

# **INSPECTION REPORT**

## **ST PETER'S C OF E VA PRIMARY SCHOOL**

Devizes

LEA area: Wiltshire

Unique reference number: 126401

Headteacher: Mrs S Fletcher

Lead inspector: Miss Fiona Robinson

Dates of inspection: 17<sup>th</sup> - 19<sup>th</sup> November 2003

Inspection number: 257935

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:	109
School address:	Bath Road Devizes Wiltshire
Postcode:	SN10 2AP
Telephone number:	(01380) 722816
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Appropriate authority:	Wiltshire LEA
Name of chair of governors:	Mrs Amanda Bradley
Date of previous inspection:	2 <sup>nd</sup> November 1998

## CHARACTERISTICS OF THE SCHOOL

St. Peter's C of E VA Primary School is smaller than most primary schools. It is located in Devizes in Wiltshire. There are 109 pupils on roll (53 boys and 56 girls). Pupils come from a wide range of social, economic and academic backgrounds; most are white British and none are at an early stage of English acquisition. The levels of knowledge and understanding of children when they join the school are about average. The proportion of pupils with identified special educational needs (SEN) is above average. Most of these pupils are a little behind their peers, with a few who have more significant difficulties. Two of these pupils have a statement of SEN. The range of pupils' SEN are mainly moderate learning, social, emotional, behavioural and hearing impairment difficulties. Since September, the school has been downsized and operating from one building and a fairly new mobile. The mobility of pupils is about average. A nightly after school club is run in a building adjacent to the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22182	Fiona Robinson	Team inspector	English as an additional language English Science Art and design Design and technology Music
9411	Rosemary Last	Lay inspector	
21816	Beryl Thomas	Team inspector	Foundation Stage Mathematics Information and communication technology Geography History Physical education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school that provides a good standard of education.** The commitment of the headteacher, staff and governors to provide for the very good spiritual, moral, social and cultural development of the pupils is a key to its success. The headteacher provides very good, sensitive and supportive leadership that motivates everyone to give of their best and this enables the school to make improvements at a good pace and helps pupils to achieve good standards. A shared vision and high expectations are providing a firm steer to the school's work and good teaching ensures that all pupils succeed. A very positive start has been made, since the school buildings have been amalgamated onto one site. The school provides sound value for money.

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

- Standards in English and science are good by the age of 11.
- The headteacher provides very good educational direction to the work of the school.
- The school provides very well for the spiritual, moral, social and cultural development of the pupils.
- Educational inclusion is very good.
- The school ethos is very welcoming and very caring.
- Pupils' attitudes, behaviour and relationships are very good.
- The quality of the curriculum is very good, rich and stimulating.
- Target setting in mathematics is less focused.
- Assessment procedures in the non-core subjects are underdeveloped.
- The outdoor play area for the under fives needs improvement.
- The governors ensure that statutory requirements are met.

The school has made good improvements since the previous inspection. Key issues have been tackled well. In particular, standards in English, mathematics and science have improved significantly due to the school's effective strategies. The school improvement plan is an effective tool for guiding advancement. The strategies to improve pupils' behaviour have resulted in very good attitudes and behaviour. The school is well placed to improve still further.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	D	B	A
mathematics	E	E	B	B
science	E*	E	C	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.** They enter school with broadly average standards and make very good progress in the Reception class. By the end of this year, standards are good with most children meeting, and a significant number exceeding, the Early Learning Goals. They make good progress over time in both the infant and junior phases. They demonstrate very good attitudes to learning. At the time of the inspection, standards were satisfactory in Year 2 in reading, writing and mathematics. They were satisfactory in all other subjects. By Year 6, they were above average in English and science and average in mathematics. They were good in art and design and design and technology (DT) and satisfactory in other subjects. Pupils are well placed to exceed their current targets in English, mathematics and science. In the 2003 National Curriculum tests, Year 6 pupils

achieved above average standards compared to all schools in English and mathematics and average standards in science. English was well above average compared to similar schools and above average in mathematics and science. Pupils with SEN are achieving well in relation to their prior targets and they achieve well over time.

**The development of pupils' personal qualities is very good overall.** This leads to the very good attitudes and increasing sense of responsibility they display. Their behaviour is very good and pupils enjoy coming to school. Attendance and punctuality are very good. The provision for the spiritual, moral and social development of pupils is very good. The provision for the cultural development of pupils is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Overall, teaching is very good in the Foundation Stage. It was good or better throughout the infant and junior phases. Learning is effective because of good teaching. Pupils respect their teachers and are keen to do their best. Very good teaching was seen in English, mathematics, science, art and design, and design and technology. Excellent teaching was observed in English. A small amount of unsatisfactory teaching was seen in the junior phase. The use of assessment is good in English, mathematics and science, but procedures are underdeveloped in all other areas. The curriculum is very good and is enhanced by good extra-curricular activities. All statutory requirements are met. Partnerships with parents are very good and this enhances pupils' education. Links with the community are good and valuable opportunities occur to promote pupils' achievement.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is very good. Management and governance are good.** Leadership by the headteacher is very good and she provides a very clear vision and focus to the school's work. Teamwork is effective and support staff are used very well to support the curriculum. The management is good. The Governors' understanding of the strengths and weaknesses of the school is good and they are supportive of the school's work. They have a strategic overview and conscientiously fulfil all of their statutory duties. They monitor the work of the school well and have a good awareness of the impact of teaching and learning on standards. The school provides sound value for money.

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

**Parents have very good views of the school.** They are happy with the quality of teaching, the expectations of staff and the way in which the school is led. Most of their views were positive. Pupils like the school and they are happy with the teaching they receive.

## **IMPROVEMENTS NEEDED**

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

- Develop assessment procedures in the non-core subjects to build on pupils' knowledge and skills in a progressive way.
- Improve target setting in mathematics, so that children have a clear idea of their next steps in learning.
- Improve the quality and range of the outdoor area for the under fives.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils achieve well in relation to ability throughout the school. Standards in English and science are currently above average by 11, while standards in mathematics are broadly average. They are average in Year 2.

#### Main strengths and weaknesses

- Pupils achieve well because of the good teaching in school.
- Results in the national tests in Year 6 were above the national average in comparison to all schools in English and mathematics in 2003. They were average in science.
- Standards are good in art and design and design and technology in Year 6.
- Pupils with SEN achieve well.

#### Commentary

1. When children start school in the Reception class, assessment data show that their attainment is broadly average. They respond well to good or better teaching and make good progress over time. Most reach the Early Learning Goals\* in all areas of learning and some exceed these. This year, the group are broadly average and most are on target to reach or exceed the levels expected for their age.
2. Overall standards have risen throughout the school, especially in the upper junior phase. There is a significant number of pupils with SEN in each year group who make good progress in relation to prior achievement due to good teaching.
3. The table below shows that in 2003 standards in Year 2 were average in reading, writing and mathematics. The cohort was small and a significant number (30 per cent) had SEN. Current standards are broadly average in English, mathematics and most other subjects.

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

Standards in:	School results	National results
reading	16.2 (17.3)	15.7 (15.8)
writing	15.1 (16.5)	14.6 (14.4)
mathematics	16.8 (18.1)	16.3 (16.5)

*There were 17 pupils in the year group. Figures in brackets are for the previous year.*

4. The table below shows that in 2003 standards in Year 6 tests were above average in English and mathematics compared to all schools. They were average in science. Compared to similar schools, standards were well above average in English and above average in mathematics and science. Again, pupils achieved well, because a significant number had SEN. Current standards are above average in English and science and in line with expectations for their age in science. There is a significant number of pupils with SEN in these cohorts who achieve well in relation to ability but have an impact on overall standards. Girls tend to achieve higher standards than boys; however, the school has put effective strategies in place to narrow the gap. There has been good improvement in English over time. The general trend is above the national average.

