

# INSPECTION REPORT

## **WOODLANDS FIRST SCHOOL**

Salisbury, Wiltshire

LEA area: Wiltshire

Unique reference number: 126264

Headteacher: Jan Paterson

Lead inspector: Averil Anderson

Dates of inspection: 1<sup>st</sup> - 3<sup>rd</sup> March 2004

Inspection number: 258484

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First
School category:	Community
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
Number on roll:	193
School address:	Winding Way Salisbury Wiltshire
Postcode:	SP2 9DY
Telephone number:	(01722) 335 849
Appropriate authority:	The governing body
Name of chair of governors:	Mr B Oliver
Date of previous inspection:	29 <sup>th</sup> June 1998

## **CHARACTERISTICS OF THE SCHOOL**

Woodlands First is a community school for pupils aged four to nine years, with a small unit for pupils with moderate learning difficulties who are aged between seven and nine years. It is of average size, with 193 pupils. In September 2004 it will become a Primary School and will no longer have the special unit. Ninety-two per cent of pupils live in the ward of Bemerton where the school is situated. This ward is ranked as the most deprived ward in Wiltshire in terms of child poverty. It is the second most deprived ward in Wiltshire with regard to the number of dependants of Working Families Tax Credit. It is the most deprived ward in Wiltshire with regard to the number of dependants of Income Support claimants. With over 54 per cent of children in need the ward is ranked as the most deprived in Wiltshire with regard to the number of Children in Need 2003. Although the ward has the highest number of fixed-term exclusions in Wiltshire during 2002 and 2003, Woodlands First itself has had no exclusions within the last five years. Attainment on entry to the Reception class is well below the average levels of ability in all areas of the curriculum and is even lower than this on entry to the nursery. Until the last academic year, it had a much higher than average number of pupils with special educational needs (31.7 per cent). Since the arrangements for listing pupils with special educational needs have been adjusted under the Revised Code of Practice it is now deemed to have fewer than the national average although the needs of the pupils have remained the same. The number of pupils with statements of special educational needs is well above average. More than 98 per cent of pupils are from a white British background. The number of pupils whose mother tongue is not English is lower than the national average. The percentage of pupils entitled to free school meals is almost twice the national average. In 2001 the school was awarded the School Achievement Award. It is involved in the Leadership Development Strategy in Primary Schools. The school provides out-of-school care for 26 pupils in the form of a Breakfast Club before school starts.

## **INFORMATION ABOUT THE INSPECTION TEAM**

Members of the inspection team			Subject responsibilities
23733	Averil Anderson	Lead inspector	Science Art and design Music Special educational needs
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32257	Richard Chalkley	Team inspector	Mathematics Information and communication technology Design and technology Physical education Foundation Stage
27667	Carolyn Renault	Team inspector	English Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Woodlands first school is a good school. It provides good value for money.

The school's main strengths and weaknesses are:

- Inclusion of all pupils, whatever their needs and abilities, in the complete life of the school.
- The very good work of the Foundation Stage (nursery and reception).
- Lack of opportunity for pupils to discuss their learning with each other and adults.
- Very good achievement of pupils with special educational needs.
- High quality work of teaching assistants in supporting pupils both in their learning and their behaviour.
- Close links with other schools and the local community.
- Teaching is good and often very good; teachers know their subjects and the needs of the children.
- Positive links with parents; they and pupils are happy with the school.
- Very good achievement in Information Communication Technology (ICT).
- Pupils' successful ability to work on their own and with each other.
- Very good work by the volunteers who give of their time supporting pupils in their learning.
- Lack of pupils reaching Level 3 at the end of Year 2.
- Lack of an outside covered area for the Foundation Stage.

Improvement since the last inspection has been very good. All key issues have been addressed. The improvement in ICT in Years 3 and 4 is particularly noteworthy.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	E	E	E	D
writing	E	E	E	E
mathematics	E*	E	E	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low. Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Achievement overall throughout the school is good.** Achievement by children in the Foundation Stage and all pupils with special educational needs is very good. Standards have risen since the last inspection but not enough to reach national expectations by the end of Year 2 as these have also increased over the years. In the last year, the percentage of pupils reaching Level 2 has risen at a greater rate than that nationally. By the end of Year 4 pupils are achieving at the nationally expected levels.

Because of the very low level of attainment on entry to the Foundation Stage children do not meet the expected goals by the time they enter Year 1, except in the area of physical development. By the end of Year 2 standards are improving but are still below national expectations. However, when they leave at the end of Year 4 pupils are achieving standards in line with national expectations.

**Pupils' personal qualities including their spiritual, moral, social and cultural development are good** overall. Pupils have positive attitudes and enjoy coming to school. Behaviour is good. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and pupils' learning are good.** In 42 per cent of lessons teaching was very good or excellent, this is double the figure recorded in the last inspection. There were no examples of unsatisfactory teaching or learning. This is a very good improvement since the last inspection. Assessment procedures are good, as is the use made of the information to improve the pupils' learning. There is a weakness that in many lessons pupils are not given sufficient opportunities to talk with each other and adults about what they have learnt in lessons.

**The curriculum is good** enriched by a good range of activities, many of which involve the local community. It is supported well by teaching assistants, volunteers and outside agencies. Accommodation overall is good but the lack of a covered outdoor area for use by the children in the Foundation Stage is a weakness. Good support and guidance are given to pupils. Links with other schools in the local cluster group and with the community are strong.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher has a clear vision for the school, which is conveyed well to governors and staff. The establishment of a strong and stable teaching staff is a real success. The leadership of the Foundation Stage and the co-ordination of the pupils with special educational needs are strengths of the school; pupils make very good progress in these areas. Subject co-ordinators are keen and working well to lead and support teachers to enable them to improve their skills. The headteacher and senior staff provide good role models for staff and pupils. Governors are very committed to the school and their determination, whatever the cost, to provide the best for their pupils in ensuring a full and interesting curriculum for pupils is a credit to them. All statutory requirements are met.

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

Parents are very happy with Woodlands First School. They appreciate the 'open door' policy and especially the morning arrangements where they can come into school and have an informal discussion with teachers before school starts.

Pupils enjoy coming to school. They feel teachers are friendly and approachable.

## **IMPROVEMENTS NEEDED**

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

- Create more opportunities for pupils to talk to each other and adults about their learning.
- Improve the outdoor facilities to include a covered area for the Foundation Stage.
- Increase the number of pupils reaching Level 3 at the end of Year 2.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **good** throughout the school and **very good** at the Foundation Stage. At the end of Year 2, standards in English, mathematics and science are below national levels but by the end of Year 4 they compare satisfactorily with the rest of the country. Standards in other subjects follow the same pattern with the exception of Information Communication Technology (ICT) where pupils achieve higher than average standards.

