and concern for the needs of all individuals are excellent.

### **LEADERSHIP AND MANAGEMENT**

The headteacher's purposeful and imaginative vision has inspired very good teamwork. Talented and hardworking staff share her vision and have helped to manage change efficiently within a short time-scale. The governors' very good strategic planning has maintained a positive momentum for enlightened change during the past two-and-a-half years of difficult decision making. This has been well supported through very good management of finances and efficient administration. The school complies fully with statutory requirements.

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

Parents and pupils are very positive about the school. Parents' and pupils' views have been sought, valued and acted upon with a high degree of co-operation. They particularly like the new, professional leadership and accomplished teaching. They like the considerable changes since the previous inspection, as, for example, the broader curriculum and its enrichment, the two new classrooms, new hall, library and food technology area, and new welcoming entrance. Pupils like school, the interesting lessons, activities and the supportive staff. They state that:

"When I first started the other children were very kind. If someone is lonely a 'playground buddy' will play with them. We have to work hard and try our best. If we have concerns or worries, we have an adult we can go to. We like the small-school friendliness".

### **IMPROVEMENTS NEEDED**

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

- Ensure that pupils' standards in reading and writing are raised further by consistently providing precise targets for individual pupils, particularly higher achievers.
- Raise pupils' standards in religious education.
- Ensure that the indoor accommodation at reception supports the creative area of children's learning.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is **good overall**, with particularly good achievement in mathematics, science, ICT and music. Standards are in line with the national averages and expected levels of the year groups in most other subjects, but are below in reading and writing in Years 2 and 6. Standards in religious education are below the expected levels of the locally agreed syllabus.

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

- Standards in reading and writing by the end of Year 6 are not high enough.
- Subjects which have received a strong focus for improvement in the past two-and-a-half years, reflect pupils' good achievement.
- Past gaps in the implementation of the locally agreed syllabus have had a detrimental effect on pupils' standards in religious education.

#### **Commentary**

1. The tables for National Tests in Years 2 and 6 have been omitted due to less than 11 pupils taking the tests.
2. Current children in the Foundation Stage entered school with standards that are as expected for their ages but with a broad range. Evidence shows that children entered the Foundation Stage in previous years with standards that were mainly below the expected levels, but with a wide range. Currently, children's achievement in the Foundation Stage is satisfactory and it is likely that they will reach most aspects of the Early Learning Goals before they begin their formal education in Year 1 due to good teaching and support.
3. By the end of Year 6, most required standards are reached, showing good achievement overall from a below level standard on entry. Standards are in line with the national averages or expected levels with good strengths in certain aspects by the end of Years 2 and 6. Standards in other year groups are strongly improving.
4. By the end of Years 2 and 6, standards in reading and writing are below average. Pupils' achievement in these areas is mainly satisfactory and the majority of pupils reach the required levels for the age range. However, pupils in Years 2 and 6 with the potential to reach the higher levels of the National Curriculum do not have sufficient challenges in their reading and writing tasks and they do not reach the above average levels. In addition, these targets are not tailored to their individual needs. This is unsatisfactory. Measures are already being taken to address this.
5. The very good professional development of staff and improved resourcing for mathematics, science, ICT and music, have impacted strongly on these subjects' standards and achievement. Pupils' achievement has improved since weaknesses were noted at the time of the previous inspection. These weaknesses have now been rectified and become strengths, namely in investigative aspects of science and mathematics. In mathematics, science, ICT and music, improved teaching and provision and a completely new teaching staff since 2001 with extra musical expertise purchased, have raised standards so that they are in line with the national averages and are above in certain aspects. Standards are above the national averages in shape, space and measure (mathematics) and in investigative skills in mathematics and science. Currently, pupils' achievement in these subjects is at least good.
6. In all other subjects, apart from religious education, new planning and resourcing have improved pupils' achievement which is good from the below average level on entry. Standards



are rising since the drop in the National Curriculum assessment results of 2001 and 2002. Staffing then was undergoing significant change. The situation has stabilised considerably. Staff work closely together with an excellent commitment to improving standards. Even in pupils' writing in English, which is not quite up to the requirements yet, strong improvements are evident from samples of pupils' work. Pupils with special educational needs receive very good provision and their achievement is good.

7. The school recognises that religious education is a subject in need of extra focus and has already begun strategies to improve pupils' current under-achievement. As a result, the subject is under review in order to ensure that pupils make consistent progress in acquiring relevant knowledge. This under-achievement has arisen because past gaps in the implementation of the locally agreed syllabus have had a detrimental effect on pupils' standards.

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

Pupils' attitudes to school and their behaviour are **very good**. Their spiritual, moral, social and cultural development is **very good**. Attendance is **good**.

### **Main strengths and weaknesses**

- Pupils show great interest and enthusiasm for their work and activities.
- Pupils behave very well and have very good relationships with others.
- Overall provision for pupils' spiritual, moral, social and cultural development is very good.

### **Commentary**

8. Pupils have very positive attitudes to school. They enjoy learning, work hard and respond very well to their teachers. They try very hard with all the activities provided for them and this has a positive impact on raising standards and achievement. Pupils continue their interest in learning outside the classroom, for example, when planting seeds in the garden in an after-school club or performing in the school play. In discussion with them, pupils say that they 'really like' their school and particularly the small-school 'friendliness'. Parents express real pleasure at their children's positive feelings about their school and the education they receive.
9. The ethos of the school is very good. Pupils behave very well and show respect for one another because all adults expect it of them and set them good examples to follow. Pupils who have behaviour problems are well supported so that they are fully included in all activities. Pupils' behaviour in lessons, assemblies, at lunchtime and in the playground is very good. Pupils of all ages get on very well with each other and older pupils care very well for those younger than themselves. Parents are very positive about the way in which the school promotes high standards of behaviour and appreciate the way in which pupils are very kind to one another. They feel that problems are rare but if they occur, they are dealt with quickly and effectively.
10. Pupils have a mature understanding of right and wrong, and relationships in the school are very good. A very positive aspect of school life is the extent to which older pupils welcome the responsibility of 'looking out for' younger pupils and the way, pupils with special educational needs are supported by their peers. Pupils have good opportunities to develop greater awareness of their own and others' cultures. The headteacher has an acute understanding of, and commitment to, the school's responsibility for preparing pupils for the diversity of contemporary British society. Consequently, pupils are taught to value the contribution of non-western cultures with visitors from the Gambia, Japan and African countries. Adults encourage them to appreciate the natural world across the curriculum, to reflect and to empathise. As a result, pupils' spiritual development is nurtured well.