\* Learning stages set out nationally for children in nurseries and Reception classes.



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

Standards in:	School results	National results
English	28.1 (26.1)	26.8 (27.0)
mathematics	27.8 (25.5)	26.8 (26.7)
science	29.3 (26.4)	28.6 (28.3)

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

### **Inspection findings**

- At the time of the inspection, children had settled well to school life and are achieving well. There is every indication that most will reach the goals expected for their age by the end of their Reception year in all areas of learning because of the good provision for their learning. Some children will exceed the Early Learning Goals.
- In Years 1 and 2, pupils achieve well because of the good provision made for their development. All pupils, including the higher achieving pupils and those with SEN, achieve well. Work is matched well to their ability. SEN pupils are supported well in their learning. Standards are broadly average in reading, writing, mathematics and all other subjects for pupils of all abilities, including higher achieving and SEN pupils. A significant number of pupils have SEN in both year groups who are making good progress over time.
- Pupils are making at least satisfactory progress in Years 3 and 4 with appropriate challenge for the higher achieving pupils and those with SEN. Progress accelerates in Years 5 and 6, where pupils are making at least good progress due to a consistently high standard of teaching. Standards are above average in English, mathematics, art and design, and design and technology by Year 6. They are average in all other areas. A significant number of pupils have SEN and are achieving well in relation to ability.
- Pupils apply their literacy and numeracy skills well in other areas of the curriculum. Pupils' skills in information and communication technology (ICT) are being used well across the curriculum. All pupils, including the higher achieving and those with SEN, are making good progress due to good or better teaching.

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

The level of attendance and the punctuality of pupils are both very good. Pupils' attitudes and behaviour are very good. Their personal development is very good, as is their spiritual, moral, social and cultural development overall. All these aspects have improved since the last inspection in 1998.

### **Main strengths and weaknesses**

- Pupils' attendance and punctuality are very good.
- They are keen to come to school and want to learn.
- Relationships throughout the school are very good, caring and considerate; pupils are happy to work co-operatively.
- The spiritual, moral and social development of pupils is very good.
- Pupils' self-esteem is very high; they participate well in decision-making.
- Behaviour is very good overall in lessons and around the school.
- Cultural development is generally good, although multicultural awareness is weaker.

## Commentary

9. Pupils' very positive attitudes, values and other personal qualities impact very favourably on the climate for learning in the school and, as a result, achievement is good. The school expects pupils to participate in all aspects of school life, valuing their contributions and encouraging them to do more. The caring ethos of the school permeates the life and work of all. The parents are very appreciative of the values the school promotes.
10. The pupils of St Peter's have great pride in their school and are pleased to come. Pupils, including those with SEN, want to learn and find most of their lessons interesting. For example, one of the juniors told an inspector that he "couldn't wait to get on a computer". The ICT facilities are popular and the pupils want to hone and extend their skills. They engage in extra-curricular activities with enthusiasm, taking advantage of the clubs, visits and visitors the school has to offer. During the inspection, "the man with the kestrel" excited the youngest pupils and they were full of wonder of the bird of prey. The enjoyment and pleasure pupils have in learning has a direct impact on how well they achieve and their enthusiasm only flags when the teaching is less than satisfactory. Children in the Foundation Stage settle quickly, understand the routines and join in happily.
11. From the youngest to the oldest, relationships between pupils are caring. All ages play together amicably and socially at break and lunchtimes and no-one is left out. They work harmoniously together in the classroom, co-operating and collaborating well. They will persevere when working independently, as in a very good Year 5/6 art lesson, when they concentrated extremely hard to improve their skills at drawing three-dimensional still life forms. They then collaborated very well with their "art critic" partners to praise and evaluate each other's work. The staff are very good role models demonstrating that they value each pupil's contribution. Relationships are very good, mainly as a result of the very good provision the school makes for the pupils' social development.
12. Staff have high expectations of good behaviour and pupils respond to this very well. As a result, they concentrate well in lessons and try to do their best. Any occasional lapses of anti-social behaviour are dealt with very well by using strategies such as assertive discipline. All staff emphasise good behaviour and the pupils are well aware of the "Golden Rules" and understand the reasons for them. Pupils respect the class rules and behave appropriately. They value the awards, such as the half termly certificates for good behaviour, "pupil of the week" and the lunchtime "table of the week", enjoying the rewards, which motivate them. They like the way achievement is celebrated. Neither parents nor pupils identify bullying as a problem. They have confidence that if a situation arises when a threat is perceived, the pupil will confide in an adult. There have been no exclusions for three years.
13. Staff consistently boost pupils' self-confidence, so that pupils now have feelings of very high self-esteem, and these give them the confidence to persevere with more learning. The school council meets weekly and the members take their responsibilities very seriously. They appoint their own chair and secretary, who does the agenda and minutes, and the council is ably supported by the headteacher, who helps them decide if suggestions are feasible and desirable. Their decisions affect the whole school, so there is a keen interest by the other pupils in their discussions. There was much appreciation for the equipment that the council ordered and which has recently arrived. The School Council provides very good opportunities for the pupils to develop further their initiative and responsibility.
14. The school's strategies to enable all pupils to achieve well are underwritten by its programme for ensuring spiritual, moral, social and cultural development. Well-planned circle time (where pupils sit in a circle and discuss friendships and relationships) and school assemblies make an important input into their personal development. Pupils' spiritual, moral and social development is very good. It is helping them to be well prepared for the next stage in their education. They are very alive to the wonder of the natural world, have a growing awareness of other religions and how people have sought to explain the universe through story. They have a

very good understanding of right and wrong which is promoted from their entry into school. They believe strongly in fair play. Moral and spiritual awareness are catered for very well, with the local clergy making a valued contribution. Pupils treat each other, staff and visitors with respect and courtesy. They build up the ability to undertake various roles in the school community and react with sensitivity and tolerance. Pupils' understanding of their own and others' culture is good. The knowledge of their own culture is fostered well and the pupils benefit from such events as a book week with visiting authors and illustrators. Multi-cultural awareness is weaker, but, for example, there are displays reflecting the art and famous people of other countries and cultures; in addition, subjects such as geography widen their knowledge of life in other countries.

15. Attendance has remained higher than the national average since the last inspection. The school makes firm efforts to maintain this trend and parents respond to these very well. They support their children well in their learning and this has a positive impact on raising standards. During the last year, attendance levels of 95.9 per cent were achieved, well above the national average of 94.2 per cent. Pupils arrive in good time for the start of the morning and afternoon sessions and settle to work quickly. The table below gives the details of absence for the last complete recording year.

***Attendance in the latest complete reporting year 2003***

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
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.*

***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
No ethnic group recorded

***Exclusions in the last school year***

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
42	0	0
67	4	1

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

\* There are no pupils with English as an additional language.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education. Pupils are taught well throughout the school and encouraged to do their best. There are good opportunities for enrichment in the broad and balanced curriculum. The school is very inclusive and has a caring ethos. Links with parents are very good. Assessment procedures are unsatisfactory in the non-core subjects where there are no formal procedures in place.

**Teaching and learning**

The school provides a very good quality of education in the Foundation Stage. The quality of teaching and learning is good throughout the school with an example of excellent teaching seen in mathematics. A small amount of unsatisfactory teaching was seen in the junior phase. Pupils with SEN are well taught.