#### Main strengths and weaknesses

- Very good achievement in the Foundation Stage and across the school in ICT.
- Very good achievement by pupils with special educational needs.
- Good, steady achievement in all areas of the curriculum by the end of Year 4.
- Below average standards in English, mathematics and science at the end of Year 2.

#### Commentary

1. The table below shows that standards in Year 2 were below average in reading, writing and mathematics. Standards had risen in writing and stayed virtually the same in reading and mathematics. However the percentage of pupils reaching Level 2 had risen overall in all three areas since the previous year. This was a greater improvement than nationally where the percentages in reading and mathematics had stayed the same as in 2002 and in writing the national percentage fell by 5 per cent. In these tests girls achieved better than boys in reading and writing. In mathematics their results are almost identical.

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

Standards in:	School results	National results
reading	14.1 (14.2 )	15.7 (15.8 )
writing	12.1 (11.7 )	14.6 (14.4 )
mathematics	14.0 (13.9 )	16.3 (16.5 )

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

2. Since the last inspection standards in reading, writing and mathematics have improved considerably but not enough to achieve national expectations as these have also increased over the years. Pupils with special educational needs, both in the unit and in the main body of the school, achieve well in all areas, as do those with English as an additional language.
3. By the end of the Foundation Stage (nursery and reception) children have achieved very well. Standards are still well below national expectations but have risen considerably considering the very low level of attainment when children join the school. The level of attainment on entry to the Reception classes is very well below average and it is even lower on entry to the Nursery. By the time pupils leave the school at the end of Year 4 they achieve national expectations in all subjects and exceed them in ICT. This is a very good improvement since the last inspection.

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

Pupils' attitudes and behaviour are **good** throughout the school and very good in the Foundation Stage. Overall pupils' spiritual, moral, social and cultural development is **good**.

#### Main strengths and weaknesses



- Children like school and are keen to play a full part in all that the school offers.
- A good attitude to learning in most pupils.
- Good behaviour in classes and around the school.
- Good implicit opportunities for spiritual development in assemblies and many lessons.
- Good positive behaviour management policy encourages respect for others and a purposeful learning atmosphere in lessons.
- Pupils with special educational needs are very well integrated into mainstream classes.
- There are limited opportunities for developing understanding about living in a multicultural and multi-ethnic society.

## Commentary

4. Pupils are happy to come to school and enjoy their lessons. Older pupils are enthusiastic about the extra-curricular clubs provided for them at lunch time and after school. These offer a range of activities such as sport, dance, art, drama and computer skills.
5. Most pupils have a positive attitude to learning. Where teaching is good, pupils are attentive, interested and keen to achieve as well as they can. They work productively, both together and independently. Where teaching is less good, some pupils become disinterested and lose concentration. In these lessons, a small minority of pupils can become noisy and disruptive. Teachers know pupils well, however, and are effective in ensuring that this does not prevent other pupils from learning.
6. The school sets high expectations for pupils' conduct and works hard to achieve them. Pupils move around the school in a calm and orderly manner. They are polite and considerate towards each other and adults. Playtimes and lunchtimes are friendly and safe.
7. The behaviour policy is very clear and is known and understood by pupils throughout the school. Pupils in all year groups help to devise their own 'golden rules'. These are prominently displayed in all classrooms and children are proud of their contribution. Throughout, the caring ethos of the school is reflected in rules such as 'take care of each other', 'listen to each other' and 'be kind'. Staff are consistent and positive in their approach and the pupils value this. The school has a system of star awards and red cards to acknowledge and praise good work and behaviour. The Monday morning assembly is used to celebrate the achievements of individuals and whole classes with certificates and the 'red card cup'. Lunchtime supervisors issue their own good behaviour stickers and communicate well with class teachers, this helps to ensure the same approach throughout the school day. The award of stars and red cards is particularly effective in creating positive links with parents, especially with pupils who have behavioural difficulties, for example, one youngster with special educational needs, when given an award at the end of a lesson was heard to say quietly to himself, "My mummy will be so proud of me".
8. Where misbehaviour occurs, it is dealt with promptly and effectively. As a result of the behaviour policy being well implemented, staff, pupils and parents know and understand the procedures for dealing with unacceptable behaviour. This very good implementation of the behaviour policy takes up a large amount of staff time, both teachers and teaching assistants' time and energy. Although concerns about bullying were raised on several parent and pupil questionnaires, the inspection found no evidence of this. Some cases of persistent misbehaviour by a small minority of pupils were identified, but not of systematic bullying. Pupils are confident that if an incident with another child occurs, they can tell a teacher and it will be dealt with effectively.
9. There are opportunities for pupils in Years 3 and 4 to take on responsibility and the children are keen to do so. At lunchtimes, for example, Year 4 pupils act as lunchtime monitors and also man the school telephone switchboard. Year 3 pupils enjoy the responsibility of being teachers' helpers and register monitors. The school does not yet have a school council, but this is planned. As the current Year 4 will continue in the school until Year 6, the school recognises

that it will need to adapt so that these pupils continue to become confident and mature appropriately as they move through the school.

- Pupils' spiritual, moral and social development is good, with cultural development satisfactory. During assembly, pupils have opportunities to reflect on issues in a quiet atmosphere, which contributes to their spiritual development. In many lessons the pupils are given opportunities for spiritual enrichment. For example, in religious education pupils were able to consider how death brings a sense of loss but also remembrance. Much of the artwork contributes towards their spiritual development and in music lessons they are helped to appreciate the beauty of music. In the best English lessons, pupils are helped to develop appreciation and enjoyment for expressive words and descriptive passages. Pupils are given good role models by all adults in school about how to treat other people with respect. Pupils know the difference between right and wrong. Pupils play well together, and when given the opportunity, they co-operate well in lessons. They help one another and can take appropriate responsibility. Opportunities for learning about art, music and dance as aspects of culture are offered in lessons and as after school activities. However, the current Years 3 and 4 curriculum does not provide for the study of many other faiths and cultures in religious education or geography and there are missed opportunities in this largely mono-culture school to prepare pupils for living in a culturally diverse society.

## Attendance

- Attendance is **satisfactory**. Although the level of absence is just above the national average, the school is taking action to improve attendance and punctuality. Good procedures are in place to monitor attendance and the school works effectively with the education welfare officer where absence persists or is unexplained. Measures to improve punctuality are popular and effective. Pupils are allowed into school ten minutes before morning registration, which helps to reduce the disruption of late arrivals and the breakfast club provides a good start to the day for up to 26 pupils each session.
- There have been no exclusions during the school year prior to this inspection. This is a particular credit to the school and its pupils, as overall Bemerton Ward has the highest number of fixed-term exclusions within Wiltshire.