## Attendance

11. Pupils' attendance is good. Their parents ensure that they attend whenever possible and that they come to school on time each day. The school has good procedures for recording and monitoring pupils' attendance.

### *Attendance in the latest complete reporting year 2002/2003 (%)*

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.2
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **good** quality of education has a strong impact on pupils' recently improving standards. Teaching and learning are good. The quality of the curriculum is good. There is rich provision of extra-curricular activities. The accommodation and resources are satisfactory. The school provides a high quality of care and good guidance and support and links with the community. There is a very good partnership with parents.

### Teaching and learning

The quality of **teaching is good** and has a strong impact on pupils' **good learning**. A significant proportion of lessons observed were very good. No lessons were unsatisfactory. This is a positive picture and an improvement from the previous inspection. Teachers assess pupils accurately overall, and mainly use the information to monitor pupils' progress closely.

### Main strengths and weaknesses

- The strong expertise of teachers and their teaching assistants is used positively for the benefit of all.
- The thoroughness of assessment is good.
- There is very good encouragement and engagement of pupils.
- Staff insist on high standards of behaviour.
- All staff work very hard, and successfully, to create a cohesive teaching team.
- Higher achieving pupils are insufficiently challenged in reading and writing tasks.

### Commentary

#### *Summary of teaching observed during the inspection in 13 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	5	3	0	0	0

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

12. Very good teaching was observed in most year groups, particularly in mathematics and science. An excellent lesson was observed in drama. Teaching was predominantly good. There has been very good improvement since the previous inspection, when teaching was, overall, unsatisfactory.
13. Teachers have good expertise for most of the subjects they teach. There is strong expertise in teaching drama and creative thinking, as well as very good knowledge of the National Numeracy Strategy and of the National Curriculum for science. The good expertise in music is

used to improve the performance skills of a significant proportion of instrumentalists and to enrich the opportunities in the subject. Teaching assistants have good skills in supporting most subjects, and there is very good teaching of the pupils with special educational needs to ensure that these pupils achieve well. The skills of volunteers and parents are used well to support pupils' good learning of environmental science, food technology and ceramics.

14. Assessment procedures are good and the information gathered is used comprehensively to guide the school's prioritising for improvement. The very good assessment calendar is well balanced and clear for the whole school year. Pupils' progress is carefully monitored and the headteacher uses the information wisely in order to focus on areas in need of support and further development. Individual targets for improvement are generally accurately provided in most subjects; however, they lack precision in pupils' reading and writing targets and do not always match the language needs of higher achieving pupils. Targets set for pupils with identified special educational needs are focused clearly on what pupils need to learn next, and are fully supportive of all their learning. Pupils' work is marked regularly, and the best marking indicates clearly to pupils how they can improve. Marking generally improves pupils' presentation of their recorded work. There is good involvement of parents through the very good organisation of homework. In addition, parents have good knowledge of pupils' set targets for improvement. As a result, pupils' gain in their learning from the involvement of parents and guardians.
15. Teachers use a variety of approaches to maintain pupils' interest and concentration. They ensure that there is sufficient time for the outcomes of lessons to be discussed during the feedback at the end of lessons. This gives pupils insight into their own progress and how they can improve. The very good encouragement of pupils is successful in promoting their very good attitudes to school and their enthusiasm for learning.
16. The very good management of behaviour has resulted in quiet concentration within lessons and sensible responses of pupils during sessions of exciting challenges. All staff have worked hard together to implement strategies for behaviour management consistently. This results in pupils being very clear about what is expected of them and which instances meet with approval or not. Pupils respond with respect and consideration.
17. The headteacher has taken an incisive lead in motivating and influencing all staff to work closely as an effective teaching team. This has led to good implementation of the National Numeracy Strategy and of the National Curriculum. The short time-scale since the stabilising of the staff as a team in 2002 has meant that although implementing the school's schemes of work has been mainly successful, aspects of lesson planning in English and religious education have not yet had sufficient time to be firmly embedded on a daily or weekly basis. This matter is receiving urgent attention.

## **The curriculum**

The curriculum is **good** and shows a positive response to the recent educational document, 'Excellence and Enjoyment'.

### **Main strengths and weaknesses**

- The curriculum is planned with good detail and key learning skills identified.
- Initiatives that enrich the curriculum are good.
- Provision for pupils with special educational needs is very good.
- The small classroom restricts the creative curriculum for children in the reception class.
- The syllabus of the locally agreed document for religious education has been inconsistently implemented in the past.

