

INSPECTION REPORT

ST OSMUND'S CATHOLIC PRIMARY SCHOOL

Salisbury

LEA area: Wiltshire

Unique reference number: 126425

Headteacher: Mr Mark Fowler

Lead inspector: Fred Ward

Dates of inspection: 1st – 3rd December 2003

Inspection number: 257894

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 aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	202
School address:	Exeter Street Salisbury
Postcode:	SP1 2SG
Telephone number:	(01722) 322 632
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Richard Francis
Date of previous inspection:	8 th June 1998

CHARACTERISTICS OF THE SCHOOL

This is an average-sized primary school for pupils aged four to 11, where the number on roll has remained steady since 1999. Around 15 per cent are of non-British White background, mainly Afro-Caribbean and Asian, with some recent pupils from the Philippines whose home language is Tagalog and who are at an early stage of learning English. Most pupils come from homes with incomes around the national average. The proportion of pupils with special educational needs varies but is currently below average, covering mainly moderate learning and physical difficulties. There are a few gifted/talented pupils in the juniors. Children start school in the September of the school year when they are five years old; the current Reception Year and Year 2 have a higher proportion of children born in the summer than in most schools; as a result their attainment is below average on entry. Around ten per cent of pupils leave and the same number join other than at normal times. The current headteacher started in 2000 and there have been staff changes where full-time teachers have decided to job share in Year 1 and Year 5. The school gained the School Achievement Award in 2002. There has been extensive improvement to the buildings since the previous inspection; there is no grassed playing field on site.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18605	Fred Ward	Lead inspector	Mathematics, information and communication technology, music, physical education, personal, social and health education and English as an additional language
19716	Katy Blake	Lay inspector	
28132	Wendy Hiscock	Team inspector	Foundation Stage, science, geography, history
14511	Philip Whitehead	Team inspector	English, art and design, design and technology and special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Pupils enjoy learning and achieve well because teaching is generally good. Overall, standards in English and mathematics are above average by the end of Year 6. The school is very well led and managed, providing good value for money.

The school's main strengths and weaknesses are:

- National test results for English and mathematics have risen faster than in most schools and, overall, are above average for seven- and 11-year-olds.
- Pupils generally achieve well but the juniors are not so good at scientific investigation and following up their own ideas through independent study.
- Pupils' personal and social skills are well developed but the unsatisfactory behaviour of a few juniors is not always well handled at lunchtimes.
- Pupils from different backgrounds, including those with English as an additional language, and pupils with special educational needs are very well supported and make good progress.
- Pupils' awareness of the diversity and richness of cultures other than their own is limited.
- Teachers know their pupils very well, set high expectations and give very helpful guidance.
- Parents think highly of the school but are not always given enough information in reports about how their children can improve.
- Whilst governors and staff work very well together to raise standards, their plans do not show clearly what has to be done or how to check if actions are successful.

Since the school was inspected in 1998, improvement has been good, with nearly all the key issues tackled successfully; however, development plans are still not clear enough. The buildings have been completely renovated and extended and the national School Achievement Award was gained in 2002.

STANDARDS ACHIEVED

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

Key: A - very high; 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 achieve well. In 2000 and this year, there has been an above average number of very young four-year-olds starting school. Currently Reception Year pupils are making good progress but the youngest are not likely to reach the Early Learning Goals set for them. This happened for the present Year 2 pupils and held back their learning through Year 1. As a result, current standards in Year 2 for reading, writing, mathematics and science are average; a dip from the rising trend in recent years. From Year 3 to Year 5, pupils achieve as expected and those with special educational needs and with English as an additional language make good progress because of very good specialist support. In Year 6, pupils work very hard tackling their weaknesses and by the end of the year, standards are usually above average in English and well above in mathematics. Currently, standards are as expected in English and above average in mathematics. Last year, Year 6 results in mathematics were in the top five per cent in the country. Standards in other subjects in Year 2 and Year 6 are average but are above average for history in Year 6. Generally, older pupils are not achieving as well as they could in scientific investigation and in carrying out independent research.

Pupils' personal qualities, including spiritual, moral, social and cultural development, are well developed. They acquire very good moral values but are less aware of the contribution people from other cultures and backgrounds make to the world. Pupils enjoy school and are keen learners. Behaviour is generally good in lessons but not always at lunchtimes. Pupils from different backgrounds get on very well together. Attendance is excellent.

QUALITY OF EDUCATION

The school provides a good quality of education, as teaching is good overall. Arrangements for pupils starting school are very good and the youngest quickly settle because of the good teaching in the Reception Year. In Years 1 to 2, teachers provide plenty of practical activities that help pupils really understand what they are learning. In Years 3 to 5, teachers help pupils acquire a solid foundation of knowledge and basic skills, particularly in literacy and numeracy and, increasingly, in the use of new technologies. In Year 6, the teacher is very good at helping pupils know what they need to do to improve and sets them high but realistic challenges, which nearly all of them reach. Staff are generally not very confident in science, particularly in helping pupils carry out systematic investigations as little training has been available.

The curriculum is well planned and meets requirements, although there are few opportunities for older pupils to follow-up their own enquiries using the library and other resources. Additional activities outside the classroom, including visits, residential trips and school clubs, are good. The school works very well with parents, listening and taking account of their views. Pupils are very well looked after, especially those with special educational needs and the new arrivals who have English as an additional language. There are very good links with the parish.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher works very well with senior staff and governors to raise standards higher. Whilst priorities for improvement result from a careful examination of the quality of teaching and learning and pupils' performance, development plans do not show clearly what needs to be done and how to judge whether actions have been successful.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very appreciative of the school. A few were concerned that there was insufficient information in school reports on what their children need to do to improve; inspection findings agree with this view. Pupils know they need to work hard. They feel safe and trust staff for help; some are not happy about the behaviour of a few older pupils.

IMPROVEMENTS NEEDED

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

- give older pupils more opportunities to carry out scientific investigations and follow-up their own ideas independently;
- provide more guidance during lunchtimes to help pupils play happily together;
- help pupils have a more balanced view of different cultures and celebrate the contribution of other ethnic groups to British society;
- provide parents with more helpful information in reports on their children's progress in all subjects, explaining what they need to do to improve; and
- draw up development plans that show clearly what needs to be done with measures to check the success of the actions taken.

and, to meet statutory requirements:

- in the school prospectus and governors' annual report to parents.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils achieve well and standards in English and mathematics are above average by the end of Year 2 and Year 6.

Main strengths and weaknesses

- Standards in national tests for English and mathematics have risen faster than in most schools and, overall, are above average for seven- and 11-year-olds.
- Pupils generally achieve well but the juniors are not so good at scientific investigation and following up their own ideas through independent study.
- Pupils with special educational needs, the more able, the gifted/talented and those from different backgrounds make good progress.
- The recently arrived pupils whose home language is not English are achieving as well as others in their class with similar capabilities.
- While standards in other subjects overall are as expected, pupils' attainment in aspects of information and communication technology and music is below average.