## Main strengths and weaknesses

- Lessons are planned well and pupils are well motivated to succeed.
- Teachers and teaching assistants have high expectations of behaviour and pupils are involved well in their learning.
- Some excellent teaching was seen in English.
- The quality of assessment is not rigorous enough in the non-core subjects.
- Where teaching is unsatisfactory, there is a lack of pace and challenge.

## Commentary

### *Summary of teaching observed during the inspection in 24 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	13	7	2	1	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.*

16. The strengths in teaching outweigh the area for improvement in assessment. The headteacher and deputy headteacher are monitoring the quality of teaching and learning. They have worked hard to raise the overall quality of teaching and learning to good or better in the infant and junior classes. The quality of teaching is very good overall for the youngest children in the Reception class and in Year 5 and 6. This is a considerable improvement on the last inspection in the junior phase when 30 per cent of lessons were unsatisfactory or poor. Good teaching for pupils with SEN has been maintained.
17. Teaching in Reception is very good. The teacher has a confident understanding of the needs of young children and a warm engaging manner that generates very good relationships and an exciting quality of learning. The children make good progress. Work is planned carefully to meet the needs of both age groups in the class. Effective challenge is provided for children who learn quickly. There is good support for slower learners and those with SEN which ensures that they make at least good progress in relation to their personal targets. The curriculum is suitably adapted to ensure access to pupils who are hearing and visually impaired. The teacher's expectations are high and the children respond well and learn effectively. There are lively discussions in all areas of learning in which they all share their thoughts and ideas. The learning support assistants support children well in their learning.
18. Throughout the school, lessons are planned well and pupils are well motivated to succeed. Care is taken to ensure that curriculum requirements are covered. In a very good Year 5 and 6 design and technology lesson, the teacher is rigorous in his appraisal of pupils' work to ensure that they have used their designing and making skills very well in their building of the model bus shelters.
19. The teaching of literacy and numeracy skills is good overall, which is having a good impact on standards, especially in Year 5 and 6. Planning is consistent and staff are confident at teaching the Literacy and Numeracy Strategies. Speaking and listening skills are developed well through the use of skilful questioning, and reading is well taught. The pupils' reading skills are good throughout the school. They are above average in Years 2 and 6. Writing skills are taught well and there has been a big effort to raise pupils' achievement. Sufficient challenge is provided for the higher achieving pupils, especially those in Year 5 and 6. Work is usually matched well to pupils' ability and those with SEN are supported well. Satisfactory use is made of homework. In the teaching of numeracy, some of the target setting is less detailed than in literacy, where it is very good.

20. Teachers have high expectations of behaviour and involve pupils well in their learning. Teaching assistants provide valuable support to pupils' learning and work hard to help pupils to achieve well. Good use is made of questions to check out progress or to extend learning. For example, in a very good Year 5 and 6 science lesson the teacher asked, 'What do you do when you are lacking in energy?' Pupils eagerly suggested 'You eat.' 'You put sugar in your drink.' 'You drink Lucozade.'
21. Where teaching was excellent, the teacher was an excellent role model and had been inspirational in his planning.

### **Example of outstanding practice**

#### **A Year 5 and 6 English lesson for a mixed ability group where outstanding teaching resulted in pupils making very good progress and achieving good standards.**

The teacher inspired pupils from the outset and engaged excellent productive learning. At the outset the class was in darkness with just the flickering of candles as he told the story of 'George and the Dragon' in a dramatic and expressive voice. Pupils listened spellbound and were very keen to discuss the settling of the story afterwards. A lively discussion ensued and pupils were inspired to develop a description of a story setting. There was excellent co-operation between pupils in paired discussion work. There was also excellent consolidation of the pupils' work at the end of the lesson by the teacher. For example, 'The fearsome dragon smelt awfully bad' suggested one group, while another group considered 'The fearsome dragon gave off a repulsive odour!' Pupils soon realised that the atmosphere of a story can easily be changed through the appropriate choice of adjectives. The lesson was inspiring because of the outstanding challenge, pace and content of the teaching.

22. Lessons are usually well balanced and sufficient time is given for pupils to complete tasks. Where teaching was unsatisfactory, the pace of learning was very slow and work was not matched to pupils' needs. The lack of differentiation in this lower junior mathematics lesson did not enable them to maintain their usual satisfactory rate of progress.
23. The quality of assessment is good in English and science and satisfactory in mathematics. It is informal in all other areas. This lack of formal assessment does not help with the planning of the next steps in learning. This is an area of development identified by the school. Teachers mark pupils' work conscientiously in literacy, numeracy, science and across the curriculum. However, the quality of marking is inconsistent. It does not always provide pupils with evaluative comments to guide them to improve their work. There are examples of very good practice, especially for the oldest pupils. Target setting is very focused in English and science. Sometimes, it is not specific enough in mathematics for the lower juniors.

### **The curriculum**

The school provides a stimulating and rich curriculum which the governors ensure meets all statutory requirements. As a result, most pupils achieve well. Enrichment activities in the school are interesting, relevant to all pupils and are well supported and attended. They include visits to places of interest, and visitors into school, which gives pupils different experiences of life and are incorporated into learning activities. The school is appropriately staffed and resourced. The accommodation is good for the delivery of the curriculum, but the outside area for the Foundation Stage needs further development. Plans exist to rectify this weakness. All issues from the last inspection have been improved.

### **Main strengths and weaknesses**

- The school is very successful in providing equality of access and opportunity for all its pupils.
- There are a good number of visits out and visitors into school, which broadens pupils' experience.
- Improved planning of the curriculum, especially in ICT.
- Children in Reception get off to a good start with their learning.

- Provision for personal, social and health education is very good.
- Enrichment through extra-curricular activities is a strong feature of school life, with a range of opportunities in both sport and the arts.
- There is no enclosed outdoor area for children in the Foundation Stage.

## Commentary

24. The school provides a rich, relevant and interesting curriculum, and many practical first hand experiences are provided to promote pupils' standards and achievements. The school has fully embraced the principles of educational inclusion and makes very good provision to ensure that all pupils have full access, where possible, to all subjects and activities. Provision for pupils with SEN needs is good and teachers and support staff are acutely aware of pupils individual needs. They plan carefully to make sure there are appropriate opportunities for all to achieve success. No pupils are disapplied from any aspects of the curriculum and pupils with SEN all have well-planned individual educational plans which ensure that work is matched well to their ability and personal needs.
25. There is considerable enrichment of the curriculum. This stimulates pupils to learn. The school is fully committed to providing the pupils with residential experiences. From Reception onwards pupils benefit from regular visits to places of educational interest. These help make learning relevant and help pupils to appreciate their local community. The school has a good range of visitors and events in school, which add real interest to the curriculum. Book and Arts weeks, visiting artists, authors, illustrators and theatre groups really motivate pupils.
26. The school is successfully improving pupils' interest in joining the after school clubs, including football, netball, cricket, computer, Mucky hands, Drama, French and homework. The pupils also have opportunities to take part in a variety of sports activities' such as The Kennet sports festival, Tag rugby tournament and the local schools basketball tournament.
27. Suitable emphasis is placed on English and mathematics. The National Strategies for Literacy and Numeracy have been used well by teachers as their basis for planning in these subjects and have contributed to the improvement in standards. Sometimes the Numeracy Strategy is used less effectively in the lower juniors, where there is a wider age range of pupils. The provision, standards and the quality of learning in ICT have improved considerably since the last inspection.
28. Provision in the Foundation Stage is a strength. Children are helped to settle in very quickly and work from an imaginative curriculum. They have a good range of very interesting experiences and are helped to develop the social skills necessary to learn successfully. As a result, they achieve well and enjoy learning.
29. Health education, including sex education and guidance about the dangers of misusing drugs is planned and taught very well as part of the science and personal, social and health education provision.
30. The school has a good match of well-qualified teachers to the demands of the curriculum and the learning needs of all pupils in most years. Unfortunately, the teacher for the mixed age, mixed ability Year 3, 4, 5 class had just left two weeks before the inspection. The class was being taken by a fairly new, inexperienced teacher. The knowledgeable learning support staff are well employed during lessons.
31. Accommodation is good overall. There is a satisfactory range of resources to support subjects. The classrooms are spacious, bright and attractive. There is no enclosed area for outdoor play for Reception pupils and this restricts their independent learning in the physical area of learning. The school has plans to deal with this.