## Commentary

18. The school successfully plans for the entire National Curriculum with detailed planning in most subjects. Staff have worked very hard and successfully over the last two years to ensure that the National Literacy and Numeracy Strategies are fully implemented and that subjects are planned with sufficient detail to ensure that pupils make progress in key skills. There is a good programme of work for personal, social and health education and citizenship. These developments represent good improvement since the previous inspection but it is too soon for the full effect in raising standards, especially for the oldest pupils, to be felt. Past gaps in the implementation of the locally agreed syllabus for religious education have had a detrimental effect on pupils' standards over time.
19. The school's strong commitment to enrich the curriculum is exemplified with the decision to work towards gaining the national arts award 'Artsmark' and with 'focus weeks' that include working with sculptors or focussing on different countries in the world. The programme of visits out of school and visitors into school is impressive for such a small school. For example, all pupils benefit from being involved in regular drama productions and from inter-school sports activities.
20. Provision for pupils with special educational needs is very good because all adults in the school are prepared to 'go the extra mile' to ensure that pupils are fully included. For example, one of the school clubs teaches 'Makaton', a sign language for pupils with learning disabilities. Individual education plans have measurable targets that plot pupils' progress and are reviewed regularly. Learning support assistants keep detailed and helpful records that recognise small steps of progress to be built upon.
21. The accommodation is satisfactory overall and ensures the implementation of the National Curriculum and is particularly good for food technology and physical education. However, the size of the reception class restricts children's creative development. Outdoor facilities are excellent and particularly beneficial for physical development and environmental science. Resources and staffing are sufficient with good features in special educational needs provision and music.

## Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. Pupils are provided with **good** support, advice and guidance. The way in which the school seeks, values and acts on pupils' views is **very good**.

## Main strengths and weaknesses

- All pupils in the school are cared for very well.
- Pupils are supported and guided well in their academic and personal development.
- Pupils' views are listened to very well and acted upon positively.
- Pupils with special educational needs are very well supported.

## Commentary

22. The school looks after pupils very well because it is committed to supporting and including every pupil, no matter what their background or needs. There are very good procedures in place to ensure that pupils and staff work in as safe an environment as possible. Risk assessments for outings and school activities meet statutory requirements. Child protection procedures are followed correctly when staff have concerns about pupils' welfare. Parents greatly appreciate the care provided for their children and the individual guidance and attention that is given to them which helps them to achieve well and to mature. They say that this a very 'nurturing' school where children learn to care for others and to develop responsibility as they grow up so that they are well prepared for their move to secondary school.

23. Teachers know the pupils very well as individuals and advise and support them well both academically and personally. Procedures to monitor pupils' personal and academic performances are good and teachers use their knowledge of pupils' capabilities to provide them with work which is generally well matched to their needs and to give them support when they are having difficulties. Pupils are very positive about the help that is given to them by all adults working in the school. They say that teachers 'are very helpful because they explain things and help us with our work'.
24. Pupils are also sure that they can go to any adult if they are worried about personal problems and that their concerns will be taken seriously and acted upon. Younger pupils say that older children are very kind to them particularly to those who are new at the school. The confidence that this gives to pupils enables them to make their feelings known and to discuss matters that concern them, both in informal discussion with adults and in the more formal and well-established school council. Pupils speak positively about opportunities for responsibility and to organise fundraising activities to support their chosen charity. Overall, the very good care given to pupils has a significant impact on their personal development and means that they are well prepared for secondary education.

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

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

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

- Parents are very satisfied with their children's education and the partnership that the school has with them.
- The school provides parents with good information about their children's progress.
- Parents play a strong and supportive part in the life of the school and in pupils' learning.
- Good links with the local community are used to make pupils' learning more interesting.

#### **Commentary**

25. Parents are very proud of the school and are highly supportive of its work. They are very positive about their relationships with the headteacher and staff whom, they say, know them very well and give them a lot of encouragement to be involved in their children's learning. Parents judge the school's ethos to be an 'enormous strength' and say that the 'warmth' of the school affects both pupils and parents who all gain great benefit from being part of a small, friendly community where everyone works together to the advantage of the children. They describe it as a 'happy family' where their children learn well and gain in confidence and maturity. They have few criticisms although some realise the constraints that the accommodation sometimes has on teaching and learning.
26. Parents are provided with good information about their children's learning. Discussions about pupils' progress and any difficulties are on-going because teachers have very good daily informal contact with parents. Pupils' end of year reports are thorough, without educational jargon and clearly identify what pupils need to do next to improve their learning. Parents say that they feel very well informed about events and activities taking place in school. The school has recently re-introduced termly curriculum newsletters at the request of parents who wish to know what their children are learning in order to help them.
27. Parents play an important role in the life of the school. They are very active in their support as governors, and as members of the parent-teacher association, helping in classrooms and running after-school activities. They consider that their efforts are greatly appreciated by the staff. Parents say that the headteacher gives them every encouragement to support their children's learning and that teachers give them a lot of time when they need guidance on how to help their children at home, even to the extent of home visits.

28. The school makes good use of the community to enrich pupils' learning. Due to its isolated position, it recognises the need to identify as many opportunities as it can for pupils to meet with others and broaden their experiences outside the classroom. It also encourages visitors to the school such as artists, musicians and theatre groups. Parents appreciate the school's good links with the church and the opportunity to attend services there as part of the local community. The school has good links with other small schools in the area where opportunities to work with others, such as at the Mediæval Day, benefit pupils' social development. Links with the main receiving secondary school are good and there are well-established transition arrangements for Year 6 pupils.

## **LEADERSHIP AND MANAGEMENT**

Governance of the school is **good**. The leadership and management of the school are **very good**, overall. The leadership of the headteacher and other key staff is **very good**. The effectiveness of management is **very good**.

### **Main strengths and weaknesses**

- The school's commitment to equal opportunities and concern for the needs of individuals are excellent.
- The extent to which leaders create effective teams is excellent.
- Well-targeted planning for school improvement, based on accurate self-evaluation, is being implemented with energetic and purposeful determination.
- The school's finances are managed wisely, are focused on educational priorities and are very efficiently managed by the school's administrator.