Commentary

1. Pupils start school aged four with a wide range of attainment. In 2000 and this year, around half the children in the Reception Year were born in the summer and entered school with below average personal, social and emotional skills. Many are not good at concentrating and their immaturity continues to hold back their learning until they reach Year 3. So whilst it is too early to make firm judgements about the progress of the current Reception Year towards the Early Learning Goals set for them, it is likely that many of the youngest will not catch up in their personal, social and emotional development, communication, language and literacy, mathematical development and in other areas of learning.
2. The school has been successfully dealing with the effects of pupils' immaturity by providing more practical work and making sure a high proportion of teaching and learning takes place in small groups. This has also benefited older pupils in the infants who learn at a slower rate. However, while standards in reading, writing and mathematics for seven-year-olds have remained above average over the past few years, it is likely that they will dip to average with the current Year 2 because of the high proportion of summer-born pupils. National test results in 2003, showed standards were well above average in reading and mathematics when compared to all schools and above average in mathematics. When compared to similar schools, standards were still well above average in reading and above average in writing and mathematics, as can be seen in the following table:

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

Standards in:	School results	National results
reading	17.4 (16.7)	16.3 (16.4)
writing	15.5 (15.6)	15.2 (14.9)
mathematics	17.4 (17.5)	16.8 (17.0)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

3. Teachers' assessment of science in 2003 showed that standards in Year 2 were above average when compared to all and similar schools but, here again, standards are likely to be around average for the current group of seven-year-olds.
4. The inspection found that pupils in Years 1 and 2 are still benefiting from this more practical approach to teaching and learning, and are achieving well. On the evidence available, standards in all subjects by the end of Year 2 are expected to be around the national average; predications confirmed by inspection findings.
5. Pupils generally make steady progress from Year 3 to Year 5. They continue to build on the firm foundation laid in the infants, developing and becoming more competent at using basic skills, particularly in literacy and numeracy. In Year 6, they work hard tackling areas of weakness and achieve very well. Since 2000, standards overall in national tests have risen faster than in other schools and generally remained above average. In 2003, standards for 11-year-olds in mathematics were high and in the top five per cent of all and similar schools; standards in English were well above average and in science, average, when compared to all and similar schools.

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

Standards in:	School results	National results
English	28.9 (29.1)	27.5 (27.7)
mathematics	30.1 (28.7)	27.5 (27.6)
science	29.1 (29.6)	29.3 (29.1)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

6. Standards in other subjects by the end of Year 6 are expected to be around the national average, apart from in history where they are already above average because pupils' studies have been enriched by visits and handling first-hand evidence wherever possible.
7. While pupils achieve well overall in the juniors, the school is aware of and tackling common shortcomings in pupils' learning:
 - Many are not very confident in carrying out scientific investigations systematically although they are now having more opportunities to undertake practical work.
 - Some pupils do not have well-developed library skills and this holds back their progress in following-up their own ideas in independent study.
 - Although there has been a considerable investment in new technologies and pupils now have weekly lessons, many older juniors still have not had sufficient practice with data-handling, control and modelling in information and communication technology and find these areas difficult.
 - While teaching and learning in music has benefited from the introduction of a more helpful scheme of work, many pupils are not confident in composition and performance.
8. The school is also very good at identifying the specific needs of individuals and groups of pupils, through finding out all about them when they start school and then carefully checking their progress. As a result, pupils with special educational needs, including those with very specific requirements, are fully involved in school life and make good progress. The more able, gifted and talented pupils and those with English as an additional language are also given very appropriate specialist help and achieve well.
9. The school identified that boys were not reading as well as girls and purchased more appropriate reading material. The inspection found that boys, particularly those who in the past have had difficulties with reading, eagerly seek out these books and enthusiastically talk about

what they have read. It is too early to see whether standards in boys' reading have risen, but their attitudes have certainly improved.

- The recently arrived pupils from the Philippines have settled very well into school life and have made rapid progress in their English language skills. Staff are benefiting from specialist help from the local education authority and also support from parents at home to make sure these pupils understand what is required of them. As a result, the pupils are achieving as well as others in their class with similar capabilities.

Pupils' attitudes, values and other personal qualities

Pupils generally behave well in class but not always at lunchtimes. They show increasing maturity and take responsibility willingly. They enjoy learning, but older pupils do not follow up their own lines of enquiry confidently. Overall, their personal development is good; their moral development is very good and their spiritual, social and cultural development is good. Attendance is excellent.

Main strengths and weaknesses

- Pupils have positive attitudes to learning and care for each other.
- Pupils work hard but do not use the library well for private study.
- A few older pupils are too boisterous at lunchtimes.
- The school is friendly and welcoming, especially to newcomers.
- Pupils of different capabilities and backgrounds, including those with English as an additional language, are fully included in school activities.
- Pupils' moral development is very good but their awareness of other cultures is limited.
- Pupils are generally punctual and high attendance is encouraged and attained.

Commentary

- Pupils report that they like school, feel safe and secure and know whom they can turn to for support; they are not keen on the few older pupils who behave inappropriately; findings confirmed by their parents and the inspection.
- Whilst pupils come happily to school, delays to hired transport can cause some to be late for lessons, as happened on the first day of the inspection following severe weather conditions. However, good attendance is actively encouraged and, as the following table shows, is very high and in the top five per cent of all schools:

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.3
National data	5.4	National data	0.4

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

- The school is a friendly and welcoming place, especially towards newcomers and the few pupils with specific special educational needs. Relationships between pupils are generally good and pupils from different backgrounds are fully involved and included in school activities. The recently arrived pupils from the Philippines, whose home language is not English, have quickly adapted to school routines, have made friends and are achieving as well as others in their class.
- Behaviour in class is generally good as staff expect and obtain high standards. However, at lunchtimes a few older pupils, mainly boys, dominate the juniors' playground with football and

other games. Some behave boisterously and aggressively towards each other and others; this spills over into the hall when they go for lunch. Whilst individual incidents are dealt with quickly and appropriately by staff, pupils are given insufficient guidance about being more creative in their play and there is little overall improvement.

15. In recent years, no pupils have been excluded.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	172	0	0
White - Irish	2	0	0
White – any other White background	2	0	0
White – White and Black African	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – any other Asian background	6	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	1	0	0

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

16. Although the youngest pupils entering Reception do not easily settle into good learning habits, they quickly improve, but the immaturity of the youngest continues to hold back their learning through the infants. However, nearly all pupils acquire a good attitude to work and join in enthusiastically in lessons. They willingly take on increasing responsibilities in the life of the school as well as wanting to know what they can do to improve their learning. Older pupils are not very confident in using the library and this makes it difficult for them to follow-up their own lines of enquiry when working on their own.