## Care, guidance and support

The school takes good care of its pupils' welfare, health and safety. The provision of support, advice and guidance is good, as is the involvement of pupils in the school's work and development.

## Main strengths and weaknesses

- Relationships between pupils and staff are very strong; the staff know the pupils very well.
- Pupils are fully involved in the life of the school and know their ideas and suggestions are valued.
- Health and safety issues are dealt with effectively.
- Pupils with SEN are well supported.
- Good induction arrangements help pupils settle quickly.
- Pupils are not always sure of what they have to do to improve their skills, knowledge and understanding, especially in mathematics.

## Commentary

32. The very good relationships between staff and children are built on trust and this helps to ensure that pupils feel secure and safe. A climate is created in which bullying and racist behaviour cannot flourish. All permanent teachers and teaching assistants know their pupils very well and there are very good contacts with parents and carers to make sure good welfare arrangements, including those for looked after children, are in place. The headteacher has relevant and recent training in child protection and keeps the SEN governor and governing body fully informed of the school's provision in this area. She briefs her staff well and they are vigilant.
33. On joining Reception, pupils settle quickly. The newly opened school-based community Nursery has given St Peter's the opportunity to work very closely with the Nursery staff and children, so that transition will be seamless. Pupils transferring from other schools are welcomed and quickly made to feel valued members of the community.
34. Health and safety are given a high priority and the procedures for ensuring the safety and wellbeing of pupils are good. The named governor and the deputy headteacher work together productively to make the school environment as safe as possible. They are very aware of possible hazards. For example, the need for a safer outdoor play area for the Foundation Stage is recognised and plans to improve the situation are in hand. This is also the case regarding the surface of the hall floor, which is in a poor state. All staff help in making the school safe and secure. At the last of the regular practice evacuations, the whole school was vacated in 30 seconds, which demonstrates good organisation and discipline. Occasional minor accidents are dealt with very well by qualified first aiders.
35. A pupil tracking system is in place, but the use of assessment by teachers to guide the pupils' academic progress is not used consistently by a minority of staff. In the Year 5/6, for example, pupils have a good knowledge of their literacy targets and throughout the school, pupils have a good understanding of what they are expected to achieve and what they need to do to improve in English. However, in mathematics and some other subjects, pupils are not always secure in knowing what they need to do to get better. In art, teachers ensure there is sufficient time for pupils to evaluate their own and each other's work, which helps further understanding. Pupils with SEN are supported appropriately throughout their life in school by the SENCO and all members of staff. There are clear IEPs and parents are involved and, when necessary, outside agencies as well.
36. Pupils are involved in the life of the school. Most express their views and suggestions responsibly and the staff listen to their comments with respect. Although only formed last year, the democratically elected School Council effectively acts as a formal channel for putting forward pupils' ideas for shaping the school. The Council has just drafted a questionnaire for fellow pupils to find out what they like and don't like about the school, and what they would

change. The whole ethos contributes to the pupils' feelings of being valued members of this happy and caring school community.

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

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

### **Main strengths and weaknesses**

- Parents are developing a strong sense of partnership with the school and are very supportive of it.
- Communication with parents and carers is effective.
- The PTA is successful in supporting the school.
- The school works fruitfully with the community and other schools. Good use is made of external support agencies in school.

### **Commentary**

37. The parents are very well satisfied with what the school provides and achieves. They greatly appreciate the caring Christian ethos.
38. The school effectively communicates both orally and in writing with parents and carers, formally and informally. They feel the school listens to them and their views are taken into account. The "open-door" policy means they have quick and easy access to the headteacher and governors, which enhances two-way communication. They valued the meetings held to make sure they had the correct information leading up to the reduction to four classes this year. Written information for parents is also good. The booklet given to parents before their children start school is particularly helpful. The school has taken the opportunity to combine the school prospectus and the governors' annual report to parents, making a helpful and informative publication. Parents are kept well informed about the school's good provision for SEN pupils. Annual reviews of SEN statements and updating of pupils' IEPs is carried out well. Regular fortnightly newsletters keep parents up-to-date with the latest news of the life of the school and outline ways in which they can support their children's learning.
39. Parents are pleased with the ways in which they are told of their children's progress. They particularly like the handwritten reports, which describe their children's progress, both academically and personally. However, the next steps for learning are not always spelt out. More parents are becoming more knowledgeable about the school improvement plan and the curriculum. Curriculum events, such as "Arts Week" and "Design and Technology Day", help to widen families' understanding of the curriculum. All pupils have a home-school reading/homework book to give feedback on their children's progress and to help parents support their children more in their learning. The school values the parental support given both at home and in school, which has a positive effect on pupils' progress. The school runs courses on literacy and numeracy so that parents are better able to support their children's learning. This provision will be further enriched in a few weeks when a six-week course on emotional literacy, focusing on behaviour management and raising self-esteem takes place. St Peter's active and supportive Parent Teacher Association raises much needed sums of money to provide additional equipment and facilities.
40. The church and local community take pride in its school and many people give support in various ways. A core of parents and members of the community come into school giving their time and expertise freely to support and enrich the curriculum. For instance, Anglican clergy come into school every week and take assemblies; this makes a significant contribution to the pupils' spiritual and moral development. In return, the school offers a community classroom which is used for courses and meetings by local groups. The school's Victorian building is leased to the new community Nursery and another part of the accommodation is used for the



after school club. The result of these actions is to foster good links, not only with parents and prospective parents, but with the wider community.

41. The school's work with the other schools in Devizes and the outlying villages gives good opportunities for the staff to take part in activities and experiences a school as small as St Peter's would find it difficult to offer on its own. Staff, from the headteacher to teaching assistants, benefit from training alongside colleagues in other local schools, widening their experience, skills and knowledge. Pupils also benefit from joint ventures because valuable opportunities are provided for them to work alongside children from other schools. The school manages these links well, thus enriching the curriculum and pupils' personal development. The community Nursery works closely with the school, with shared weekly sessions. This good practice helps the youngest to settle quickly when they move into the Reception class.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is very good. Management and governance are good. The headteacher is ably supported by a highly skilled deputy headteacher. Together with the effective involvement and support of a committed governing body they are instrumental in developing a good highly inclusive school, where pupils feel secure and confident and make good progress.

### **Main strengths and weaknesses**

- The headteacher provides very good focused leadership and a very clear vision for the direction of the school's work.
- The school is highly inclusive where co-ordinators are very good role models.
- The management of the school is good.
- The expertise and contribution of the governors is good.
- Teamwork is very good and everyone is doing their best for the pupils' education.
- Procedures for monitoring and evaluating the work of the school are good.