### **Commentary**

29. There is excellent commitment to include all pupils in the school's activities. Governors and staff have ensured very good relationships and a very good ethos. In such a climate for learning, there is very good strategic planning to maintain the positive momentum for enlightened change. The time-scale since the staffing has stabilised in 2002 has been short, but much has been accomplished due to the excellent commitment to provide a high quality of education.
30. The headteacher has a very clear and accurate view of the school, and an excellent grasp of the school's strengths and weaknesses. Her sense of purpose and imaginative vision are shared by all staff at the school. She has inspired strong team work and receives very good support from her subject leaders and staff, who have worked very hard in order to consolidate and carry out new initiatives. Monitoring of teaching and learning by staff holding responsibilities is very effective, and much hard work has been done to improve planning the whole curriculum and its assessment. The management of provision for pupils with special educational needs is also very good.
31. The school's self-evaluation procedures are very good and closely accurate. There is thorough monitoring of performance and very good action taken to improve the school's effectiveness. Management systems are flexible and help to implement well priorities made within the school's very good improvement plan. The chair of governors is highly effective and totally committed to her role. She ensures that all members of the governing body are provided with relevant information to become fully involved. Governors have been very supportive of the headteacher in the positive rapid management of change since her appointment in January 2002. Informed and experienced governors with close interests in the aspects of the curriculum and special educational needs, make very good contributions to monitoring provision. The key issues of the previous report have been rectified successfully, apart from pupils' achievement in religious education. The school complies fully with the Acts for Race Relations, Disability and Sexual Discrimination.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income*	201,942
Total expenditure*	196,460
Expenditure per pupil**	3,387

Balances (£)	
Balance from previous year	39,514
Balance carried forward to the next	44,996

\*Both these figures include capital income and expenditure.

\*\*Based on 58 pupils, the number on role on 4<sup>th</sup> May 2004 (the date of inspection).

*Note about balances 2003/2004:*

<i>Revenue carried forward</i>	<i>£26,348</i>
<i>Capital carried forward</i>	<i>£18,648</i>

32. The financial management of the school is very good. The new chair of finance has ensured clear terms of reference for the finance and premises committee. There is regular monitoring and reporting of the school's budget planning. Expertise among governors to manage the financial delegation is good. Systems are closely linked to the local education authority's financial procedures. Accounts are audited on a very regular basis and there is correct reporting of the school fund's income and expenditure analysis. The budget is in a healthy position to maintain the staff and pupil ratio. Parents and the community have been very successful in fund-raising. Very efficient school administration ensures that inventories are regularly updated and day-to-day administration is secure. Issues from the last audit have been addressed and rectified. The large carry forward in the budget is to protect the good staff to pupil ratio and for an extension to provide a headteacher's office and a staffroom, as well as an additional third classroom, due to a rise in the number of pupils.
33. Improvements in leadership and management since the previous inspection are good. There has been rapid improvement in the past two years. The quality of education is good. Pupils' attitudes, values and other personal qualities are very good. Pupils' achievement is good. The school's overall effectiveness is good. Value for money is good.

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

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

34. When children join the reception class about 75 per cent have attended a pre-school setting and most children have the social, communication and early mathematical skills expected for their age. A few children are confident speakers but overall children's early marks on paper lack the maturity associated with their age. Consistently good teaching and learning means that children achieve as well as they should and most will leave the reception class having achieved most elements of the Early Learning Goals. This means that standards are similar to those at the time of the previous inspection and previous strengths have been maintained.
35. The headteacher has provided very good support to the Foundation Stage, resulting in its good leadership and management on a day-to-day basis. Systems for introducing children to the school and for staff to begin to get to know children are good. They include staff making valuable visits to various pre-school settings and seeking useful information from parents as well as a programme of visits for the children into school. Children enjoy a wide range of interesting and stimulating activities with plenty of choice and opportunities to learn through first-hand experience. The curriculum is planned well to meet the requirements of the latest guidance for the Foundation Stage and includes religious education. During the inspection there were 16 children in the reception year in a mixed Year 1 and 2 class of 29 children. There were no children with identified special learning needs.

### Main strengths and weaknesses

- Adults are very skilled at encouraging children to meet new challenges so children have very positive attitudes to school and achieve well socially.
- Standards in early writing skills are overall below those expected for their age at the end of the year.
- There are strengths in children's interest in reading, use of mathematical ideas and language, and skills of observation.
- Children's achievements are well recorded and used successfully to help further development.
- Staff plan well for outside as well as indoor activities.
- Teachers have a good understanding of the value of children learning through their imaginations, but the small classroom constrains the choice of creative activities.

### Commentary

36. Children are confident and happy as a result of very trusting relationships with adults and consistently good teaching of **personal, social and emotional development**. Members of staff truly understand that happy children learn best. During the popular 'busy bee' time children willingly select an activity of their choice by placing their name card on a photograph of the activity they want. This is a good method for ensuring that children develop purposeful independent decision making skills. They are accustomed to spending some time with the older pupils in their class and benefit from this by extending their relationships and their concentration. Perseverance at practical work is impressive for even the very youngest children. All adults consistently set a very good example of how to behave and treat other people, so children feel secure. In this positive environment children readily tackle new challenges across the curriculum.
37. Children make satisfactory progress in **communication, language and literacy**. Making marks on paper to which they attribute meaning is an area of relative weakness for several children at the beginning of the year. While children make satisfactory progress in forming letters and writing their first names over the year it remains an area of relative weakness. Fewer than



expected proportions of children are likely to write sentences with the level of confidence expected in the Early Learning Goals. However, children gladly use their knowledge of letters and sounds to read with an adult. Members of staff successfully promote a good level of interest in books and willingness to read. The youngest children interpret pictures and use their memory of a story to 'read'. Most children are likely to meet the expected Early Learning Goals in understanding the main events in the books they read and they are beginning to recognise words. A significant minority of more confident children demonstrate a sophisticated knowledge of letters for example recognising the soft 'c' in 'ceiling' and remarking this is the same in 'cellar'.