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

Authorised absence	
School data:	5.8
National data:	5.4

Unauthorised absence	
School data :	0.7
National data:	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for its pupils. Teaching and pupils' learning throughout the school are good and very often very good. This is a good improvement within the main body of the school since the previous inspection. The curriculum offers a good range of learning experiences, both during and outside the school day. The good assessment of pupils' work and the information gained is used effectively to plan work for groups and individuals.

### Teaching and learning

The quality of teaching is **good** overall. There were no unsatisfactory lessons and 79% per cent were good or better; 37 per cent were good, 37 per cent were very good and five per cent were excellent. This is a good improvement since the last inspection where 17 per cent of teaching was unsatisfactory. The percentage of very good and excellent teaching has doubled from 21 per cent to

42 per cent. Analysis of work and records showed that over time teaching is good. This leads to good learning in all areas.

### Main strengths and weaknesses

- Excellent inclusion and teaching for pupils with special educational needs.
- Inconsistent opportunities for pupils to develop their understanding through talking about their learning.
- Good and often very good teaching and learning.
- High quality work of teaching assistants contributes significantly to the way pupils learn and make progress.
- Very good use is made of assessment data in the Foundation Stage, it is good elsewhere.

### Commentary

#### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	14 (37%)	14 (37%)	8 (21%)	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.*

- Teaching is particularly good in the Foundation Stage where teachers, knowledge and understanding of individual pupils and of their learning and emotional needs leads to high standards of achievement. Planning is of a particularly high standard and ensures that all pupils are making the maximum progress from the extremely low base from which they start. Teaching is good in English, mathematics, Science and ICT. In geography and RE it is satisfactory. In the best lessons throughout the school, pupils are given the opportunity to discuss what they are learning. For example, in a science lesson pupils were frequently asked searching questions about their experiments to discover the changes that occur when some solids are added to water. They were given time to discuss it in groups and then all participated in a useful class discussion. As well as increasing their scientific knowledge they were given the opportunity to improve their speaking and listening as well as their social skills. In less successful lessons pupils spent too long waiting in their groups observing, for example, a candle burning and were not given the opportunity to answer the questions they were asked let alone have a meaningful dialogue.
- Teaching assistants are an asset to pupils and teachers alike. They invariably work very hard and provide high quality support for pupils with special educational needs both in the classroom and in withdrawal sessions. The quality of their assessments and feedback to relevant class teachers is of the highest quality, again both in classroom and in withdrawal sessions.
- Assessment procedures are good and are generally followed across the school for most pupils. Occasionally the information gained is not used to best advantage for the more able pupils. Literacy, numeracy and science work is assessed and levelled termly. Tracker forms are used to record pupils' progress. Weekly planning of lessons includes an evaluation of who has/ has not succeeded and why. This information is then used to plan subsequent lessons. Pupils know their targets but are not always fully involved in the setting of them.

### The curriculum

The overall breadth and balance of the curriculum is **good**. A good range of activities, many of which involve the local community, enrich the curriculum.

## Main strengths and weaknesses

- Good curriculum organisation.
- Good opportunities for enrichment of the curriculum.
- Very good provision for pupils with special educational needs.
- The outside area for Foundation Stage pupils is uncovered.

## Commentary

16. The quality and range of the curriculum are good. The school meets all statutory requirements with the result that the curriculum meets pupils' needs and interests. It follows the National Literacy and Numeracy Strategies closely. The school provides a good range of opportunities for enrichment of the curriculum which include:
  - Visits from drama groups.
  - Promotion healthy life-styles by arranging for the Life Education Centre to visit the school.
  - Provision of a satisfactory range of lunchtime and after school activities which all eligible Key Stage 2 pupils are encouraged to attend.
  - Participation in sports and arts events with local schools and the wider community.
  - Visits to local churches, museums and art centres.
  - Participation in local schools' music events.
17. All of these activities not only develop pupils' interest in learning, but also effectively support their social, moral and cultural development.
18. Learning resources and accommodation are good overall, although the outside area for Foundation Stage is uncovered and limits curriculum opportunities. The hall ceiling is old, very high and with very poor acoustics which cause teachers to strain their voices to ensure all pupils can hear properly. School buildings and grounds are clean and well maintained, planned building work will provide new classrooms to replace the mobile accommodation. The school now has a stable and well qualified staff who are making an important contribution to pupils' good achievement with their learning and personal development. Overall, the number, training and experience of the support staff are good and very good in the Foundation Stage.
19. The school's provision for pupils with special educational needs is very effectively led and managed. Pupils' needs are identified early and their progress monitored closely. They are very effectively supported in small groups from an early age. For example, in literacy, specific language programmes are regularly provided to ensure that their needs are well met. The curriculum is planned effectively so that all pupils have equal access to the curriculum and learning opportunities provided.

## Care, guidance and support

Provision of care, guidance and support for pupils is **good** and pupils' involvement in the school's work and development is **satisfactory**.

## Main strengths and weaknesses

- Arrangements for pupils' health and safety are good.
- The school works effectively with local agencies to ensure pupils' welfare.
- Procedures for pupils joining the school are very good.

## Commentary

20. Daily routines are well planned and children are well supervised at all times. All staff are aware of medical and child protection procedures. Designated members of staff are trained

and always on hand. Links with local agencies are very good and beneficial in providing for the children's welfare. The new classrooms will provide for improved disabled access.

21. Good relations exist between staff and pupils. Pupils feel that teachers are friendly and approachable and that they can go to them with any problems or concerns.
22. Pupils in all year groups help to devise their own class 'golden rules'. These are prominently displayed in all classrooms and children are proud of their contribution. Throughout, the caring ethos of the school is reflected in rules such as 'take care of each other', 'listen to each other' and 'be kind'. Further opportunities for children to voice their thoughts and ideas, such as the planned school council, will help pupils know that their views are listened to and matter.
23. Children starting school are supported by a very good induction programme, which helps even the youngest children to feel secure and settle well into school. The local Pre-School is situated within school grounds, which means that many children are familiar with the school before they join nursery. Prior to starting nursery, parents and children are invited to visit the school. This is followed up by home visits from nursery staff, which help to ensure that teachers and pupils know each other and that parents can contribute their views. As children move into reception, good communication between nursery and reception teachers ensures that children's interests and friendship groups are maintained. Parents are also invited to discuss their child's progress with reception teachers. During their nursery year, children have opportunities to become acquainted with the main school, for example, they join with the older children for the school's Christmas lunch.