### **Commentary**

42. The headteacher provides very good sensitive and supportive leadership that motivates everyone to give of their best and this enables the school to make improvements at a good pace. Shared vision and high expectations are providing a firm steer to the school's work and good teaching ensures that pupils achieve well. A very positive start has been made since the school buildings have been amalgamated onto one site.
43. The headteacher leads the school with the full support and confidence of the governors. Underpinning the work of the school is the headteacher's very clear sense of purpose and the drive given to pupils' higher achievement. The school is highly inclusive and effective policies ensure that the needs of all pupils are being met. The governors, headteacher and staff ensure that all statutory requirements are met.
44. The very good leadership of the headteacher has led the successful establishment of a very supportive staff team who are fully committed to making good provision for the all round development of pupils. In close partnership with her very able deputy headteacher and staff, she has created a positive, purposeful ethos. Key staff lead and manage their areas with commitment and enthusiasm and are very effective in their roles. Monitoring of the core subjects has focused on the quality of teaching and learning. This has been effectively carried out by the headteacher and deputy headteacher. Together, they have identified where marking is inconsistent and the need to develop more formal assessment procedures in non-core subjects. Monitoring is also clearly linked to setting targets for staff that are related to performance management. There are very effective systems to support staff new to the school. Target setting is firmly established in the core subjects; however, the school has identified the need to move consistent application across the school to target setting in all subjects.

45. The leadership of provision for SEN is good. Individual needs are clearly identified and resources targeted to maximum effect. Targets are set that are based on secure evidence. The targets are shared with pupils and parents and reviewed regularly. This has supported pupils well and secures improvements in these pupils' achievements.
46. The management of the school is good. There are effective procedures in place to enable the school to run smoothly on a day-to-day basis. There are effective strategies for evaluating how well the school is doing in order to plan for the future. The secretary provides very effective administrative and financial support. She makes a very significant contribution to the life and work of the school.
47. The governance of the school is good. This is an aspect which has improved since the last inspection and has had a positive impact on the effective management of the school and the raising of pupils' standards. The Chair of Governors provides a very good steer to the work of the governing body. Governors are well aware of the school's strengths and weaknesses and act as a critical friend to the school. They are fully involved in planning and prioritising issues in the School Improvement Plan. They have a good understanding of the work of the school through regular reports by the headteacher and personal visits to see at first hand what is going on. The area of strategic planning is much improved since the previous inspection.
48. Teachers are very well supported by the teaching assistants. There is a very good team spirit amongst the staff. Staff make a very positive contribution to pupils' learning attainment and development and there is a shared commitment to ensure that the pupils succeed. The professional development of staff is also very good.
49. The school has good procedures and effective systems for financial planning. Since the school has been downsized, it has become able to define its financial position clearly and become more cost effective. Finance has been used effectively to resource the current school building appropriately and thoughtfully. Governors have effective financial oversight of the finances and budget and, in consequence, all decisions about spending are linked efficiently to the School Improvement Plan. The principles of best value are responded to satisfactorily through the careful monitoring of spending on supplies and services. There is a firm commitment to reducing the deficit budget through careful financial planning.

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

Income and expenditure (£)	
Total income	350,121
Total expenditure	356,301
Expenditure per pupil	2,408

Balances (£)	
Balance from previous year	34,759
Balance carried forward to the next	40,939

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

### **Areas of learning in the Foundation Stage**

Provision for children in the Foundation Stage is good. It is one of the school's strengths. The children enter Reception in the September before they are five, and at the time of the inspection, there were only six children on roll. These children are taught with the Year 1 pupils.

### **Main strengths and weaknesses**

- Teaching is good with some very good lessons. Children achieve well as a result.
  - Induction arrangements are good; children settle quickly.
  - The links between the curriculum areas have been made explicit in planning.
  - Each lesson begins with the teacher introducing WALT and WILF. As a result children know exactly what they are going to learn and why they are learning it.
  - Assessment and record keeping are very good.
  - The use of visits and visitors enhances the curriculum well.
  - Very good leadership and management ensure children receive a flying start to their education.
  - The school does not have any large fixed climbing equipment. As a result, children do not have daily opportunities to develop their physical needs.
50. Admission arrangements are very effective and ensure children settle easily. Parents are pleased with how well their children have settled and have been happy to be involved with their learning in the classroom. Parents' views are valued and they are provided with useful information in the recently produced, 'New Entrants Information Booklet'. Staff use their regular assessments within lessons to plan the next activities. This ensures that the work is very well matched to the needs of individual children, so providing the right amount of challenge. There is early identification of children with SEN and they are supported well in their learning.
51. The new co-ordinator started in September. She has worked very hard and has made an incredible difference since September. She has effectively planned an interesting and coherent curriculum. Interesting topics link the different areas of learning so that the children have an imaginative curriculum, which makes them keen to learn. Teaching is good with some very good lessons. Children achieve well as a result.
52. The new accommodation, while good, has some weaknesses. The classroom celebrates all areas of learning. It is bright and welcoming, stimulating and spacious. It is used well to support learning. However, the outside area needs further development. There is no large fixed equipment and no sheltered area. Consequently, children miss out on daily opportunities to use large equipment or to frequently use the outside area for learning. Plans exist to rectify this weakness.

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

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

### **Main strengths and weaknesses**

- Achievement is very good because of the very good teaching and high expectations of the staff.
- Every opportunity is taken to promote children's confidence and independence.
- Relationships are very good with both adults and peers.
- Behaviour is very good at all times.

## Commentary

53. Teaching is very good and, as a result, all children, including those with SEN, make very good progress and achieve well in their social development. All children are on course to achieve their Early Learning Goals, with a small group achieving more than might be expected. This reflects the emphasis the school places on developing the whole child. The class teacher has established secure routines so that children feel safe and confident. Children have many opportunities to work alone and in small groups. Staff use every opportunity to praise children's independence and reward them with House points. Staff have very high expectations of children's behaviour. They set clear boundaries and the consistent role models set by the adults ensure that children know clearly what is expected of them. When children do not do as expected, they are dealt with firmly but fairly so, that they learn how to appreciate the needs of others. When the kestrel came into their classroom, the children showed real interest and remained silent because they understood that it would be frightened. Children showed sheer delight when it came out of its box. Assessment and record keeping for this area of learning are very good.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Achievement is very good because teaching and learning are focused on developing children's skills through an interesting curriculum.
- The teacher and learning support assistant take every opportunity to develop children's language skills.
- Children enjoy handling books and make good progress starting to read.

## Commentary

54. Early indications are that the majority of children are on course to meet the expectations in this area of learning. Already all children, including those with SEN, are making very good progress as a result of the many opportunities they are given to talk and listen. All staff take every opportunity during all activities to develop the children's vocabulary through probing questioning and consistent insistence that children answer in sentences. For example, when the children were answering in mathematics the teacher insisted the pupils used the correct terms in a sentence rather than give a number. Children enjoy books and listen attentively when a story is read to them. For example, when the teacher read the story of 'The Donkey's in the Den,' the children were hanging on to her every word and looking very carefully for all the words beginning with 'd'. Although it is only early in the term, the majority of children are on the early stages of the reading scheme. All can write their first name and are making very good progress with their writing, with very good progression evident from copy writing to writing and illustrating the sequence of the story of The Gingerbread Man.

## MATHEMATICAL DEVELOPMENT

Provision of mathematical development is **good**.

### Main strengths and weaknesses

- Every opportunity is taken to promote children's mathematical development.
- Achievement is good because teaching and learning are focused on developing children's skills through a practical curriculum. As a result, children achieve well.