17. The school's drive to help pupils grow in maturity both academically and in their personal life, has been successful. Their spiritual development is good, as pupils gain much from the prevailing Christian ethos that values each individual and helps them feel good about themselves and to appreciate others. Moral values are particularly well fostered and pupils have a very good understanding of right and wrong in their own lives and the world at large. Their social development overall is good, and they work well together in small and large groups. The vast majority also play happily together and want to contribute to school life. Pupils are very aware of their local and national cultures but have a rather unbalanced view of the way other people live in the world and the contribution of different ethnic groups to British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall as teaching is generally good; the curriculum is very appropriate and pupils feel very confident and secure.

Teaching and learning

The teaching and learning are good overall.

Main strengths and weaknesses

- Reception pupils respond well to the good teaching and achieve well, but the youngest take time to settle in to good learning habits.
- Teaching in Years 1 to 2 gives pupils plenty of hands-on experience, helping pupils really understand what they are learning.
- Pupils in Years 3 to 5 are given a firm foundation in knowledge and understanding, as teachers are good at developing their basic skills, especially in literacy and numeracy and increasingly, in using new technologies.
- Year 6 pupils work very hard and make good progress, as the teacher is very good at helping them know what they need to do to improve.
- Staff are very good at making sure all pupils, regardless of their capabilities, backgrounds and their use of English as an additional language, are fully involved in lessons.
- Pupils' progress is thoroughly checked and the information used very well to help teachers plan appropriate work.
- Some teachers are not confident teaching practical work in science and composition in music and do not give junior pupils sufficient opportunities to undertake independent study.

Commentary

18. The teaching in the five lessons observed in the Reception class was consistently good. In Years 1 to 2, the teaching was very good in three lessons, good in seven and satisfactory in two. In Years 3 to 6, the teaching was very good in four lessons, good in six and satisfactory in six. This is an improvement since the previous inspection, when one in ten lessons were less than satisfactory.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (19%)	22 (54%)	11 (27%)	0 (0%)	0 (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.

19. The consistently good teaching in the reception class occurs because the teacher and the assistant work very closely together and use their detailed knowledge of individuals to plan very appropriate activities for the younger than average class. They use a very good mix of teaching methods that keeps pupils' interests, providing variety and enjoyable practical work. They also sensitively deal with the youngest four-year-olds' difficulty in settling into good learning habits by gentle, but insistent, reminders.
20. In Years 1 and 2, teachers continue to provide plenty of practical work and show imagination in the wide range of interesting activities planned. Pupils are enthusiastic and their curiosity is very well fostered. Staff set and achieve high standards of behaviour.
21. In Years 3 to 5, teachers build on pupils' love of learning and help them become more adept at acquiring and using their basic skills, particularly in literacy and numeracy. Pupils know what is expected of them and generally rise to the realistic challenges set by teachers and try to do their best. There are a few older pupils who can, on occasions, behave inappropriately but generally staff deal with these incidents effectively.
22. In Year 6, the teacher is very good at finding out exactly what each pupil can and cannot do. She is very thorough in checking progress and letting each pupil know what they have to do to improve. She also has very good relationships with her class and pupils are very keen to work

as hard as they can. As a result, pupils generally achieve well and some, who in previous years have been held back by their lack of confidence, make very good progress.

23. Teachers gained much from the nationally initiated training for literacy and numeracy and have combined the best features of their previous practice with the new ideas. As a result, standards in English and mathematics have risen faster than in other schools and overall are above average for seven- and 11-year-olds. However, some teachers have not been confident in teaching practical science and composition in music. The school has begun to tackle this problem by introducing more helpful guidance but there has not yet been time to give staff appropriate training. Consequently, some pupils are not achieving as well as they could in these areas.
24. Staff have been very good at making sure all pupils are able to take a full part in lessons and achieve as well as they can. Pupils with special educational needs, including those with specific challenges, are given especially good support. From an early age or if they join the school later, a very careful and detailed examination of their individual needs and requirements is undertaken. In addition, their progress is carefully and frequently checked and appropriate changes made to how they are taught. Staff also deal well with the recently arrived pupils from the Philippines who are in the early stages of learning English, making sure they understand what is required in lessons.
25. The more able are suitably challenged and enjoy seeing how far they can go, often taking work home to develop further. However generally, teachers do not give pupils enough opportunities to undertake independent research and, as a result, they are not very confident at using the library and extracting information from books. Homework is well used to reinforce basic skills in reading, spelling and learning number facts. Pupils from minority ethnic groups are fully involved in learning and achieve as well others in their class with similar capabilities. Teachers are good at supporting the few pupils with specific gifts and talents and celebrating their achievements.
26. Teachers are beginning to make more use of new technologies to support teaching and learning in all subjects. However, this is a fairly recent occurrence and staff are more confident using word-processing and data-handling than in other areas.
27. The school has very thorough and systematic ways of checking and recording pupils' progress, using staff observations and national tests. Teachers are generally very aware of pupils' weaknesses and, as pupils move through the school, they are increasingly involved in agreeing targets for improvement. Staff use this information very well to plan and adapt learning activities, focusing on common problems in lessons and identifying individuals for additional support.

The curriculum

The curriculum meets requirements and provides good opportunities in and beyond the classroom except in personal, social and health education where there are gaps. Accommodation and resources are generally good.

Main strengths and weaknesses

- The curriculum is strong in Reception, English, mathematics and for history in the juniors.
- There are many opportunities to develop literacy and numeracy skills in all subjects and increasing use of new technologies.
- Pupils with special educational needs and those with English as an additional language are well provided for.
- The personal, social and health education programme does not cover all the nationally recommended areas of study consistently.

- Overall resources and accommodation are good but the new technology suite is cramped for class sessions and the school lacks a large grassed playing area.