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

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

### **Main strengths and weaknesses**

- The school provides good information to parents.
- Good links with the community benefit children's learning.
- Staff and pupils profit from strong links with other schools and pre-school providers.

### **Commentary**

24. Parents' views expressed through the pre-inspection questionnaire and meeting were very positive. All parents feel that their children settle into school very well and the vast majority of parents feel that their child likes school and is making good progress.
25. The majority of parents are satisfied with homework routines and the children's homework and reading logs provide a good link between teachers, parents and pupils. The school provides good information on the curriculum and school activities and events, although some parents feel that they do not have enough information on how to help their child with homework. The annual report includes information about progress in each subject, progress in personal and social development and targets for the coming year. Whilst most parents are pleased with information on their child's progress, a minority feel that they could be better informed. The inspection team does not support the minority view.
26. Nearly all parents feel that the school is approachable and the majority feel that their suggestions and concerns are taken into account. The school promotes an 'open door' policy which is valued by parents and the procedure for dealing with parental complaints is clear. The morning arrangements for coming straight into school provide parents with an opportunity for informal discussion with teachers.

27. Parents are very supportive of the school. Events such as school concerts and special assemblies are very well attended, although parent consultations and curriculum meetings are less popular. Parents help with a variety of school improvements, such as decorating the toilets, laying decking and building the school pond. A few parents and other volunteers come into school regularly to help in lessons, listen to children reading and support ICT lessons. The contribution made by these helpers is very significant and highly valued by the school. The lack of parental support in regularly hearing their children read as they get older is a real barrier to their learning. The school is looking at ways in which parents might be encouraged more to share in the pupil target-setting process. The Friends of Woodlands First School play an active role in involving parents and the community in school life. Social and fundraising events such as Christmas Bazaar and May Fayre are well supported.
28. The school knows the locality well and community involvement is valued and well used. School trips range from autumn walks in the neighbouring folly and 'river dipping' for Year 4 pupils, to visits to Salisbury Arts Centre, museums, local churches and Montacute House. Local organisations are appreciative of school support which includes fundraising for local charities and invitations to school events such as Christmas and Easter concerts. Involvement in the 'Planning for Real' Project and subsequently with the 'Bemerton Interagency Group' provide opportunities for the school to meet with a range of agencies connected with the Heath. This helps ensure awareness of local issues and contribution to community improvements.
29. Links with other schools and are very good. The school has effective connections with pre-school providers and other schools providing education to the under fives. This helps to share expertise and ensure that nursery children are prepared for school. Links have already been established with Westwood, which will become the local secondary school, and plans for local primary schools to use the art and drama facilities will further strengthen these.

## **LEADERSHIP AND MANAGEMENT**

Overall leadership and management are good. The school is governed satisfactorily and the headteacher provides good leadership which is focused on raising standards. The leadership of other key staff in the school is also good, and staff are clear about their roles, responsibilities and personal objectives. Good management structures and procedures underpin the every day work of the school and applications of the principles of best value are good. The school is well placed to make a successful transition to a primary school later this year.

### **Main strengths and weaknesses**

- The headteacher has a clear vision for the school, which is conveyed well to governors and staff.
- The headteacher, senior staff and governors have a good grasp of all the major issues affecting school improvement and have created appropriate strategic plans.
- Monitoring and target setting procedures are well established and have helped to raise expectations and standards.
- The leadership of the Foundation Stage and co-ordination of pupils with special educational needs are very good.
- Sometimes data is not used to improve the daily performance of the most able pupils, particularly in writing at the end of Year 2.

### **Commentary**

30. The headteacher has successfully established a strong staff team which is committed to raising standards whilst developing the self-esteem and social skills of the pupils. Underpinning this provision is the use of praise and encouragement to help pupils raise their own expectations and effort. The leadership of the Foundation Stage and coordination of the pupils

with special educational needs is very good and pupils make very good progress in these areas.

31. The governors and headteacher have prioritised the appointment of well-qualified staff who share their high expectations that pupils' performance can be improved. Staffing has been turbulent over the past few years but the commitment and expertise of the current staff team are strengths. The senior teachers appointed since the last inspection, are well qualified to lead the school in enriching the curriculum as a means of raising standards.
32. The priorities for improvement during the years ahead have been clearly identified in the school development plan and each curriculum co-ordinator has responsibility for preparing an 'action plan' for their subject. Both the school development plan and the curriculum action plans have clearly identified targets, persons responsible and success criteria. They are reviewed regularly. All staff are aware of the priorities for development through a well planned in-service programme for teachers and support staff.
33. The headteacher and senior teachers provide good role models for staff and pupils, for example, in the way success and effort are given praise and firm boundaries and high expectations are set for pupil behaviour. There is a high degree of consistency in the implementation of school policies. The staff share a commitment to school improvement and cooperate well in establishing consistent expectations for pupils' behaviour and a consistent ethos of pastoral care. The teachers work very hard in preparing lessons and contributing resources to enrich the pupils' experience and language.
34. The headteacher's management skills are **good**, with self-evaluation providing appropriate data for every aspect of the school's development. Assessment procedures for monitoring pupil progress have been well established throughout the school and record keeping is consistently good with pupil targets being set from this data. Procedures are kept under review and initiative is encouraged.
35. The performance management of staff, including support staff is good. There is a clear policy setting out line management. The governing body provides appropriate targets for the headteacher. The headteacher, deputy headteacher and special educational needs co-ordinator carry out annual reviews and set performance targets for all other staff which lead to professional development as well as school improvement.
36. There are sound financial management procedures in place. The headteacher and governors use the four principles of effective financial management well, with the finance subcommittee routinely ensuring that the school budget is used wisely. For example, they undertook rigorous analysis of their budget before establishing the rationale for the appointment of experienced teachers in order to fulfil their main objective of raising standards in literacy. They have prepared a sound recovery plan in light of the subsequent overspend on staffing. Alternative sources of services and resources are always considered and all spending is in line with the approved school development plan.
37. The school governors, headteacher and senior staff identified the recent period of staff turbulence as an obstacle which has prevented the rise in standards reaching national average levels. The difficulty of establishing partnership with parents in the learning process also means that pupils do not always make as much progress as they might in improving literacy skills. The school uses a number of strategies to encourage parents' involvement, such as coffee afternoons and social activities, and parents are very supportive of events which involve their children. The school is looking at ways in which parents might be encouraged more to share in the pupil target-setting process.
38. In discussion with the chair of governors it is clear that governors have high aspirations for the school. They share a belief that pupils from this area of social deprivation can achieve well and they are committed to raising standards. The chair of governors provides good leadership of

the governing body and is a frequent visitor to school, meeting regularly with the headteacher. The governing body is supportive of the school and respects the professionalism of the teachers and senior staff. The governors rely largely on the headteacher for guidance on strategic planning and the detail of school curriculum development planning but are prepared to question and challenge issues at meetings until a consensus of opinion is agreed.