38. In their **mathematical development** children are interested in 'shape' and 'measurement' and use mathematical language confidently. For example, in a practical construction task one child compared the length of different straws and ensured he cut matching lengths while using words such as 'longer', 'shorter', 'square' and 'circle' spontaneously. Children's use and understanding of number is at expected levels for their age and they are beginning to understand the idea of addition in a practical situation.
39. In the wide area of children's **knowledge and understanding of the world** teaching and learning is good. This is because staff plan carefully to ensure that children have good opportunities to learn through practical experience. For example, children enthusiastically experiment with joining materials to make an old castle for 'Beauty and the Beast' and demonstrate that their early scientific skill of observation is acute when they replicate slits in old castle walls. They use a computer mouse and keyboard with the expected level of skill for their age. Similarly, they identify features of their route to school and begin to understand the passing of time by recognising what babies cannot do that they can. In most skills they reach the Early Learning Goals but they observe changes in materials and details in patterns with a maturity for their age.
40. When children use scissors, spatulas, tape and string their **physical development** is similar to most children at their age. Their co-ordination when using wheeled toys, outdoors, is good. They show strength in their arms when climbing the outdoor apparatus, and confidence when running outdoors at playtimes. They have a satisfactory awareness of space and good balance on their feet. The excellent outdoor facilities for the Foundation Stage and the school as a whole, help children to develop as they should physically.
41. Adults have a good understanding of the value of children learning through their imaginations but the cramped classroom severely limits the activities available to support children's **creative development** at any one time. For example, it is not possible to have a role-play area, painting easels and musical instruments available simultaneously, as well as trying to accommodate two other year groups in the same room. Staff work very hard to overcome these difficulties and make good use of the library to extend the learning area.
42. The reception class team has devised manageable and useful systems for assessing children's learning and keeping an accessible record of it. They know children very well and incorporate their observations of children into planning how to further their development. The team plans well to use the outside space as an extension of the classroom and so use it well to support all areas of learning.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision for English is **satisfactory**.

#### Main strengths and weaknesses

- Standards are below average in reading and writing by the end of Year 2 and Year 6.

- Provision for pupils with special educational needs is very good.
- Teachers' targets for all pupils are not always precise enough.
- Pupils have very positive attitudes to the subject.
- The headteacher has very high aspirations for pupils and knows what needs to be done to improve the subject.

## Commentary

43. Standards in speaking and listening are in line with the national average. By the end of Year 2 and Year 6 standards are below average in reading and writing. Overall teaching and learning are satisfactory throughout the school. Due to satisfactory teaching, pupils in Year 2 develop their knowledge of letters and sounds at a reasonable rate. This means that most pupils read with the level of fluency and accuracy expected for seven-year olds. However, in the small year group there are fewer pupils than expected who are working above national averages. There is a similar situation in Year 6 where most pupils understand why characters behave as they do and are beginning to think beyond the literal but do not analyse texts with above average skill.
44. In writing, pupils are taught the key skills required by the National Literacy Strategy. Satisfactory teaching of younger pupils means that they become confident and willing independent writers. The school is right to prioritise this and the co-ordinator recognises that the next step is to increase focus on specific spelling or punctuation skills to complement the existing work. Satisfactory teaching for older pupils concentrates far more on ensuring that pupils systematically develop skills in spelling and punctuation. The co-ordinator recognises that pupils do not have sufficient opportunity to apply these skills in extended pieces of writing. However, during the inspection excellent and inspiring teaching was seen when drama was used to enhance pupils' imaginations in preparation for empathetic writing as World War II evacuees. There is very good provision for pupils with special educational needs who achieve well as a result.
45. Overall the leadership of the subject is satisfactory. The headteacher's skill in creating such an effective staff team has led to all adults in the school successfully promoting a positive interest in books and reading among all pupils. It has also contributed significantly to older pupils taking more pride in their work over the last couple of years. Marking is encouraging and mostly helpful, with the result that pupils have a general idea of areas for improvement. However, they do not have clear and specific targets tailored to their individual needs, and transferable to all their written work. Nevertheless, the co-ordinator has high aspirations for all pupils and a clear and accurate understanding of how to improve standards. Similar standards now to those at the time of the previous inspection mark considerable improvement in some aspects of the subject, such as the implementation of the National Literacy Strategy and updating the library.

## Language and literacy across the curriculum

46. Opportunities for pupils to use their reading and writing skills in other subjects are satisfactory, with strengths in some subjects and weaknesses in others. For example, pupils make good use of these skills when recording scientific investigations, whereas opportunities for extended writing in the humanities subjects are limited.

## MATHEMATICS

Provision for mathematics is **good**.

### Main strengths and weaknesses

- The expertise and enthusiasm of teachers are very good.
- The very good monitoring and evaluation by leaders correctly identify strengths and weaknesses in the subject.
- The very good planning for improvement has raised pupils' achievement.