Commentary

28. The curriculum has been considerably improved since the previous inspection. The programme in the Reception is well planned to meet the needs of all the class, particularly the very young four-year-olds. National guidance for literacy and numeracy has proved most helpful in making sure that pupils acquire a firm foundation in basic skills. As a result, pupils are well prepared for the next stage of their education when they leave aged 11.
29. A further strength is the history curriculum in the juniors where pupils are given opportunities for much hands-on experience through visits and in handling artefacts. Standards in science have stayed around average, as in the past pupils have not had sufficient opportunities to develop their investigation skills. Whilst more practical experiments are now planned, some staff still lack confidence in using recently introduced curriculum guidance in science. The information and communication technology programme has been considerably improved as a result of staff training and support from the co-ordinator. Similar developments are planned for music as a new scheme of work was introduced in September.
30. Overall, an interesting and stimulating curriculum is provided that makes sure that every pupil, including those with special educational needs and those with English as an additional language, takes part in a wide range of appropriate learning activities in class. Pupils' experiences are further broadened through visits or by visitors linked to topics being studied. For instance, Year 5 pupils experience an informative day at Sevington as part of their history work. Such activities make learning vivid and real.
31. Many junior pupils attend a good range of after school activities including sports, arts and science, often with the valuable assistance of parents. These activities help pupils to achieve well and to develop their skills and interests further.
32. Individual education plans for pupils with special educational needs are helpful and regularly reviewed to make sure that the curriculum is well matched to their particular needs. These plans are well used by teachers and assistants, with additional advice from the experienced special educational needs co-ordinator. Parents are very appreciative of the ways the specific requirements of their children are met, recognising how hard the school works to find solutions and find specialist help when required.
33. Resources and equipment are generally sufficient and of good quality. These help staff to teach well and pupils to enjoy their learning. This is a considerable improvement since the previous inspection.
34. The new computer suite is well equipped but cramped when used by junior classes making it difficult for staff to move around and help individuals. While the hall and playgrounds are spacious and well used for lessons, particularly physical education, the lack of an adequate grassed area limits the scope for field games and athletics.
35. Sex and relationships education is provided through the whole curriculum but mainly within religious education. While pupils' personal development is a strong feature of the school's inclusive family atmosphere, specialised lessons are not planned with sufficient reference to national guidance. The personal, social and health education programme is to be reviewed following staff training in emotional literacy later in the year to remedy this shortcoming.

Care, guidance and support

Overall, the school takes very good care of pupils, helps them achieve well and has plans to take their views more into account.

Main strengths and weaknesses

- The school is a caring, friendly and mostly well-ordered community where pupils, regardless of their backgrounds and capabilities, feel safe and secure.
- Whilst teaching staff have high expectations of good behaviour in classrooms, on occasions, inappropriate actions by a small number of older pupils goes unchallenged outside of lessons.
- All pupils, especially those with specific special educational needs and with English as an additional language, are very well supported and fully included in the life of the school.
- Induction arrangements are very good.
- Pupils are given very good support and guidance.
- While pupils confidently express their views in lessons, they are not yet formally involved in school developments.

Commentary

36. The school is a friendly, caring community where pupils feel safe and secure, including the minorities with non-British backgrounds. These are similar findings to those of the previous inspection. Staff know pupils extremely well, are very aware of their different needs and always respond in a positive and helpful way. Pupils reported in questionnaires and discussions that they have every confidence in turning to staff when they need advice and help. This guidance is very helpful in their learning.
37. The school has good procedures for making sure that pupils know how to behave appropriately. Generally in classes teachers and assistants deal quickly and sensitively with the few instances of unsatisfactory behaviour. However, a few older pupils are not very good at following the school rules and expectations about good behaviour. Too often they behave inappropriately on the playground and when queuing for lunch. On these occasions there is sometimes inadequate supervision and some individuals are bullied and harassed.
38. The school is especially good at looking after pupils with special educational needs, particularly those with specific physical or learning difficulties. Parents are very appreciative of the way their children with these specific needs are taken care of. As a result of this specialist help, these pupils are fully involved in learning and make good progress. This also applies to the increasing numbers of pupils with English as an additional language. The school benefits from expert advice from the local education authority and staff find the guidance very helpful in providing appropriate activities to develop these pupils' English language skills. Generally these new pupils are effectively introduced to the school, make good progress and achieve as well as others with similar capabilities.
39. Induction arrangements for children starting school aged four, and at other times, are very good and very much appreciated by parents and pupils. These pupils quickly adapt to school routines and achieve well.
40. The school is very good at getting the best out of pupils as their efforts, attitudes and good behaviour are frequently celebrated in class and in assemblies. Pupils from different backgrounds are fully involved in the life of the school.
41. Whilst pupils are encouraged to express their views and ideas in lessons throughout the school, there are not many opportunities to contribute to school development. However, there are plans to introduce a school council where representatives from each class will have more formal involvement.

Partnership with parents, other schools and the community

Overall, the school works very closely with parents and has good links with local schools and the community. The involvement of the parish church is very good.

Main strengths and weaknesses

- Parents are very appreciative and supportive of the school.
- Although well informed about most of school life, information on their children's progress in annual reports does not show clearly what they need to do to improve.
- Links with playgroups, partner schools and the local community are good, with particularly strong contact with the parish church.
- The governors' annual report and school prospectus have minor omissions.

Commentary

42. Parents are very well informed about school life through regular newsletters, meetings and the very good informal contact with class teachers. This is an improvement since the previous inspection. Parents are particularly appreciative of how accessible staff and the headteacher are and how much effort is made on their behalf to sort out any problems. Parents feel they are kept up-to-date with how their children are working but some reported that they did not find the annual school reports very helpful in saying what their children needed to do to improve. Inspection findings confirm that reports give considerable detail about what pupils can do but give little indication of individuals' strengths and weaknesses.
43. Nearly all parents take an active interest in their children's education and encourage their children to complete homework. Some assist in school and their help is very much appreciated, such as in running after-school clubs and providing transport for games and other events away from school.
44. The school prospectus does not inform parents that they can withdraw their children from worship and religious education and does not show national comparisons when giving test results for pupils aged 11. The governors' annual report also does not show national comparisons when giving tests results.
45. The school involves pupils in many local events in the community, particularly in the sports and arts. These experiences help broaden their awareness and increase their sense of responsibility in society.
46. Links with playgroups are well established and parents are very pleased with the help and advice they are given when their children start school. As a result, pupils quickly feel safe, secure and come to school happily. Pupils move easily to the next stage of education as transfer arrangements with secondary schools work well. Staff also have good contacts with other primary schools in Salisbury and co-ordinators meet regularly to share ideas and undertake training. The school plays a central part in the local parish and there is very good contact with the church. This helps the school retain and develop its Christian family ethos, giving pupils good opportunities for their spiritual, moral and social development.

LEADERSHIP AND MANAGEMENT

Governors are very involved in school improvement; the headteacher is a very good leader, well supported by good managers.

Main strengths and weaknesses

- Governors keep a careful eye on the school and know what the school needs to do to improve.
- The headteacher works hard at raising standards and is very supportive of staff.
- Whilst there is a clear vision and purpose, development plans do not show specifically what needs to be done and how to check if actions have been successful.

- The school successfully welcomes and includes all pupils regardless of their background and capabilities.
- Financial management is efficient and well controlled.