39. The finance and curriculum committees meet twice a term and prepare reports for consideration by the whole governing body. A number of governors work in both paid and voluntary capacities in school and have a good grasp of the school's strengths and weaknesses. The governors undertake regular training to understand their role. They ensure that the school meets its statutory requirements and are proud of the inclusive ethos of the school.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	542,948	Balance from previous year	16,894
Total expenditure	549,793	Balance carried forward to the next	-6,845
Expenditure per pupil	2,940		

Expenditure per pupil includes money for the Unit. Figures without this inclusion are £2,708 which gives a more realistic picture.



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

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

40. Provision for children in the Foundation Stage (nursery and reception classes) is **very good** as it was at the time of the last inspection.
41. Teachers know the children very well and plan to challenge pupils of all capabilities, including those with special educational needs, at their individual levels of need. Leadership and management of the Foundation Stage are very good. The co-ordinator, who has recently been appointed, is highly skilled and knowledgeable and has quickly established a strong 'team spirit'. She has already identified areas for future development which includes the need to monitor the teacher's planning in the mixed-age class more thoroughly to ensure continuity of learning across all of the classes. Arrangements for children starting school are very good. Prior to starting, parents and children are offered invitations to go to the school to meet the teacher and begin making friends with others in the class. The nursery teacher and her nursery nurse visit the parents and children in their home prior to entry. There are good arrangements with the local playgroup which provide teachers with details of children's individual needs and achievements. Teaching in the Foundation Stage, in all areas of learning is very good, with examples of excellence. The main strengths of the teaching are the very caring and very enthusiastic learning atmosphere provided by all the adults who work in the Foundation Stage and the very good assessment information which is used very well to plan appropriate activities for the wide range of ability amongst the children. Teaching assistants are well-trained, very effective and used very well to support children's learning.
42. Compared with children of a similar age, children enter the reception class with well below average levels of ability in all areas of the curriculum and even lower than this on entry into the Nursery. They achieve very well but remain below national averages in all areas except for physical development, where they are on course to reach the expected goals, by the time they enter Year 1. Overall, accommodation and resources are good although the outside area is unsatisfactory because it is not covered and limits curriculum opportunities. The accommodation inside is bright and welcoming and well resourced, although the conditions in the mixed-age class are cramped. All teachers make the best use of the accommodation available by planning a varied curriculum according to the conditions and available space and providing a good range of resources.

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

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

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

- Children achieve very well because of the very good teaching.
- Teachers provide a very caring and supportive environment in which children are encouraged to become confident and independent.

#### **Commentary**

43. Overall, the children make very good progress in their personal, social and emotional development as they move through the Foundation Stage. A wide variety of appropriate activities are provided for the children to develop in this area, for example, in circle times the children are encouraged to say 'please' and 'thank you' as they receive biscuits and a drink from each other and to listen carefully to what others are saying. Teachers make very good use of this time to develop children's language skills by talking with them and asking very good questions which require them to describe and explain. All children take part in a wide range of

directed and self-chosen activities. Emphasis is rightly placed upon fostering children's self-confidence and the development of positive attitudes to learning by keeping lessons well focused and fun. Children who require additional support are identified early.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children achieve very well because of the very good teaching.
- Very good opportunities are provided to develop children's speaking and listening skills.

### **Commentary**

44. From very well below average standards, children, including those with special educational needs, achieve very well because of the very high emphasis the teachers place on developing speaking and listening skills. For example, teachers use role-play activities to improve children's vocabulary and to develop their skills in speaking fluently. Teachers intervene very effectively and take every opportunity during activities to develop children's vocabulary through questioning and discussion. In whole-class sessions they set high expectations for children to contribute appropriately and listen carefully to each other and adults' explanations. Teachers are aware of the small number of more able children and plan lessons to provide more challenging work. For example, in reading, the most able pupils are brought together in a group for more challenging work. The positive and very lively learning environment helps to give children the confidence to talk and to feel that their contribution is valued. Overall, children thoroughly enjoy these lessons and are developing an interest and enjoyment in stories and rhymes, with the more able pupils beginning to develop a keen interest in reading. Only a significant minority of children are on course to achieve the early learning goals.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **very good**.

### **Main strengths and weaknesses**

- Children achieve very well because of the very good teaching.
- Children work hard because the teachers provide a very good range of activities which are interesting and fun.

### **Commentary**

45. Teaching is very good and because of this children achieve very well. Teachers use the very good assessment procedures to plan a very good range of tasks for all children, regardless of levels of ability, to develop their understanding and use every opportunity to consolidate their learning. For example, during registration periods children learn more about number as they 'help' the teacher to count the number of children present and 'take away' those that are absent. Teachers use number songs and rhymes very effectively to help consolidate children's learning about number. For example, children take great delight in correcting the teacher's deliberate mistakes as she attempts to match the number of 'Speckled Frogs' to the appropriate digits. A very good range of teaching strategies is used to maintain children's interest and develop their knowledge and understanding, which includes naming the shape of the biscuits before eating them at snack time. Teachers' enthusiasm to make learning fun and exciting, results in a very positive atmosphere in which children feel confident and try hard to succeed. Activities are carefully planned to meet the needs of individuals and ensure that all pupils can participate at their own level of ability and achieve very well.

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

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

### **Main strengths and weaknesses**

- A good range of interesting and appropriate activities is provided.
- Teaching is very good.

### **Commentary**

46. Teaching is very good and as a result children are provided with very good opportunities to use all their senses to support their learning. Adults use good questions to encourage the children to think about what they see and feel. As part of a class project about 'Goldilocks and the three bears', children made porridge and were encouraged to smell and taste it. At registration times, teachers consolidate children's learning by asking them about the days of the week and to describe the weather. The children have a wide range of construction toys which are used effectively to initiate their own learning and develop their vocabulary. Children are beginning to ask questions about why things happen and how things work. For example, children investigate flowers and seeds and learn about the conditions needed to make them grow. They plant seeds and draw pictures to help them learn the names of parts of flowers. All children are provided with very good opportunities to use a computer and learn about programming through the use of battery-operated toys. A very significantly small proportion of children are on course to achieve the expected goals by the time they enter Year 1.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children have very good opportunities to develop their skills.