## Commentary

47. By the end of Years 2 and 6, standards meet the national average for mathematics. Standards in the programmes of study in shape, space and measure are good, and above the expected average. Pupils' achievement, overall, is good. This is due to the good teaching and, at times, very good teaching, as well as strong leadership and management of the subject.
48. Trends in pupils' standards in the National Curriculum tests over the past three to four years showed a drop in results of Years 2 and 6 in 2002, but more significantly in Year 2. In the run up to the 2002 tests, a new teacher was appointed and a headteacher left in December 2001. This was followed by the appointment of a new headteacher. A series of supply teachers for the older pupils was experienced as well, due to the illness of the part-time teacher for the age range. Over the past two years, standards have been rising steadily again so that currently, pupils are at the national levels for numeracy, investigative work and data handling. Standards in measuring, shape, space, mass and time, are above the national average in all year groups. Higher achieving pupils reach standards above average and pupils with special educational needs achieve well, due to their very good provision.
49. The quality of teaching and learning is at least good. It ranges from good to very good, and is a significant factor in helping pupils to improve their standards. Teachers have very good knowledge of their subject, which is delivered with enthusiasm and a brisk pace. Teachers use probing questions to ascertain pupils' understanding and constantly reinforce pupils' knowledge where they consider there are past gaps in their learning. Teachers use different methods to explain new work and use computers very effectively to support mathematical learning. Day-to-day assessment is used very well in order to inform future lesson plans. The good quality of additional support from teaching assistants ensures that the needs of a wide range of ages within each class are met. Pupils are always aware of what they are expected to learn through teachers' very clear explanations of the lessons. There are several examples of very good teaching, resulting in pupils' very good learning. Teachers take good care to provide interesting problem-solving activities or investigations. This alerts pupils' interest and they have become fluent at expressing their different strategies in solving problems. Teachers insist that pupils use precise mathematical language, which improves the clarity of pupils' thinking and explanations of processes.
50. The very good evaluation of the subject's strengths and weaknesses by the co-ordinator and the headteacher has ensured the very good use of practical investigation and problem solving in all year groups. Previously, this area was a weakness and reduced overall scores in the National Curriculum assessment tests. Now, the ways in which pupils develop their own strategies for working in practical circumstances are strong. This approach has encouraged pupils' interest, resulting in very good attitudes and behaviour in mathematics' lessons. Pupils work independently and collaboratively showing very good respect, consideration and support for their fellow pupils and staff. This contributes strongly to the pupils' very good learning in lessons and good achievement over the past year.
51. There is very good planning to improve the provision in mathematics throughout the school. Data has been analysed very carefully to assess the overall school's performance since the dip in trends in 2001 and 2002. Results show a marked improvement in 2003. The set targets help the co-ordinator and headteacher to balance the curriculum better and to give sufficient emphasis to overcome the gaps in pupils' knowledge evident from the analysis of pupils' past performances. The very good planning to improve provision has clearly raised pupils' achievement over the past two years, with standards continuing to rise.
52. Generally, pupils have a clear understanding of the value of each digit when solving problems, using a variety of methods. Pupils rise to the high challenges given when interpreting data through graphs and statistics. Pupils confidently explain neatly and clearly their calculations when using the four rules accurately. Higher achieving pupils in Years 5 and 6 use fractions,

decimals and percentages to describe proportions correctly. Pupils' standards in the aspect of measurement, shape and space are good and consistently accurate. Younger pupils' knowledge of time is good. By the time they are about to leave, pupils measure correctly, using centimetres and metres. Older pupils measure millimetres and degrees of angles with good accuracy. Pupils' constructions of triangles, polygons and designs are confident and refined.

53. There has been very good improvement in the quality of provision for mathematics since the previous inspection.

### **Mathematics across the curriculum**

54. By the end of Year 6, opportunities for pupils to use mathematical skills in other subjects are good. Their mathematical skills enable them to solve investigations in science effectively. The presentation of data and findings is logically ordered with clear methodology explained and recorded during science investigations. When analysing data, pupils have good skills for compiling and understanding graphs. This helps them in their history and geography lessons as well as science. Pupils' good measuring skills help them significantly in design and technology projects. Their use of ICT skills in mathematics has been developed well, resulting in clearer explanations of patterns in data.

## **SCIENCE**

Provision for science is **good**.

### **Main strengths and weaknesses**

- The improved planning of the curriculum ensures very good, systematic development of pupils' scientific knowledge and skills.
- Teachers' very good emphasis on the use of specific, technical language enables all pupils to think and explain scientifically.
- The very good leadership and management of science, includes very good assessment procedures.

### **Commentary**

55. Standards in Years 2 and 6 are in line with the national average and are above the expected averages for scientific investigations. This shows good improvement from the time of the previous inspection and from the well below average level in the National Curriculum assessment data for the school in 2002. Results in 2003 have improved. The principal reason for this is the school's focus on rectifying the weaknesses of investigative and problem-solving tasks. These aspects have now been carefully built into teachers' planning of the science curriculum, and have had a positive impact in raising standards. A new scheme of work is based on Wiltshire's planning of the science curriculum, particularly modified for small schools with a wide range of ages and ability in each class. The school has adopted this scheme and it has been implemented most effectively, resulting in pupils' good achievement in the past year.
56. Pupils' scientific knowledge and skills are systematically developed. By the end of Year 2, pupils have a secure knowledge about life processes and living things. Pupils understand that humans use their senses, reproduce and age. They name correctly the main external parts of the body. They correctly identify a variety of animals. They compare accurately the properties of materials and select materials appropriately for specific uses. Pupils write and draw correctly a variety of actions to illustrate the use of force. For example, during their investigations they write: "When you push on the pedals you go faster. You pull a drawer to open it." They have good standards for scientific enquiry.
57. By the end of Year 6, pupils show satisfactory knowledge about translucency, discovering that opaque materials block out light and make shadows. They complete graphs to record accurately how the size of a shadow changes when the distance of an object from the light

source is changed. Pupils correctly measure forces in Newtons, using a spring balance, and they have investigated objects that sink and float. Pupils have a secure understanding of the key properties of fabrics, of their durability and factors needed for change. They have thoroughly studied air resistance. Pupils have generated clear graphs on the human heart rate and have an accurate knowledge of the human body's skeleton, muscles and main internal organs. They have studied, in depth, water evaporation and condensation and have taken Celsius readings of insulated containers of hot water. Overall, standards by the end of Year 6 are in line with the national average with above average features in scientific investigative work.

58. The quality of teaching and learning is very good. A strength of the teaching is the very good emphasis on the use of specific technical language. Teachers insist that pupils use correct scientific terminology when they explain about their findings during science experiments. Pupils are strongly encouraged to predict outcomes when they investigate, and give an indication why results are as found. In addition, pupils are encouraged to record their own findings with their improved vocabulary and in tabular or graph format. Much of the teaching is in the style of an investigative approach. This excites the pupils and their reactions are enthusiastic, with very good focus. There is very good use of teaching assistants and volunteers to support very good scientific investigations and to promote very good equal opportunities for all pupils. As a result, pupils with special educational needs are fully catered for. Higher achieving pupils reach above average standards, due to careful assessment of their progress and new challenges given as targets.
59. All staff work as a cohesive team, thinking carefully through their evaluations of lessons and pupils' learning in order to plan further support and challenges. This is as a result of leadership that inspires good team building and a clear vision of which aspects of the science curriculum need developing. The good use of ICT to enhance pupils' findings during investigations has been positively built into the science lessons and pupils have become most adept at collating their figures into neat tables and graphs. There has been imaginative development of the outdoor area in order to encourage and support pupils' learning of environmental science. This has been further extended through a regular gardening club effectively run by the Chair of Governors and supported by parents and staff. There is very good assessment of pupils' achievement and very good evaluation of the whole school's performance data to review patterns of performance. Since the previous inspection, leadership, management, planning, assessing and teaching in science are very good. Pupils' achievement has improved strongly in the past year, as a result of these aspects. Therefore, the improvement in the quality of provision for science is very good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Teachers make the work interesting and challenging.
- Improvements in resources have enabled pupils to undertake more complex work.