Commentary

47. The governors have done a very good job in managing the major school building refurbishment, with little disruption to teaching and learning, and making sure standards in English and mathematics continued to rise faster than in most schools. They keep a careful check on finances and make sure that funds are directed to the most important areas that will raise pupils' achievement, as they have done most effectively in providing more assistants to support pupils who learn at a slower rate. To do this, they make sure they have accurate and reliable information about the school from careful analysis of pupils' test results, regular reports from the headteacher and contact with co-ordinators. In addition, many of the governors are parents and have a close interest and knowledge of the day-to-day life of the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	504,647	Balance from previous year	29,832
Total expenditure	486,780	Balance carried forward to the next	17,867
Expenditure per pupil	2,410		

48. The headteacher is now in his third year and has been very successful in creating a staff team, helping them to take on increasing responsibilities for managing subjects and other aspects of school life. This is an improvement since the previous inspection. Recent changes, where teachers have chosen to work part-time, have meant subject management roles have been altered. Currently, the headteacher oversees mathematics and part-time co-ordinators cover information and communication technology, history, music and physical education. These arrangements have worked well as the headteacher and part-time staff have made sure that their duties have been carried out effectively.
49. Generally, staff are good managers and have chosen the most important areas to improve, as confirmed by inspection findings. The continued rise in standards in English and mathematics, the recently introduced guidance in science and music and the achievement of pupils with English as an additional language, are evidence of this success. However, the school has not yet given pupils a sufficiently balanced view of the contribution other cultures make to British society and lunch playtimes are not managed appropriately to allow all pupils to play happily.
50. While the headteacher has a very clear vision of where the school is going and is very supportive and encouraging of staff in the drive to raise standards, he does not produce development plans that give sufficient guidance of what exactly needs to be done and how to check progress. This makes it difficult for staff to tell if the actions they are taking are working effectively and for governors to know whether their spending decisions were the right ones.
51. Staff now feel very much part of a team as they are valued and encouraged to develop professionally. New staff and students are quickly and supportively welcomed into the school. Performance management procedures are seen as important in helping staff to examine their teaching and discuss how to improve. Currently, the headteacher undertakes most of the direct observation of teaching and learning in lessons but co-ordinators are to be trained to take more responsibility so that they can have a better view of what needs to be done to raise achievement in their subjects.
52. The school is very aware of the principles of best value. Whilst governors and managers are keen to try out new ideas, they are careful to make sure that any changes are likely to benefit

the pupils. They have been particularly successful in continuing with what was working well and introducing new practices slowly, as they did with the National Literacy and Numeracy initiatives and also with changes to the curriculum for pupils in Reception. Recently, the school has made the introduction of new technologies a priority; a new computer suite has been created, staff have undergone intensive training and professional discussions are taking place to review progress. By working in this way, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The inspection focused on pupils' personal, social and emotional development, communication, language and literacy skills, and mathematical development. In other areas of learning, there was insufficient evidence to form an overall judgement on provision. There are three common strengths: the rich curriculum, the very good leadership and management and the teachers' and assistants' detailed knowledge of the children. This enables them to provide very appropriate learning opportunities that interest and fully involve all pupils, regardless of their maturity and background. Almost half the class start school with below average skills in personal, social and emotional development, communication, language and literacy development and mathematical development, but settle quickly and generally achieve well. However, the proportion expected to reach the learning goals set for the end of the Reception Year in each area of learning is likely to be below average because a high proportion of the class will only just be five-years-old.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good and producing good gains in pupils' learning.
- Pupils are generally learning to work and play happily together.
- Pupils are learning to be independent and behave well.

Commentary

53. Praise and encouragement is a strong feature of the Reception team's approach to developing children's social skills. Children are valued and helped to develop high self-esteem through a range of activities such as selecting 'a special person of the day' who is chosen to complete certain tasks like opening the Advent Calendar. The teaching clearly focuses on establishing routines and high expectations of independence. Consequently, most children achieve well. The youngest, who find it difficult to concentrate or quickly lose attention, are given consistent gentle reminders and are sensitively supported by both the class teacher and assistant. As a result, they are making good progress in learning what is expected of them.
54. Pupils are curious and motivated to learn through a wide variety of interesting activities, which captivate their interest, such as well-chosen computer programs. They talk enthusiastically and confidently about what they like doing, *"I like the play area - it's about Christmas - I'm being Mary"*. Quieter children are encouraged to join in through staff's reassurance and careful questioning.
55. Whilst most generally take turns and share well, some less mature children are inclined to be more self-centred. Both the teacher and assistant focus pupils on good examples of their peers co-operating and working well; this brings out the best in others who also want to please. The classroom is warm and welcoming and children feel secure and quickly settle.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is consistently good and pupils achieve well.
- There is a strong emphasis on speaking and listening skills.
- Interesting opportunities are provided for developing writing and reading skills.

Commentary

56. There is a wide range of speaking and listening skills among the pupils. Some have immature speech whilst others are more articulate and confidently talk about their experiences. Consequently, staff make sure all children improve through engaging them in discussion when taking part in activities such as role-play and using sand and water. They encourage pupils to talk about what they are doing, questioning them well to draw out appropriate vocabulary.
57. The classroom is rich in opportunities to develop childrens' love of books and reading skills. For example, pupils sorting animals according to where they live were given a good selection of books to help them find information they needed. Reading is thoroughly taught through the teacher sharing 'big' books and stories with the class. Pupils are encouraged to predict what might happen next in a story and to identify some words. Through a structured phonics programme, they are quickly learning to hear, say and recognise sounds. High-attaining pupils are already able to read simple sentences whilst others are given good support according to their needs. Parents provide good support for their children's reading at home, which further helps them to achieve well.
58. Children are developing a sound understanding of the purpose of writing. This is because the teacher provides a range of structured situations where writing is useful and relevant. There are many opportunities for pupils to experiment with writing informally in their play, such as writing and addressing Christmas cards.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a strong emphasis on making mathematics meaningful.
- Pupils enjoy mathematical activities.

Commentary

59. The teaching of mathematics is firmly based in practical activities, which make sure pupils learn in a meaningful way. For example, pupils gained a good understanding of the properties of three-dimensional shapes as they persevered in wrapping them in Christmas paper. Their learning is further reinforced in a variety of imaginative ways such as splitting small oranges, observing how the segments fit together and counting them. Pupils enjoy learning to recognise and count numbers whilst singing action songs and rhymes. A strong feature of the teaching is that all pupils are included in class activities through very good use of appropriate resources, such as number fans. Teaching focuses on appropriate use of mathematical language, which pupils enjoy using. A more able boy was very proud of his correct naming of a cuboid and cylinder.