## Commentary

55. Most children enter Reception with the levels expected for their age. All children, including those with SEN, are making at least good progress in relation to ability. This area is well taught, with a focus on first hand practical activities. Children will achieve their learning goals by the end of the year, with a few exceeding their targets. Children are already beginning to count to ten. Staff take every opportunity to reinforce and extend children's mathematical skills and language. For example, children daily take an active role in counting the number of pupils in the class. In a very well taught lesson, the teacher made shapes relevant to their everyday lives. She encouraged them to make clay houses using the names of shapes for windows, doors and chimney. Children have had very good opportunities to use a programmable toy. This reinforced recognition and use of early numbers. Children learnt to repeat patterns using paint. The higher attaining children were able to correctly place objects in the playground and describe their position well. Practical activities prepare the way for future learning. They sustain children's interest well.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children achieve very well because of very good teaching which is focused on developing children's skills through a practical, imaginative curriculum.
- Children have many opportunities to use computers.
- Very good use is made of visits in the local area and visitors.

## Commentary

56. When the children enter Reception, they have good experiences to draw upon. Teaching and learning is very good and all children, including those with SEN, achieve very well. There is a good variety of appropriate interesting activities planned to stimulate children's curiosity and enhance their understanding. For example, the school theme for the week was 'Caring.' The teacher planned for a visitor to bring in a kestrel. This developed very good observational skills, gave the children opportunity to ask good quality questions and gain knowledge of feathers, beaks and birds in the wild. In a very well taught lesson, children looked at photographs and talked about the different kind of houses. One boy thought thatch was 'boiled up black straw.' There was also a very good lesson based on a science investigation. The children learnt the meaning of a prediction and heard what a fair test was. They were helped to write up their experiment correctly but they wished they had chosen the two-minute timer instead of the five-minute one once they started their exercises. Computer skills are well taught on a daily basis. Staff build up children's confidence in using the computer. As a result, they have positive attitudes and display equally good skills. Very good use is made of the digital camera by the children to capture their learning.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** overall. Outdoor facilities are limited and do place restrictions on the opportunities provided for the promotion of pupils' independent play and physical development.

### Main strengths and weaknesses

- Teachers plan well for the limited outdoor equipment but there is access to a hall for structured lessons.

- There is no continuous access to an outside play area. There is no large fixed outdoor equipment to promote physical development.

#### **Commentary**

57. No judgements are made about teaching and learning, standards or achievement as no lessons were seen relating to physical development. The very good records kept by the teacher show that all the children, including those with SEN, achieve well, and they use increasing control, touching, patting, following, catching and throwing. Children have limited opportunities for outdoor play as a Reception/Year 1 class do not have continuous access to the outside area. The school has plans to improve the outside area by safely enclosing it and developing the provision for the outdoor classroom.

### **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

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

- Children achieve well because they are taught well and experience a wide range of creative activities.
- The imaginative play area is used well to encourage children's creative response.

#### **Commentary**

58. There are daily opportunities for children to develop creativity. Children have access to a good range of materials, with many opportunities to paint, draw and make models. Teaching is good and children are on course to achieve their learning goals by the end of the year. Pupils have made rain sticks, African drums, smelly bags, sculpted owl babies and had great fun creating an autumn display, using tissue paper to represent poppies and scraps of materials for a scarecrow.

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

#### **ENGLISH**

Provision in English is **good**. Overall, the quality of the teaching and the work planned for pupils are good and this ensures that they achieve well.

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

- Standards in writing are improving.
- Pupils achieve well because of the good quality teaching and learning.
- Pupils with special needs make good progress against their specific targets.
- The subject is very well managed.
- English makes a very effective contribution to the spiritual, moral, social and cultural development of pupils.

#### **Commentary**

59. In the 2003 National Curriculum tests, Year 6 pupils achieved above average standards in English in comparison with all schools and similar schools. Standards in English are rising because of the school's focus on improvement in this subject. Pupils with SEN have made significant progress in relation to prior achievement. Standards were average in Year 2 in comparison to all schools and similar schools in reading and writing.

60. At the time of this inspection, standards were above average at the start of Year 6 in English. Pupils are well placed to meet or exceed the targets set for them in the 2004 national tests. The positive standards reached are due to good planning, good or better teaching and effective use of assessment. The analysis of pupils' work, together with lesson observations, confirms this picture.
61. From a broadly average starting point, pupils, including those with SEN, achieve well during their time at school to reach above average standards.
62. The inspection found that pupils, including those with SEN and higher attaining pupils, achieve well throughout the school. Pupils with SEN are particularly well supported by adults in lessons. Every effort is made by staff to raise their attainment by carefully planned work and good support and encouragement. In all year groups, there is a wide span of ability. Girls tend to do better than boys; however, the school has worked successfully in the last two years to raise boys' achievement and the gap has narrowed.
63. Overall standards in speaking and listening are above average in Year 1 and 2, broadly average in Year 3 and 4 and above average in Year 5 and 6. Most pupils speak confidently and make themselves understood, with younger pupils having an improving vocabulary due to good teaching having an impact on their learning. There is good provision for pupils who have speech and language and hearing difficulties. Staff work hard to help pupils to extend their vocabulary by:
- Encouraging pupils to talk to each other.
  - Using drama activities or interesting starts to lessons to help pupils to communicate effectively. For example, in an excellent Year 5 and 6 lesson, the candles flickered mysteriously in a darkened classroom as the teacher expertly told the story of 'George and the Dragon' in a dramatic and expressive whisper. In discussion, one pupil said to another 'I thought the rock smelt like ghoul from ghosts of a hundred ages!'
64. Pupils achieve well in reading, with the good development of their knowledge and enjoyment of books being developed well alongside their reading skills. There is a well-structured reading programme, with pupils working through a published scheme. Standards are currently above average in Years 1 and 2 and in Years 3 to 6. There are good opportunities during the school day for pupils to engage in groups, pairs and in silent reading. All pupils enjoy reading with parents and carers at home and this helps them to progress well. Most tackle new reading material confidently and are clear about the strategies that they need to use to work out how to read words and sentences. Pupils enjoy reading the books of the following authors, Dick King Smith, J K Rowling and Roald Dahl. Book areas in classrooms are well organised; however, resources in the library need an up-date, to ensure both quality and quantity of provision.
65. Well taught reading skills ensure that younger pupils read accurately and fluently, and by Year 6, pupils read in a mature expressive way. The school provides regular, targeted support for pupils with difficulties with their reading and for pupils 'nearly' attaining average levels. A strength in reading is the way in which older pupils' good speaking skills enable them to understand harder words and to explore books at a deeper level of meaning.
66. Attainment in writing is average for seven-year-olds and above average for 11-year-olds. The co-ordinator has inspired staff to work hard and successfully drive up standards in writing. Pupils achieve well because of good teaching. Standards have risen because of:
- Inspiring in-service training led by the co-ordinator.
  - Revised planning which is of a good quality.
  - Interesting writing tasks set for a range of audiences.
  - Opportunities for extended writing.
  - Pupils' writing is celebrated in displays.

67. The school is continuing to target writing for improvement, with higher expectations of handwriting and spelling, and focused marking, so that pupils are clear about what they have to do to improve.
68. Teaching is at least good over time and some very good and excellent teaching was observed in the infant and junior phases during the inspection. Pupils concentrate very well in lessons and work hard. It is evident that some of the teaching is of high quality with an emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities. This enables pupils to achieve well. In Year 5 and 6, for example, pupils worked very hard to develop a description of a story setting. Very good motivating strategies also enabled Year 2 and 3 pupils to generate good quality sequencing ideas into a story. Teachers and teaching assistants have a good understanding of the subject and teach it well.
69. The subject is very well managed and good use is made of assessment to formulate pupils' targets. The teaching, planning and learning are very well monitored. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development through well chosen texts and stimulating resources.