### **Commentary**

60. Standards are rising and have improved significantly since the previous inspection, when they were unsatisfactory and below average. Standards are now in line with the expected average levels of Years 2 and 6. Teachers challenge pupils well so that by the end of Year 6, pupils tackle complex tasks confidently. For example, Years 5 and 6 pupils confidently plan and design layouts of leaflets to advertise their own school, by importing pictures from other files and presenting a sequence of images. They access the Internet quickly and some pupils are able to send e-mails. This demonstrates good achievement throughout all year groups by the time pupils reach the end of Year 6.

61. Teachers were seen to intervene frequently and effectively to tackle common errors and provide challenging extension work. They plan activities that are imaginative, relevant and engage pupils' interest. For example, prior to visits to Bournemouth and Marlborough, pupils found evidence from using the Internet searches of street plans and images of landmarks, as well as historical aspects of the areas. There is successful management of behaviour, reflected in highly focused pupils using the ICT resources, able to work sensibly in pairs, when necessary.
62. There is very good leadership and management of the subject. In a short time-scale, teachers have received good support, training and guidance and are most competent. The subject is well resourced and the ratio of computers to pupils, meets government targets and are networked. Software is organised efficiently and is easily accessible. Each pupil has a stored folder and the dated work is kept in hard copy. The school uses Wiltshire's ICT Scheme of Work to log pupils' progress. This has had a good effect on raising pupils' expected levels.
63. Two laptops are in use by staff. An ICT technician visits one afternoon, fortnightly, to update and collate work or remedy mistakes. The school recognises the need to improve skills in control technology so that pupils are able to build procedures to control a Lego buggy that can carry out a specific set of actions. A positive aim is to introduce interactive whiteboards, but currently this is beyond the school's finances.

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

64. There are many examples of the use of ICT to support other subjects on display around the school and in pupils' workbooks. They use their word processing skills when drafting and editing their work in English, science and geography. They access the Internet when carrying out research in preparation for visits or visitors to school. In science and mathematics, they show how pictorial representations of investigations through graphs can enhance their findings.

### **HUMANITIES**

65. The inspection concentrated on religious education. However, the school follows national guidance in planning for the full National Curriculum in **geography and history**.
66. This was evident in work throughout the school. In Years 1 and 2 pupils learn about significant historical figures such as Florence Nightingale. The school has rightly recognised a need to ensure that more notable figures, such as Mary Seacole, are represented in the history curriculum. Weaknesses in writing mean that there is little recorded work in these subjects in some year groups. In the only geography work seen during the inspection older pupils had made good use of the Internet to research a local area and had interpreted maps with the level of skill suitable for their age. Good use is made of the local environment as a source of historical information when older pupils visit the church cemetery to identify the dates when local people lived and died in Victorian times. There are occasional examples of imaginative teaching methods that make good use of pupils literacy skills, such as, writing in the first person as a 'time traveller'. However, these skills are not used consistently to help develop pupils' literacy skills in these subjects.

### **Religious education**

Provision for religious education is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are below those expected by the locally agreed syllabus.
- The recently appointed co-ordinator has a clear and detailed understanding of what is required to improve the subject.
- There is insufficient assessment of pupils' learning.

- There is very good provision for pupils with special educational needs.

## Commentary

67. By the end of Years 2 and 6, pupils' standards are below the expectations of the locally agreed syllabus because pupils have not studied the subject in sufficient depth in the past. An analysis of pupils' very limited written work indicates that their knowledge and understanding of Christianity and other faiths is superficial but improving. This has arisen because past gaps in the implementation of the locally agreed syllabus have had a detrimental effect on pupils' standards in religious education.
68. Teaching and learning are satisfactory now, but improvements in planning are too recent to have raised standards to where they should be for the oldest pupils. Teachers are acutely aware of gaps in pupils' knowledge and their residual ambivalence with the subject. They are planning successfully to help pupils catch up and improve pupils' attitudes to religious education. For example, during the inspection pupils in Years 3, 4, 5 and 6 watched a video about Judaism respectfully and with interest. Pupils with special educational needs were supported during this session with considerable sensitivity. This meant enabling them to understand as much as possible without exerting undue pressure.
69. Although improvement since the previous inspection is unsatisfactory, overall, the co-ordinator recognises this and has a realistic appraisal of the subject. In the short time that she has held responsibility for the subject, the co-ordinator has rightly identified its key weaknesses and begun to address them. She has prioritised sensibly and so begun to raise standards and to review the curriculum to ensure it meets pupils' needs. She is well aware that the next important step is to use a helpful assessment system in order to guarantee that all pupils continue to make systematic progress.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. There was not sufficient evidence to report and evaluate fully on these subjects individually. Samples of pupils' work on display and in workbooks were scrutinised. Videos of musical performances and the school's planning documents were analysed. In addition, discussions took place with subject leaders and pupils.
71. Evidence suggests that pupils' achievement in **art and design** is satisfactory with strengths in designing. Pupils' close observational drawings are successfully representational. There has been good experimentation with colour and tone to produce silhouette pictures on a jungle animal theme. Good use has been made of the beautiful environment of the school with the trees and walks of Savernake Forest, in order to enrich pupils' experiences for direct observations of nature, using tone and shade to illustrate twisted roots and patterns of bark, and of leaf prints in paint and pastels. Samples of work reflect the higher achievement of talented pupils receiving good challenges. Overall, pupils' satisfactory achievement has been maintained since the previous inspection.
72. The management of visitors to the school and visits out related to art and design has been good, and has ensured that art is successful in improving pupils' perceptions of the natural and artificially made world. Displays of pupils' work are of a good standard. Pupils have investigated the lives and styles of different artists such as Leonardo De Vinci, John Constable, Dufy and Escher. Rob Lewis, an author and illustrator, has worked with the pupils in school. Pupils have visited the college's Art Gallery at Marlborough, to see an exhibition of Simon James' work, and have worked at the college to create art in the same style as Simon James. Pupils' sampled work shows the clear influence of Andy Warhol, and pupils' Japanese brush painting is linked directly to a Japanese visitor to the school. On the whole, the subject has contributed strongly to pupils' spiritual, moral, social and cultural development. From discussions with pupils, art and design is valued as an enlightening activity to communicate ideas and emotions in their visual form.