### **Commentary**

47. Teaching is very good with one example of excellence. Teachers' plan a wide range of physical activities to enable children to make good progress in their physical development so that the majority of them are on course to reach the expected goals by the time they enter Year 1. In the excellent lesson that was seen, children were helped to develop their understanding of space and to develop control as they ran, crawled and marched around the hall to the teacher's instructions. Children are developing increasing skill and control in handling tools for making and drawing and manipulate small construction equipment, puzzles and toys with reasonable control. Children have access to larger equipment and are developing good control. Large wheeled toys are also available for use in the outside area to help develop body control, balance and an awareness of space.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children enjoy art and music and are achieving very well.

## Commentary

48. Teaching is very good and results in children achieving very well. Children are on course to achieve the expected goals by the time they enter Year 1. Teachers' planning indicates that opportunities are wide ranging and include experimentation with different textures, colours, shapes and role-play activities. Children enjoy singing and learn songs that help them to consolidate their learning in other areas. They are beginning to clap in time with the music and the majority sing in tune. Children enjoy painting and produce a wide range of work, usually linked to the class topic, which helps them to learn about the effects of mixing colours.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- The achievement of pupils is good, progressing from well below national standards in literacy when they enter school, to broadly in line with national standards by Year 4.
- The school provides good opportunities for pupils to listen to stories, poems and rhymes and to develop enjoyment of reading.
- The school provides very good support for pupils with special educational needs and pupils of below average ability to develop literacy skills.
- Leadership and co-ordination of English is very good.
- Standards in reading and writing are low when compared with schools nationally and with similar schools.
- In some classes pupils are given insufficient opportunity to develop their speaking skills by planned discussion in lessons.
- Sometimes teachers do not insist on pupils trying their hardest whenever they are writing.
- Assessment and targeting are not always consistently used to ensure that the most able pupils achieve the higher levels in national tests.

## Commentary

49. Most children enter school with standards in speaking, listening, reading and writing below or well below national averages. By Year 4 most pupils have speaking and listening skills broadly in line with national expectations. Pupils make good progress in reading skills because the teachers share lots of stories and poems from books which interest and stimulate the children. Writing skills are generally less well developed and many pupils find it a chore because they do not have fluency in spelling and handwriting. There has been satisfactory improvement in English standards since the last inspection.
50. The quality of teaching literacy across the school is good and in some classes very good. This means that by the time the pupils reach Year 2 their speaking and listening skills have improved considerably, and by Year 4 speaking and listening are in line with national expectations. All teachers encourage pupils to listen carefully to adults and to each other. In the best teaching the pupils are provided with opportunities to discuss ideas with each other, thus giving them the opportunity to experiment and gain confidence in talking. For example, the use of 'discussion partners' to talk about their favourite musical instruments enabled pupils in Year 1 and Year 2 to experiment with unfamiliar vocabulary. Similarly, Year 4 pupils were encouraged to 'brainstorm' ideas with partners which gave them confidence for an independent writing activity later in the lesson. The vocabulary and expressions used by the more able pupils in this lesson were above national average levels. For example, one pupil described the inside of a shell as being 'as soft as the whale's belly' and another pupil used 'wondrous' as an alternative adjective for 'beautiful'. In some lessons observed, there was an

over dominance of teacher instruction and explanation and there was insufficient opportunity for pupils to talk to one another and explore new vocabulary and ideas.

51. Pupils demonstrate enjoyment of books and reading and listen with rapt attention when teachers read aloud during English lessons. Teachers use good strategies to ensure pupils develop their knowledge of letter sounds and develop knowledge about books. For example, pupils in Year 2 were familiar with terms such as 'font' and 'text' when discussing the layout of a particular storybook. By Year 4, the most able read with fluency and confidence and enjoy reading for pleasure. The opportunity is missed in some classes for the teacher to offer guided support in reading for a sustained period of time during literacy lessons for small groups of pupils with different abilities and to challenge the more able pupils to attain higher than average standards. The majority of pupils have limited opportunities to read outside of school although the school is fortunate to have several excellent volunteers who listen to reading, providing opportunities for individual pupils to practise their skills and talk about books.
52. The teaching of writing is well planned throughout the school and there are regular opportunities for pupils to learn spelling and practise handwriting. However, sometimes teachers are insufficiently rigorous in demanding that pupils try their best when they write and concentrate on the writing task without chatting to each other. Therefore, most pupils do not develop the expected level of fluency and skill in handwriting by Year 4.
53. Assessment is carried out regularly and teachers keep good records of pupils' progress and targets in literacy. Pupils know what their targets are and they are proud of their achievements. Where teachers use assessment information to plan specific development in pupils' skills the pupils make the best progress. This is particularly effective for pupils with special educational needs but is not used in all classes to help the more able pupils attain the higher levels.
54. The literacy co-ordinator has very good understanding and knowledge of the subject and provides very good subject leadership. She has led staff training on teaching strategies to improve standards in reading and writing and has carried out some monitoring through lesson observation and scrutiny of teachers' planning which has given her good awareness of the priorities for development. She is aware of some lack of consistency in the application of whole-school policy, which leads to inconsistencies in provision from year to year.

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

55. The integration of literacy objectives into other subjects is good. For example, those pupils with poor writing skills were given lots of support from a worksheet to help them write about the Tudors. In a geography lesson in Year 3, the pupils were able to progress in their understanding about issues affecting the people in Chembakolli as well as improve their reading and writing skills. A science lesson in Year 2, gave pupils opportunities to answer questions and listen. However, there are many missed opportunities to enable pupils to explore and investigate through first-hand experience and talk with each other which would benefit their spoken language as well as their subject understanding.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Teaching is good overall, with examples of very good, so pupils achieve well.
- There is a strong focus on developing pupils' numeracy skills.
- Leadership of the subject is very good.
- The use of mathematics in other areas of the curriculum is underdeveloped.

#### **Commentary**

56. A very high proportion of pupils enter the school with levels of attainment that are poor when compared with the national expectations. They make good progress in the time between entering the nursery class and Year 4 and overall standards rise so that the current Year 4 pupils are on course to reach average standards by the end of the year. This represents very good improvement since the previous inspection when standards in Year 4 were judged to be below national averages. Pupils' very good attitudes and enthusiasm and the good teaching they receive help to ensure good achievement. Pupils with special educational needs, who are identified early and well supported, achieve as well as others in the class.
57. Teaching is good throughout the school with examples of very good teaching in Years 3 and 4. Classroom assistants contribute well to the good support given to different groups. Teachers use the National Numeracy Strategy to plan lessons. The best teaching is characterised by:
- regular opportunities for pupils to talk each other and adults about their work
  - detailed planning with clear learning objectives which are made clear to the pupils
  - challenging pace and variety of activities in lessons
  - effective questioning to check pupils' knowledge and understanding
  - regular marking of pupils' work which informs them of the ways in which they can improve their learning
  - good use of assessment data to inform planning
58. Teachers place a strong emphasis on developing pupils' mental number skills and start lessons with an oral and mental session because pupils are insecure in their knowledge and understanding of number and place value.
59. Leadership of mathematics is very good. The co-ordinator is very knowledgeable, enthusiastic and eager to find ways to raise standards. He has established good procedures for tracking pupils' progress. For example, test results, pupils' work, regular monitoring of teachers' planning and lesson observations are used to provide information about areas for improvement. The co-ordinator observes lessons throughout the school on a regular basis and provides feedback to teachers which are successfully helping to improve teaching and raise standards. The co-ordinator has completed a review of the subject and identified areas of weakness in pupils' knowledge and understanding which is helping teachers to raise standards for both individuals and the school as a whole.