60. There is a wide spread in pupils' mathematical capabilities. A significant proportion find it difficult to count accurately, whilst others count to 20 and beyond. High quality individual and small group guidance makes sure that the majority of children make good gains in their learning irrespective of their starting point.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT, CREATIVE DEVELOPMENT

61. Many opportunities are used to develop pupils' **knowledge and understanding of the world**. They have enjoyed learning about autumn through running through the leaves and exploring their properties. They show curiosity as they search for shells hidden in the wet sand. Pupils observed were confident in using a mouse on the computer and successfully played games reinforcing their literacy learning.
62. Classroom activities consistently develop pupils' co-ordination through experiences such as cutting, drawing and threading beads to help with their **physical development**. Opportunities to use large apparatus and wheeled toys outside further develop these skills. Routines and classroom organisations make pupils increasingly conscious of the need to be aware of the presence of others while moving around.
63. Many interesting and appropriate practical activities are provided. These help pupils think imaginatively, such as in the role-play area where children were imagining Christmas now and in the past to foster their **creative development**. The classroom is rich with colourful displays, showing that pupils' creative work is valued and appreciated.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards for seven- and 11-year-olds have risen steadily and are usually above average.
- Pupils, regardless of their background and capabilities, achieve well but the juniors are not confident in finding out information from books in the library.
- Overall teaching is good as pupils are given very good guidance to tackle their weaknesses.
- Literacy skills are used well to support pupils' learning in all subjects.
- Pupils' performance is thoroughly checked to identify and tackle shortcomings in teaching and learning.
- Leadership and management are good.

Commentary

64. Standards have risen since the last inspection because the school has made a concerted effort to help pupils acquire basic skills in reading and writing. This is evident right from Year 1, when pupils are given regular and frequent opportunities to read with adults in small groups and individually. The school benefits from very good support from parents, reinforcing these early reading skills at home. Developing writing has been a priority and pupils have been successfully helped to use these skills when writing in other subjects. However in the juniors, pupils do not have sufficient opportunities to consolidate their skills of independent learning, including seeking information from books in the library.
65. Standards of speaking and listening in Year 2 and Year 6 are around the national average. Seven-year-olds listen to adults and to each other carefully. They are becoming confident talkers and respond enthusiastically to questions. By the time pupils are 11, nearly all have

become confident speakers, who can participate in discussions and listen to each other with concentration.

66. By the end of Year 2, standards in reading have generally been above average but this year are likely to dip to average as nearly half of the current Year 2 pupils were born in the summer and their general immaturity has held back their learning. By age 11, standards in reading have generally been well above average. Currently, Year 6 pupils' attainment in reading is average. Standards are expected to rise however, as they have in the past, following an intensive focus on using reading to seek information to support pupils' learning in all subjects. This includes the use of new technologies for research and to help compose, edit and present their work. Boys also have been provided with more suitable reading material and are keener readers.
67. Standards in writing are around the national average by the end of Year 2. Seven-year-olds write clearly, they usually spell regular, common words accurately and develop their ideas into sentences. They write stories and other styles of writing using interesting vocabulary. Currently, Year 6 pupils' attainment, as in reading, is average. Standards are expected to rise due to the same kind of intensive focus as in reading. Pupils are helped to identify strengths and weaknesses in their written work and are given clear guidance and support on the next steps. They quickly learn how to review and improve their own work and use new technologies as a part of this process.
68. Teaching and learning are good overall. Of the eight lessons observed, the teaching in two was very good, in four good and in the rest satisfactory. In the best lessons teachers use their expert subject knowledge to help pupils learn. They encourage pupils to think through issues and explain their choices. Discussion, attention to listening and the valuing of pupils' views are the starting points for reading and written work. Teachers have high expectations of what pupils can do and support and guide them to do their best. Lessons are well managed with good support from assistants. As a result, pupils work hard and achieve well, regardless of their background and capabilities. In addition, pupils with special educational needs receive individual attention to make sure their work is suitable. Teachers are very good at helping pupils check their performance and identifying what they need to do to improve.
69. The school has been quick to respond to the needs of recently arrived pupils who have English as an additional language. With effective help from the local education authority, staff have given individual support to these pupils. As a result, they have made rapid gains in speaking English and generally they make steady progress in writing.
70. Pupils' work in English is enriched further by school plays and concerts. Good links with other local schools in a Beacon Schools initiative supports literacy in Year 6, identifying important issues and developing reading through work on Shakespeare and other classic writers.
71. Leadership and management are good. The subject leader is a good role-model for other staff and pupils. Professional discussions are held to decide how to raise standards higher, as in teaching spelling and checking on pupils' progress throughout the school.

Language and literacy across the curriculum

72. Teachers provide many opportunities for pupils to use language to support their learning in other subjects. In a Year 1 science lesson, pupils started their work on the properties of different materials by listening to the Cinderella story and then discussing shiny, reflective material for her ball gown. Year 4 pupils working in the new technology suite linked history and their work in English, editing texts on evacuees and Anne Frank.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have risen faster than in other schools and, last year, were very high in Year 6.
- Pupils achieve well throughout the school as teaching focuses on helping pupils to develop and use their numeracy skills when solving problems.
- Pupils enjoy playing with mathematical ideas.
- Activities are interesting, engaging and well matched to pupils' capabilities.
- Pupils' progress is thoroughly checked and they are helped to tackle their shortcomings.
- Staff have worked well together to improve teaching and learning.

Commentary

73. The headteacher had to take over leading the subject following staff changes but teachers have worked very well together to improve teaching and learning. These temporary arrangements are making sure developments are well managed. Staff found the national training initiatives and guidance very helpful in placing the emphasis on mathematical thinking. Now teachers throughout the school focus strongly on encouraging pupils to try out new ideas and discuss how they solve problems. The school had always made sure pupils learn and practise number facts of addition and multiplication, so that they already had the basic skills for carrying out mathematical investigations. In addition, more appropriate resources and published schemes were purchased to support this approach. As a consequence of this effective professional development, standards in mathematics have risen faster than the national rate and, last year, results in national tests for Years 6 were in the top five per cent in the country. This is a significant improvement since the previous inspection.
74. The teaching was very good in two of the five lessons observed, good in two others and satisfactory on one occasion. Teachers are very good at encouraging and engaging pupils' interest, particularly at the start of lessons. In a Year 5 session on mental addition, the teacher's challenges and appreciation of pupils' responses stimulated pupils across the range of capabilities to come up with increasingly inventive ways of solving calculations. Staff are also especially good at setting tasks at the right level of difficulty and choosing appropriate resources. This is particularly apparent in the infants and with pupils who learn at a slower rate in the juniors. In a Year 2 lesson on collecting and presenting data, the teacher gave pupils plenty of 'hands-on' practical experiences when they were making block graphs to record the colours of different sweets in a packet.
75. Staff work effectively together in classrooms and know their pupils very well. Those with special educational needs and those for whom English is an additional language receive skilled support from assistants and make good progress. The more able are challenged to extend their thinking and are encouraged to follow-up work at home.
76. Pupils' progress is very carefully checked through marking of work and school and national tests. The information is used very effectively to help pupils know what they need to do to improve and also in adapting national guidance to make lessons more appropriate. As a result, the quality of pupils' learning is good. They listen attentively to class teaching and work hard in groups and on their own. Generally, pupils enjoy mathematics and are eager to take part in lessons.
77. All pupils, regardless of their backgrounds and capabilities, achieve well as a result of this good or better teaching. In the current Year 2 class, around half were born in the summer and many started Year 1 with attainment below that expected. Whilst they have made good progress in the infants, currently it is predicted that standards by the end of Year 2 will be around average, lower than in previous years; this is confirmed by inspection findings.