73. From the examination of teachers' planning of **design and technology** and pupils' projections plus the designs and evaluations of the objects pupils have made, there is good coverage of the National Curriculum and good development of pupils' skills throughout each year group. Satisfactory pupils' achievement has been maintained since the previous inspection. Designing skills are good and reinforced in art and design lessons.
74. So far in the carefully planned cycle, younger pupils in Years 1 and 2 have created recognisable vehicles from card and wood with moving mechanisms, as well as puppets. They have perceptively analysed the structures of houses and made satisfactory attempts to create their own model houses. There has been effective development of healthy eating and cooking. Older pupils in Years 3, 4, 5 and 6 have good standards in food technology and hygiene. There have been good links made with a history topic about World War II and design and technology. Older pupils created and successfully cooked a hot lunch and dessert from a Second World War menu, and served it to visitors. Pupils show good attention paid to the practicalities of making slippers from their own designs and prototypes. They distinguish clearly what works well and what could be improved. Work using clay further reflects pupils' good designing skills. In addition, pupils show satisfactory awareness of the modern day packaging and the persuasion techniques of different manufacturers. There are very good resources for design and technology with a well-equipped kitchen used most effectively by pupils and staff, as well as volunteers, to support pupils' learning. The keen interest shown by pupils when they talk about their work reflects the good leadership and management of a subject that is steadily improving.
75. From the analysis of teachers' planning in **music**, of pupils' singing in assemblies, and evidence from videos of concerts, there is good coverage of the National Curriculum and good enrichment in extra-curricular activities. Pupils' achievement is good and by the end of Years 2 and 6, pupils are likely to reach the expected levels for the age group. Standards in singing are above the expected levels. Pupils sing sweetly and confidently in an expanding repertoire with good rhythm and clear entry to each phrase. Singing is correctly pitched with clear diction. Pupils' good achievement has been maintained since the previous inspection.
76. The leadership and management of the subject are good. The planning is broad and balanced, ensuring a clear progression of skills, for all aspects of music between year groups. The use of visiting specialist teachers for teaching singing, including the choir, and for instrumental teaching, has a good impact on the enrichment of pupils' musical experiences. The range of activities and resources ensure that pupils remain well focused, showing good enjoyment. Approximately 25 per cent of pupils receive individual tuition in playing the keyboard, clarinet or saxophone. All pupils are included in school productions, expressing confidence in singing solo or as a whole group. There are good opportunities for pupils to join with instrumentalists from other schools and perform as soloists or part of an ensemble in front of a live audience at Marlborough College. Music has a positive profile and contributes strongly to the school's good links with its community as well as to pupils' very good spiritual, moral, social and cultural development.
77. Although no observations of teaching **physical education** took place during the inspection, due to insufficient time, evidence of planning shows a balanced coverage of all aspects of physical development. Overall, opportunities and resources have significantly improved since the previous inspection.
78. Gymnastics and dance take place regularly in a full-sized hall with a very good, newly sprung floor. The excellent outdoor provision ensures a full range of team games for hockey, short tennis, tag rugby, football, netball and cricket. There is excellent, safe apparatus for climbing. Year 6 pupils receive cycling proficiency tuition and there are many exchanges for team games with other local schools. All pupils swim each autumn term in a ten-week course at a local leisure centre. By the end of Year 6, all swim 25 metres confidently. A significant majority swim 200 metres. As well as swimming, older pupils complete a course on life-saving skills.



79. Athletics takes place during the finer weather, which includes a Sports Day on the spacious, flat field rented from Lord Cardigan, the local land owner. Pupils participate in an inter-school Athletics Meeting at Marlborough. In all these activities, the school has had good success for its size. Equal opportunities are very good and both boys and girls participate fully in competitions for team games. The provision is significantly enriched through extra-curricular activities and residential experiences.

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

80. No lessons were seen in citizenship and it is not possible to make a secure judgement about the overall quality of provision, teaching and learning. However, the school has selected planning documents for this element of the curriculum that are detailed and helpful. While staff have been developing comprehensive curriculum plans, they have identified links between personal, social and health education and other subjects. This has resulted in strong encouragement of discussions about school issues and personal behaviour and responses whilst pupils are seated in a circle.
81. There has been insightful discussion about global and social events during the school's assembly times. As a result, pupils are confident to give voice to their opinions and have learnt well how to take turns in listening to others viewpoints. The school's council is well established and pupils regard it as a serious platform to air views and influence whole-school decisions. The school has successfully gained the 'Healthy Schools' Award and uses specialist visitors to supplement the school's work in this area. The result of all this work is a school community where adults and children work with a strong sense of mutual respect and where relationships are very good and trusting.

## 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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
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	3
How well the curriculum meets pupils needs	3
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	2
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>2</b>
The governance of the school	3
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).*