### **Mathematics across the curriculum**

60. The co-ordinator has already identified that there is limited use of mathematics in other subjects and has included it in the subject development plan as a priority for future development. Evidence of the use of pupils' mathematical skills as part of their work in other subjects was seen in art, where pupils used mathematical shapes to create pictures and music, where children in the Foundation Stage sang songs to develop their knowledge and understanding of number.

### **SCIENCE**

Provision in science is **good**. This is a good improvement since the last inspection.

### **Main strengths and weaknesses**

- The quality of teaching is good and often very good.
- Over time pupils achieve very well.
- Leadership and management of the subject are strong.
- Cross curricular links are good.

### **Commentary**

61. Pupils enter the school with levels of attainment that are well below average. By the end of Year 2 teacher assessments show that they are still below national expectations but are rapidly improving. The percentage of pupils reaching Level 2 by the end of Year 2 improved by six per cent in 2003 compared with 2002. Nationally the percentage of pupils gaining this level remained static. Achievements in all areas of the science curriculum are identical with experimental and investigative science results comparing more favourably with national results. No pupils gained Level 3 or higher. By the end of Year 4 pupils have reached the expected standard for their age.
62. In the best lessons, teachers' planning ensures that all pupils are engaged and intrigued with their work. For example, a Year One class thoroughly enjoyed their walk around the school listening to various sounds, afterwards recalling them in pairs and then joining in a scientific discussion before recording their findings on a plan of the school. In a Year 4 lesson pupils were carrying out experiments with various solids to find their reaction to water. Different ability groups were engaged on the same experiments but the more able were working independently at a much higher level than those who found it more difficult and needed adult support. All levels of ability were fully engaged in their experiments, discussing in small groups how they carried them out and the results they were getting before reporting back to the whole class. The pupils had had a really enjoyable afternoon and had learnt much about the properties of solids in water. Several had mastered the science of carrying out accurate, fair tests. Where lessons were not as successful, resources were not plentiful enough, pupils waited far too long between activities and spent too long sitting on the carpet listening to the teacher. They were not given sufficient opportunity to speak as well as listen.
63. In the sixth months since the co-ordinator was appointed she has carried out an extensive audit of the subject, including observing teaching and learning in all classes. She has revised the scheme of work and has exciting and extensive plans for the future. Assessment is good and is used well in planning future lessons and for the needs of individual pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teaching is good with examples of very good teaching.
- Pupils achieve very well and attain standards that are above national expectations.
- Leadership and management are very good.
- The use of ICT in other subjects is not sufficiently well developed.

### **Commentary**

64. Teaching is good overall, with examples of very good teaching, and as a result, pupils of all abilities and backgrounds achieve very well. Teachers are becoming confident in the use of ICT and provide all pupils with good opportunities to develop skills, knowledge and understanding in the use of ICT which includes the programming of battery-operated toys through the use of the Roamer. Teachers' planning shows that all required aspects of the ICT curriculum are taught throughout the school.
65. By Year 2, pupils attain standards that are in line with national expectations and by Year 4 they attain standards above national averages. In anticipation of the school's reorganization, the computer suite is currently placed in the reception area of the school with the expectation that a specific room will be established to provide a fully resourced suite. Computers are currently available in each classroom. Pupils achieve very well so that by Year 4 they are able to log on, change font and letter size, make tables, import pictures, communicate information using text, save work and use a database to sort and use data. Pupils find information on the Internet to

support their work in other subjects. For example, they find information about holiday resorts and the weather.

66. Teaching is good because all teachers have attended training sessions in order to improve their personal skills and to identify areas for the use of ICT in other subjects. Pupils are very well supported by a regular volunteer who gives four afternoons a week to working with groups in school. As a result, there has been very good improvement since the previous inspection. This is supported very well
67. ICT is very well led and managed by a very knowledgeable and enthusiastic subject co-ordinator who is aware of the strengths and weaknesses of the subject. He has provided training for teachers and as a result has improved their confidence in the use of ICT. The co-ordinator monitors teaching and learning on a regular basis by looking at pupils' work, scrutinising teachers' planning, observing lessons when highlighted as a focus on the School Development Plan and providing feedback on the ways in which they might improve. He is aware of the future needs of the subject and has begun to introduce effective assessment and recording systems and identify the ways in which ICT can be used to support other areas of the curriculum.

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

68. The use of ICT in pupils' learning in other subjects is satisfactory and has already been identified as an area for further development. Pupils use ICT to draw various types of graphs to illustrate their favourite sports and the differences in preference between boys and girls; in art they use software to paint pictures; in English, pupils use computers to present final versions of their stories and poetry; and in humanities they use software to show land use in their local area. The subject co-ordinator has included the use of ICT to support learning in other areas of the curriculum in the subject action plan as a priority area for development.

### **HUMANITIES**

Provision in humanities is **satisfactory**. Three lessons were observed in geography, none in history and three in religious education. Work was analysed and co-ordinators were interviewed.

#### **Geography**

Provision in geography is **satisfactory**.

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

- Good cross-curricular links with literacy.
- Good use of school grounds and local environment.
- Good support by teaching assistants to enable pupils of lower ability to access the curriculum.
- There are sometimes missed opportunities to enable pupils to interact, explore and discover for themselves so that they develop speaking skills and independence as well as knowledge.

#### **Commentary**

69. During the inspection, pupils' workbooks were examined from every class, three lessons were observed and displays and a portfolio of geography work were examined. In addition, the co-ordinator's file and action plan were discussed with the co-ordinator.
70. The attainment of the majority of pupils is in line with national expectations by the end of Year 2 and by the end of Year 4. This is the same as the previous inspection. An appropriate range of skill and knowledge is taught, so that pupils learn about geographical issues in the local area, in Great Britain and in the wider world, such as India.