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

70. The National Literacy Strategy has been implemented well. All pupils, including those with SEN, use their language and literacy skills well in other subjects. Writing skills are developed well in science, religious education and history.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved since the last inspection as a result of very good teaching.
- Pupils have a good knowledge of shape and space.
- There is a strong focus on teaching data handling.
- Some work for some pupils does not always make sufficient demands on their abilities.
- Pupils are not clear what they have to do to improve.
- Pupils numeracy skills are not fully practised across the curriculum.

### **Commentary**

71. Standards in mathematics in both Year 2 and Year 6 are average. The work of current pupils suggests that these standards will be maintained in Year 2 and in Year 6. These cohorts of pupils have a significant number of pupils with SEN in them who are achieving well in relation to prior attainment.
72. Since the last inspection, the school has worked hard to raise standards in mathematics. The appointment of new staff over the past year and the use of intervention programmes have played a key part in subject improvement. The proportion of pupils achieving the expected level by Year 6 has risen dramatically as a result of very good teaching.
73. Teaching is good overall but some teaching is less effective. The younger pupils have a very good start to understanding mathematics. In a very good Year 1 lesson seen, there was a strong emphasis on mental calculation to begin with, for example, 'What is 1 more than 7?' Pupil replies '1 less.' Then the pupils show great delight when they see they are going to do a 'Sum', and build up a number sentence very well. Evidence shows that there is a structured step-by-step approach to this across the school. It is expected that pupils will be taught various



mental strategies and use good mathematical terminology. In a very good Year 6 lesson, the pupils were revising their knowledge of shapes and quadrilaterals, using sides and angles. The initial question and answer session was lively, consolidated previous learning well and helped the teacher adjust the material effectively to the needs of the whole class. In both lessons, there was a well-focused plenary session, which assessed what pupils had learned in order to plan subsequent work to reflect this.

74. Teachers are secure in their knowledge of the National Numeracy Strategy but this is not being taught so effectively in the mixed ability Year 3, 4 and 5 class because it is being used too prescriptively. Work is occasionally set which is not so closely matched to pupils' abilities. Not enough use is made of assessment to help plan work for all ability levels and speed up pupils' progress.
75. Pupils in Year 1 have a very clear understanding of what they are expected to learn, using their friends WALT and WILF very effectively. These link very carefully to the Star Goals. All classes display these Star Goals and teachers use them well but pupils spoken to did not know what they had to do to improve as a 'Star Number Cruncher, Star Calculator, Star Problem Solver or Star Measurer and Shape Maker'. The school needs to develop individual pupil use of these good independent pupil star award record sheets.
76. The school had identified data handling as a curricular weakness at the end of the school year. There was evidence in the sample of work that all classes had begun this term collecting, organising, presenting and interpreting data. The use of the interactive whiteboard was used very effectively with Year 2 pupils sorting names into a table, putting the information into graph plot and producing a chart.
77. The headteacher has just taken over acting as an interim co-ordinator during the last few weeks. She is beginning to monitor teaching and learning. Already, she is aware that the school needs to continue to explore ways of organising and teaching mathematics in order to raise standards in the mixed age lower junior class. Resources are sufficient for current needs and well used.

### **Mathematics across the curriculum**

78. Pupils use mathematics to support their work in other subjects and there is clear evidence of this in ICT, design and technology and science. They use graphs and tables as a means of recording data in science and practise their skills in measuring when they undertake practical tasks in design technology. This is a satisfactory feature at present though with scope for further development.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above average in science.
- Investigative skills are developing well.
- Teaching and achievement are good.
- The quality of the curriculum is good.

### **Commentary**

79. In the 2003 national tests, standards in science in Year 6 were above average in comparison to similar schools and in line with expectations in comparison with all schools. A significant number of pupils in last year's Year 6 and the current Year 6 have SEN. Standards at Year 2

are average. They are above average at Year 6. The headteacher and her team of staff are determined that standards will improve further and they are working hard to achieve this. All pupils, including those with SEN, achieve well because work is matched well to ability and adults support them well in their learning.

80. Examination of pupils' work and discussion with them shows that investigative skills are developing well. Pupils throughout the school are developing a good understanding of fair testing. In Years 3, 4 and 5, pupils gained a good understanding of what sound waves might look like. All pupils cried out 'Wow' as the candle was snuffed out by the expelled air from the plastic bottle. They achieved well through very good teaching and very good resources to use in their investigative work.
81. The quality of teaching is good throughout the school. In a very good Year 1 science lesson, the teacher used very good strategies involving pupils in making decisions as to how to make a prediction for a science lesson. As a result, they were able to prove that their pulse beats faster the more exercise they take. Pupils are also well motivated in Years 2 and 3 as they examine the difference between magnetic and non-magnetic resources.
82. The quality of planning is good and the subject co-ordinator is providing good clear educational direction for work in this subject. There is good development of pupils' investigative work throughout the school. Also, effective use is made of information and communication technology to support pupils in their learning, particularly when recording their science investigations. Particular attention is paid to developing pupils' understanding of scientific vocabulary. With good systems in place to monitor and improve the provision, the school has a good capacity to improve further. There has been good improvement in monitoring progress since the previous inspection and the quality of the curriculum has improved.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**. This subject has made good improvement since the previous inspection when ICT was a key issue.

### **Main strengths and weaknesses**

- Standards by Year 2 and Year 6 are sound and improving over time.
- There is a new, very good hard working co-ordinator whose enthusiasm has resulted in all staff and pupils enjoying learning ICT skills.
- There has been recent improvement in resources and staff expertise.
- The interactive whiteboard is used imaginatively and effectively in other subjects as well as in ICT.
- There are good opportunities for pupils to develop their independence.
- Procedures for monitoring and evaluating teaching and learning are in their infancy.

### **Commentary**

83. The use of national guidance as a basis for planning ensures that all pupils experience the expected subject strands. Examples of pupils' work show they are learning to use ICT for word processing, graphics, the Internet and data handling as well as for control, monitoring and modelling.
84. Conversations with pupils showed they are confident in accessing the Internet for research, they are enthusiastic about the use of ICT, clearly enjoy their lessons and work well with partners to achieve well. Some Year 6 pupils had had the opportunity to use the digital camera recently at the opening of the suite by the Bishop. They invited him to watch a lesson taken by them using the interactive whiteboard. The photographs they had taken had been downloaded so he was able to see the sequence of events clearly.

85. In the lessons seen, the teacher's own specialist subject knowledge was used well to give clear succinct explanations and demonstrations to the younger pupils using the interactive whiteboard, showing them how to log on to the Internet. Pupils receive good support, particularly when working in the suite. The school is fortunate to have learning support assistants with expertise in ICT and they play a full part in helping pupils of all abilities to make progress in lessons.
86. The subject is very well led with enthusiasm and expertise. Standards are much higher than those seen at the previous inspection, which indicates good progress due to the greatly increased demands now made by the subject. The co-ordinator is beginning to have the opportunity to influence the quality of teaching and learning. Assessment procedures have been revised with new class record files to be kept and updated at the end of each topic. Samples of completed work will provide a good overview of coverage and indicate the next step in learning. However, these are in their infancy.

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

87. ICT is used appropriately in most areas of the curriculum. The school has an interactive whiteboard, which enables teachers to use pre-prepared information technology with the whole class. This is a fairly new resource, but is already being used effectively by different teachers in a range of subjects, thereby enhancing pupils' learning. For example, in a Year 1/2 mathematics lesson the teacher used prepared data to sort names into a table, pupils then used Graph Plot to produce a bar chart. Pupils worked in pairs, adding to their understanding as they checked out each other's efforts at the end of the lesson. It is also used very effectively in other subjects, such as in geography to investigate what life is like in Jamaica. ICT is used effectively by pupils in science to record the results of their experiments in investigative work.