78. Year 2 pupils readily recognise number sequences and patterns and have an appreciation of odd and even numbers. Most can use the fact that subtraction is the inverse of addition when they are calculating. They recognise and name common two-dimensional shapes and can describe some of their features. They can solve simple problems using their knowledge of number and explain their thinking. They can estimate, making simple measurements, and sort and present data in different ways.
79. Pupils make good progress through the juniors as teachers help pupils apply their basic skills across all aspects of mathematics, sustaining their interest and enthusiasm through interesting and challenging investigations. Currently, standards in Year 6 are better than expected for this time of the year and results in national tests are predicted to be above average, despite a higher proportion of pupils with special educational needs than in previous cohorts.
80. Year 6 pupils can competently calculate using addition, multiplication, subtraction and division when solving problems mentally and on paper, trying out and explaining different methods. They order, reduce and use fractions and decimals, rounding to higher and lower place values. They enjoy applying these skills when exploring shape, measurements and data-handling, increasingly making effective use of new technologies to present their work.

Mathematics across the curriculum

81. Pupils' mathematical skills are well used to support their learning in other subjects. For instance in science, pupils are expected to measure and record accurately when conducting experiments; in design and technology, some products on display showed how well pupils had cut and joined materials to form right angles; in geography, pupils calculated distances on maps; and in history, they worked out different periods of time covered by their topics.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well as they learn new scientific knowledge and skills.
- Pupils enjoy science and have positive attitudes to their work.
- More opportunities for scientific investigations have been included in lessons but some staff still lack confidence in teaching practical work.
- Leadership and management of science are good.

Commentary

82. Standards in Year 2 are around the national average, the same as last year. Pupils find practical activities interesting and work hard to solve problems. For example, they can predict which materials are good conductors of electricity, test their ideas and record their findings on simple charts.
83. Standards in Year 6 have stayed around average, mainly because pupils have not gained skills in systematic scientific enquiry consistently, as they move through the juniors. This shortcoming is being tackled by introducing more investigations into lessons but some staff still lack confidence in teaching practical activities. However, as a result of intensive teaching in Year 6, pupils have made good gains in their understanding of how to conduct experiments systematically. They are now able to describe the main features of a fair test and explain why only one variable should be changed at a time. Overall, pupils have a sound foundation of scientific knowledge and skills and, for instance, talk enthusiastically of their recent work about the human body using appropriate vocabulary accurately.

84. Teachers and assistants work very well together to support pupils with special educational needs and those using English as an additional language. Very good discussions and well thought out explanations help individuals to focus on what is important. Consequently, these pupils take part fully in lessons and make good progress. More able pupils are encouraged to develop their thinking through answering teachers' increasingly demanding questions. Pupils from different backgrounds achieve as well as others with similar capabilities.
85. The teaching and learning were satisfactory in three of the six lessons observed, good in one and very good in the other two. This is an improvement on the last inspection when some teaching was judged to be unsatisfactory. In the best lessons, teachers use imaginative methods to provide first-hand experiences, which interest pupils and help their understanding. In an introduction to a Year 4 lesson on thermal insulators, children kept their coats on for the start of the lesson and, through the teacher's very good questioning, realised why some of them were feeling hotter than others. In the very good lessons, teachers are confident in teaching systematic scientific enquiry. They have high expectations of pupils and encourage them to draw conclusions and to question their observations. As a result, these pupils make very good progress.
86. Leadership and management are good. The co-ordinator has a clear idea of what needs to be done to raise standards higher and is taking steps to tackle these issues. Until now, improving other subjects has been more important and so little time has been available to develop teaching and learning in science but there are plans to remedy this. Overall there has been good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Significant improvement in facilities, resources and staff confidence has taken place since the previous inspection.
- New technologies are increasingly being used to support pupils' learning in all subjects.
- Pupils enjoy using new technologies but, on occasions, some find the work too easy as they have already learnt things at home.
- While the new computer room is well equipped, space is too limited for whole classes.
- Leadership and management are good.

Commentary

87. The part-time co-ordinator has worked hard to advise on improving facilities, including up-to-date equipment and resources, and helping with staff training. As a result, information and communication technology is now planned into subject lessons and teachers are more confident in using new technologies. However, these are recent developments and older pupils, in particular, have not had sufficient opportunities in the past to learn and practise skills to the same degree in all areas required by the National Curriculum.
88. Nearly all pupils are competent at word-processing and obtaining information from appropriate programs and, as they get older, the Internet; in these areas, standards for seven- and 11-year-olds are around the national average. However across the school, pupils are not confident in data-handling, control and modelling. These are similar findings to the last inspection but the provision has improved significantly.
89. The school has invested considerable funds in converting a room as a computer suite and all classes have regular timetabled weekly sessions. While this has given pupils more opportunities to learn and reinforce new skills, sometimes, when the whole class is using the

room, it is difficult for staff to move around and help individuals. Time is wasted and, on occasions pupils become inattentive.

90. The teaching in the four lessons observed was overall satisfactory and on one occasion good. The best teaching results when the level of difficulty and the subject matter are well matched to the maturity and capability of the pupils and the teacher and assistant are readily available to support and challenge individuals when needed.
91. In a Year 1 lesson using word banks linked to their work on 'The Hungry Caterpillar' story in literacy lessons, pupils were interested, worked hard and achieved well choosing and using appropriate words in sentences. When some pupils with special educational needs and those who have English as an additional language had difficulties reading the instructions, they were effectively helped by staff and made good progress.
92. In some lessons, teachers do not take enough account of the work pupils have already learnt at home and the tasks set for them are too easy. Insufficient opportunities are taken for these more able pupils to work independently following up their own inquiries.