71. Overall, the teaching of geography is satisfactory although the opportunity to allow pupils to talk and discuss their ideas more frequently would enrich their understanding as well as their language. For example, pupils in Year 1 would have benefited from being able to work in pairs to discuss playground design and draw plans of their own following an outside visit. The more able pupils in Year 4 show good understanding of issues such as land use and human rights but are not equipped with the writing skills to express these fluently. In a Year 3 lesson the teacher successfully linked a literacy objective for pupils to write a newspaper report with the geography objective to understand the needs of people in Chembakolli in India. This enabled the pupils, including those with special educational needs, to achieve well in both subjects. Teaching assistants work very well with less able pupils by ensuring they fully understand their tasks and then supporting them as they complete their work.
72. There has been an improvement in the leadership and management of the subject since the last inspection with the recent appointment of a designated co-ordinator who plans to increase links between geography and other subjects across the school. Assessment and its use in planning future lessons are satisfactory.

## History

73. It was not possible to observe history lessons during this inspection because it is taught in alternate units with geography. It is, therefore, not possible to form an overall judgement about provision. There is every indication from pupils' work that standards are broadly average and similar to the last inspection.
74. It is clear from the work on display, in the co-ordinator's portfolio and in pupils' books that the subject is well planned and enriched by opportunities to visit places of interest or visitors who talk to the pupils coming in to school. For example, a visitor talking to pupils in Years 1 and 2 about toys from her childhood helped them understand about similarities and differences. During their topic on the Tudors, pupils in Year 3 benefited from a visit to Montacute House where they were able to study the difference in life between rich and poor in Tudor times. The more able pupils in Year 4 demonstrate good understanding of the use of first-hand and second-hand evidence in history, particularly in their writing about artefacts from an archaeological Saxon dig. Teachers support pupils with special educational needs well by providing frameworks for writing about history.
75. Assessment is satisfactorily carried out at the end of a unit of work and teachers maintain a class assessment folder which records progress for every individual pupil.
76. The recently appointed subject co-ordinator is well qualified to lead history and has already made plans to extend the scheme of work to cover the whole of Key Stage 2 when the school becomes a primary school. There have been no opportunities as yet for the history co-ordinator to monitor the quality of teaching through lesson observation.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Teaching of religious education helps pupils reflect on important questions of life and death.
- Pupils are encouraged to apply religious doctrine to their everyday lives.
- Some teachers lack confidence when teaching the Christian story to young pupils and need more preparation and training in order to do so effectively.

## **Commentary**

77. Standards in religious education are in line with national expectations, as they were during the last inspection. By the end of Year 2, pupils have acquired satisfactory knowledge about the Christian festivals of Christmas and Easter and have some idea of the importance of religion in people's lives. There is little recording of religious education in Years 1 and 2 because most teaching and learning is oral. By Year 4 the pupils have acquired knowledge about Judaism, in accordance with the Wiltshire Agreed Syllabus.
78. Teaching of religious education across the school is broadly satisfactory, and in some classes where the teaching is good. For example, the choices of storybook 'Remembering Grandad', the teacher's good expression in reading and very good relationships helped pupils in Year 2 articulate their understanding of bereavement and ways in which we comfort the bereaved. Religious education makes a good contribution to spiritual and moral development. Provision for pupils with special educational needs is good.
79. The scheme of work appropriately supports teachers' planning and builds from pupils' own life experiences. However, the current long-term absence of the religious education co-ordinator means that there has been no training for teachers over recent months in how to interpret the Christian story. Neither has there been any specific monitoring of teaching or analysis of standards to ensure progression. This is an area for future development, particularly as the school moves towards coverage of the full Key Stage 2 programme of study.

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

Provision is satisfactory. One lesson was seen in art and design, design and technology and physical education. No lessons were seen in music.

### **Art and design**

80. Only one lesson was seen in art and design. Therefore, it is not possible to make firm judgements about provision. Discussions with the co-ordinator and an analysis of pupils' work were undertaken. This, with evidence of work on display around the school, indicates that provision and standards are at least satisfactory. The very recently appointed co-ordinator is very enthusiastic and already has plans to develop the subject across the school and raise standards and interest still further.

### **Design and technology**

81. Only one lesson was seen in design and technology. Therefore, it is not possible to make firm judgements about provision. In addition to observing the lesson, inspectors spoke to co-ordinators about their work as well as looking at pupils' work.
82. In design and technology pupils experience a range of materials and techniques. Standards are in line with national expectations and pupils achieve satisfactorily. Work is closely related to pupils' experience and based upon nationally recognised schemes. Pupils make good use of the skills they had learned in their literacy and numeracy lessons as they draw designs, label them and make measurements as they create moving vehicles and books with moving parts. Overall, pupils are developing the expected subject skills through designing and making a variety of products. The co-ordinator monitors teaching by observing lessons and scrutinising their planning. Pupils' work is regularly sampled and their progress is monitored through effective systems that include the completion of assessment sheets before pupils move into their next class. Pupils with special educational needs achieve well and at a similar pace to their peers.

## Music

83. It was not possible to see any music lessons during the inspection, therefore it is not possible to make judgements on provision and teaching and learning throughout the school. The scheme followed by class teachers is good. Pupils enjoy singing in assembly, they sing tunefully and the oldest pupils sing descants with clarity and skill. The co-ordinator is on sick leave at present and the caretaker co-ordinator is keeping a careful watching brief.

## Physical education

84. Only one full lesson was observed and that was with the nursery class and reported in the Foundation Stage section. Therefore, it is not possible to make judgements on provision and teaching and learning throughout the rest of the school. Discussions held with the subject co-ordinator indicate that standards are at least satisfactory and that the co-ordinator is aware of the priorities for the future development of the subject in order to continue to raise standards.
85. The subject co-ordinator regularly attends training sessions and is developing strong links with the local secondary school. As a result of regular monitoring of provision she is aware of the strengths and weaknesses of the subject. Pupils experience outdoor adventurous activities as a result of the residential visits to the Isle of Wight.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. Provision in personal, social and health education is **good**. The only lessons observed were whole school and Key Stage 1 Assemblies. Records and discussions with staff and pupils show that pupils' personal, social and health education is an important part of the work of the school. It involves pupils entertaining residents of the local nursing home and joining with pupils from local schools to present concerts. The Life Education Centre visits the school each year to support the teaching of healthy lifestyles, citizenship and the dangers of the misuse of drugs. In lessons, pupils learn about the needs of others and the ways in which they can help them. For example, in Year 2 pupils listen to a story about a sad child and identify ways to help him feel more cheerful, even when things appear to be going wrong.

## 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	2
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<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	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
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).*