### **HUMANITIES**

88. In humanities work was sampled in **history** and **geography**, with only one lesson seen in history. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average in Year 2. There was not enough evidence available to make a judgement about pupils' attainment in history or geography in Year 6.

### **Main strengths and weaknesses**

- Pupils enjoy history and younger pupils think geography is fun.
- The recently appointed co-ordinator has high expectations for both subjects.
- Displays in the Year 2/3 and the Year 3, 4 and 5 class celebrate pupils' work.
- Pupils are using the Internet well in both subjects.
- Use of monitoring and assessment are underdeveloped.

### **Commentary**

89. The teacher in Years 2/3 has an enthusiasm for both subjects and teaches them well. As a result, pupils are knowledgeable about the life of Mary Seacole and Jamaica, where she was born. Class 3 has made productive use of their visit to Bath to learn more about the Abbey and the baths. Pupils were encouraged to develop their literacy skills, writing newspaper reports of their visit and letters of thanks to the Abbey. In both classes, good use is made of ICT to find out more about places and events, today and in the past.
90. The school has recently appointed a co-ordinator for the two subjects. She is beginning to review the policies and schemes of work to ensure good coverage across the school. As yet, she has not had the opportunity to monitor and assess pupils' skills, teaching and learning. Resources are barely satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

91. Only one lesson was seen in each of the following subjects: art and design, design and technology and music. It is not therefore possible to make a firm judgement about overall provision; however, the evidence available indicates that it is good in all three areas. In addition to observing lessons, inspectors spoke to co-ordinators about their work, spoke to pupils about what they had learnt in art and design and technology, and looked at pupils' work.
92. It is evident from teachers' planning, the prospectus and discussions with pupils that work planned in **art and design** is varied and interesting. This is a similar picture to that at the time of the last inspection. This lively approach was evident in a very good Year 5/6 art lesson, when pupils concentrated very hard to improve their skills at drawing three-dimensional still life forms. The pupils then collaborated very well with their partners to praise and evaluate each other's work. Teacher and learning assistants supported all pupils, including those with SEN, very well in their learning. Displays are bright and colourful around the school and the subject makes an effective contribution to the spiritual, moral, social and cultural development of pupils.
93. The curriculum is broad, balanced and relevant. It is enriched by experiences such as Art Week. Pupils thoroughly enjoyed completing their canal paintings. There is good use made of ICT to support pupils' learning and older pupils really enjoy visiting art galleries on the website. They enjoy clay work, marbling and 3D art. Standards are in line with expectations for pupils by age seven and above expectations for pupils by age 11. Pupils, including those with SEN, achieve well according to work examined. The co-ordinator is providing very good clear educational direction for the subject. The school has identified the need to develop more formal assessment systems in order to track pupils' progress more formally.
94. In **design and technology**, discussion with pupils and an observation of a very good Year 5/6 lesson showed that they are gaining good experience of a wide range of materials and techniques. They are also developing well the expected subject skills through designing and making a wide variety of products. For example, Year 1/2 pupils have designed and made an interesting range of model robots, while junior age pupils have made moving toys and games. Standards are in line for seven year olds and above expectations for 11-year-olds.
95. During the inspection, a very well taught lesson in Year 5/6 resulted in highly motivated pupils successfully designing and building a prototype model bus shelter for a competition. The teacher captured their interest from the outset and all pupils, including those with SEN, achieved very well in relation to ability due to very good teaching. The teacher has very good subject knowledge and understanding, and is a very good role model. All pupils were excited about the challenge presented and watched very carefully as the teacher expertly modelled the skills. They co-operated very well with one another and eagerly produced an exciting range of good quality bus shelters made out of a wide range of materials. All pupils, including those with SEN, were supported very well in their learning, by the teacher and learning support staff.
96. It is clear that pupils are used to evaluating their own work and that of their classmates. They talk about the design and technology 'Thinking Day' and clearly enjoy this subject. The co-ordinator provides very good clear educational direction for this subject. He acknowledges that, although good pupil self-evaluation is in place, there is no formal system in place for assessment.
97. In **music**, pupils were only observed in Years 2 and 3, although the whole school was heard singing enthusiastically in all assemblies. They sang 'Like the Tiny Ant' in two parts with full awareness of breathing, diction and dynamics. The standard of singing is good throughout the school. The quality of the curriculum is also good and the subject makes an effective contribution to pupils' spiritual, moral, social and cultural development. The new music scheme enables all teachers to be confident in teaching the subject. All adults support pupils well in their learning.

98. In the one lesson seen in Years 2 and 3, pupils were developing a good understanding of long and short sounds. There was good pace to the teaching and high expectations of behaviour. All pupils achieved well, including those with SEN. Good cross-curricular links were evident and pupils confidently added a tambour accompaniment to the song 'Tinga-lay-o.'
99. Concerts and performance also contribute to pupils' overall musical experience. 'Noah' and the 'Late Wise Man' have been the most recent performances. Pupils have the opportunity to learn the flute and the recorder in after school clubs and enjoy performing for others.
100. Standards are broadly average in composition work by Year 2 and Year 6. Pupils achieve well in their singing due to the good, clear educational direction provided for the subject by the headteacher, who is acting co-ordinator in partnership with the Year 2/3 teacher. There are no formal assessment procedures in place and the school has identified the need to develop these.

## **PHYSICAL EDUCATION**

Provision for physical education (PE) is **good**. From viewing, planning and discussions with teachers and pupils, it is evident that all strands of the subject, including outdoor and adventurous activities, are regularly taught during the course of the two-year cycle.

### **Main strengths and weaknesses**

- Teaching is good and pupils achieve well in lessons.
- Pupils with special needs or behavioural difficulties are well supported.
- There is a strong programme of additional events and clubs.
- PE makes a good contribution to pupils' personal and health development.
- PE is well co-ordinated.

### **Commentary**

101. Although observation of pupils was limited to one PE lesson in Year 6 and one dance lesson in Year 2, on this evidence pupils' standards are broadly in line with national expectations. In the Year 2 dance lesson, pupils were performing with their dancing partners a sequence to represent the movement of the sea. The quality of movement was good with pupils keeping in time with the music and each other. Pupils commented on each other's dance, making sensible suggestions. To attain these standards after two lessons indicates good achievement.
102. Pupils with SEN or behavioural difficulties are well supported by adults and peers. Two pupils with hearing problems had a friend who guided them with their movements. Pupils benefit from three terms learning at the local swimming baths. As a result, standards in swimming are good by Year 6.
103. There is a strong programme of additional events and clubs to enrich the curriculum. There are good links with outside agencies for hockey, rugby and football. PE makes a good contribution to pupils' personal development. Health education is well promoted in both lessons seen. The co-ordinator has good leadership qualities. Resources are good.

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

Provision in personal, social and health education (PSHE) and citizenship is **very good**.

### **Main strengths and weaknesses**

- Provision is planned very well into the curriculum.
- Cross-curricular links are clearly identified.

### **Commentary**

104. The arrangements for PSHE, including drugs education, are very good. The programme of work is taught through circle time, religious education, music and science. Pupils learn about the importance of a healthy diet in science, for example, and about the effect of exercise on their bodies in both physical education and science. The arrangements for drug and sex education are very good. The school sees pupils' personal development as an important part of its work. This programme helps pupils develop a safe and healthy lifestyle, gain confidence and interact very well with others. PSHE also makes valuable links to history in exploring changing times, social interests and conditions.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<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	4

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	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	3
Support, advice and guidance for pupils	3
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

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).*