Information and communication technology across the curriculum

93. Pupils are gaining much from the greater use of new technologies in other subjects. In a Year 4 lesson observed, pupils were helped to retrieve information associated with their history topic on the Second World War and in Year 5 a similar investigation was undertaken into Victorian life. In both cases, pupils' knowledge and awareness was considerably enriched. Examples of pupils' work using new technologies were also seen in mathematics, science, art and design, design and technology and geography. In all cases, these activities had helped pupils have a better idea of the topics being studied.

HUMANITIES

94. Only one history and no geography lessons were seen during the inspection and so it is not possible to form an overall judgement about provision. In addition to observing lessons, inspectors talked with pupils and staff and looked at recorded work and curriculum plans.
95. The school makes sure pupils have as much first-hand experience as possible in **geography**. Topics are based on national guidance, which ensures pupils' skills, knowledge and understanding develop progressively as they move through the school. This is an improvement since the last inspection. In Year 2, pupils can explain where things are in relation to others and they enthusiastically talk about Salisbury. They confidently describe essential features of a community and are beginning to use appropriate geographical vocabulary such as distance, near and far away. Year 6 pupils are carrying out geographical research of mountain environments. Individuals are collating factfiles relating to environment, tourism, weather and economy. They use a range of geographical enquiry skills such as asking questions and finding answers from a range of sources, including the Internet.
96. Standards of work seen in **history** are better than expected for pupils in the juniors especially in Year 4 where they are studying the Second World War. These pupils are inspired by their work and show a very good understanding of how to use a range of sources to find information within and beyond living memory. They can confidently explain what life must have been like during that period and, through drama and visiting speakers, have developed empathy and understanding. These pupils have developed good personal study skills, many having continued their enquiries at home. High-level support from parents and other relatives has further helped pupils to produce work of a high standard.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

97. Two lessons of physical education, one each of art and design and music and none of design and technology were observed. This is not sufficient to form an overall judgement about provision. Inspectors also talked to pupils and staff and looked at recorded work and curriculum plans.
98. The standard of **art and design** seen was in line with national expectations for pupils aged seven and 11. Teachers use art effectively to support learning in other subjects, particularly history and geography. Year 2 and Year 6 pupils talk enthusiastically about their creative work. Pupils in Year 1 have made Picasso-style faces and then produced very effective collage portraits of 'Us'. Art was used to support work in mathematics with pupils making 3-dimensional figures in a range of shapes. Pupils in Year 2 have made colourful snail pictures based on a Matisse print. Art was used extensively in this classroom to enrich work in other subjects. A display of rockets contained acrostic poems, kites hung from the ceiling were decorated with letter blends and paper lanterns had been made to accompany work on Guy Fawkes in history.
99. The standard of **design and technology** was as expected for the age and maturity of the pupils. In Year 2, the class had designed cereal boxes. Pupils then made their box designs and included a filling. They clearly enjoyed this activity and evaluated their work effectively. In Year 4, pop-up book designs supported work in literacy. Pupils were able to explain how they had investigated various mechanisms for homework and they were now in the process of making their books. In Year 5, pupils designed balanced diets and identified healthy foods. Pupils in Year 6 were enthusiastic about a project with a local college on bridges. They had made prototypes out of paper and then worked on load bearing models. Pupils are positive about work in design and technology. Generally the school provides an appropriate range of opportunities for 'design and make' activities. Pupils evaluate their work through the use of discussions and review sheets, which also help their literacy skills.
100. Non-specialist teachers taking **music** did not find the previous guidance being used very helpful, particularly in developing pupils' composition skills. As a result, music lessons have tended in the past to concentrate on singing and now many pupils do not confidently make up and perform their own music. The part-time co-ordinator has successfully broadened the programme of study by introducing a published scheme that contains very helpful guidance for non-specialist teachers.
101. In a Year 3 lesson, the class listened attentively to the very well-produced recorded performance of a 'musical rap'. With the teacher's help, they enthusiastically put forward their own ideas for a 'space shuttle rap' about a modern-day Noah's ark. The published material had broken down the learning steps required when matching words and phrases to suitable rhythms so that all pupils were able to complete the task and feel pleased with their efforts.
102. The co-ordinator has also effectively encouraged more pupils to be interested in making music. She has increased the opportunities for individuals to learn instruments and the school subsidises tuition fees. Currently in the juniors, pupils are learning piano, woodwind, strings, percussion, brass and guitar; there are plans to introduce lessons for keyboards. The few talented musicians are making good progress with this support. An after-school choir for juniors is well attended and benefits from the keen and enthusiastic leadership of a parent, who is very good at helping soloists give their best as they prepare for a Christmas concert.
103. Pupils enjoy taking **physical education**, especially competitive sports. Year 6 pupils spoke enthusiastically about team games they played, including netball, and football, as well as cross-country running. In a Year 5 games lesson, pupils achieved well as the teacher gave them very helpful guidance based on her careful observation of their individual performances. Pupils made considerable gains in their ball catching following her effective coaching and then practised these skills further in a netball match.

104. The school benefits from help and advice from the local sports college through training for staff, providing items of equipment and by organising lessons in their specialist facilities for older pupils.
105. Dance is taught well and boys and girls reported how much they enjoyed taking part in special performances to celebrate religious festivals. Year 6 presented a very moving dance routine about the Christmas story, showing a sensitive interpretation and appreciation of events as they moved to a well-chosen selection of music from different parts of the world.
106. The hall and playgrounds are well suited for most aspects of physical education and the school has a good range of appropriate equipment and apparatus that is well used by all classes. However, the nearest suitable playing field is some distance from the school and the grass surface is not smooth. This means lesson time is lost walking to the field and pupils can not always develop their games skills effectively, such as controlling footballs when passing and dribbling.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

107. Only one lesson was observed during the inspection and so no overall judgement about provision can be made. Inspectors talked to pupils and staff and looked at lesson and curriculum plans.
108. The school rightly prides itself on the way the personal development of individual pupils is given great importance. There is a family atmosphere, much appreciated by parents and pupils, in which everyone feels valued and helped to be fully involved in all aspects of school life. Difficulties are dealt with quickly and sensitively and appropriate issues involving pupils' personal development are effectively covered in subject lessons.
109. However, the school is aware that there has not been enough discussion about the content of personal, social and health education lessons. Currently, teachers use a brief overview plan of appropriate topics for infants and juniors to draw up termly programmes for their classes. As a result, not all the nationally recommended areas of learning are covered to take account fully of the maturity and capabilities of each year group. There are plans for staff training on how to develop pupils' emotional literacy and develop a greater sense of community responsibility. In addition, pupils will have the opportunity to take part in a school council to gain some understanding of citizenship.
110. In a Year 4 lesson discussing choices of things to do in their lives, pupils found the topic interesting but undemanding. Opportunities were missed to consider alternatives and what might be the benefits to themselves, others and the community of doing something different.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	1
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
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	3
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

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	3
The effectiveness of management	3

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