

INSPECTION REPORT

HAYDON WICK PRIMARY SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 126196

Headteacher: Mr B Fullam

Lead inspector: Mrs J Hooper

Dates of inspection: 26th – 28th April 2004

Inspection number: 260317

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	281
School address:	The Brow Haydon Wick Swindon Wiltshire
Postcode:	SN25 1HT
Telephone number:	01793 706606
Fax number:	01793 701081
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sarah Davies
Date of previous inspection:	19 th October 1998

CHARACTERISTICS OF THE SCHOOL

Haydon Wick Primary School is larger than most primary schools and is very popular. It is situated on the north-western outskirts of Swindon. It serves the immediate area of a broad social mix. When children enter the school, overall their attainment is about average in all areas of their learning. Throughout the school, 17.5 per cent of pupils have special educational needs; this is slightly above the national average. One pupil has a statement of special educational needs. The pupils' special needs are mostly for learning difficulties. Most pupils are white and there is a very small proportion of pupils who come from a range of different ethnic backgrounds; currently there is one pupil who speaks English as an additional language. The percentage of pupils known to be eligible for free school meals is lower than average. The school received an Achievement Award in 2001 from the DfES and the Healthy Schools Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15334	Mrs Julie Hooper	Lead inspector	Mathematics; Art and design; Personal, social and health education.
9487	Mrs Frances Hurd	Lay inspector	
13307	Mr Ian Hancock	Team inspector	English; Geography; History.
20671	Mr Jon Palethorpe	Team inspector	Science; Information and communication technology; Design and technology; Physical education; Special educational needs.
24760	Miss Susan Barton	Team inspector	Areas of learning for children in the Foundation Stage; Music; Religious education; English as an additional language.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is effective in providing a sound education overall and gives good value for money. There is a caring environment that strongly supports learning. The headteacher provides good leadership. The school's governance is good. Pupils behave very well and are very keen to learn.

The school's main strengths and weaknesses are:

- By the time pupils leave standards are above average in English and well above average in mathematics.
- Pupils have a good start to their education in reception.
- The quality of teaching and learning in reception and Years 3 to 6 is good; elsewhere it is satisfactory.
- Teachers do not always use assessment information effectively to provide appropriate work for the different abilities of pupils in their classes.
- Senior teachers and co-ordinators are not involved enough in the management of the school.
- The very good provision for pupils' spiritual, moral, social and cultural development ensures very good relationships between pupils, and between pupils and adults, so that pupils like school and attendance is high.
- Parents are highly supportive of the school and contribute well to their children's education.
- Annual written reports to parents do not include enough about the progress made by pupils.

Overall, improvements have been good since the last inspection. Provision and standards in information and communication technology (ICT) have much improved. School development planning now extends beyond one year and professional development of staff is clearly locked into this through performance management. The governors' annual report to parents meets statutory requirements. However, teachers are still not using assessment information well enough to ensure that the work they give pupils matches their needs. The school has maintained, and in some areas improved on, the strengths that were identified at the last inspection. Attendance is better, as is provision in reception. Significant improvements have been made to the building and outside areas to provide a pleasant learning environment.

STANDARDS ACHIEVED

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

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

The majority of pupils achieve well in their learning. Between 2000 and 2002 results in national tests of Year 2 pupils have been about average in reading, writing and mathematics. In 2003 results in writing were well above average showing a great improvement. Results of Year 6 pupils over the same period were consistently above and well above average in English and mathematics and have steadily improved in science so that in 2002 and 2003 standards were above average. The school is quick to pick up on standards that are not as good as it expects, for example in writing, and to put strategies in place to improve them. Achievement of children in reception is good. Children entered school with overall attainment inclined to above average. The vast majority are on line to attain the expected standards in all areas of their learning by the end of the year, with a significant proportion achieving beyond this. Achievement in Years 1 and 2 is satisfactory. Pupils in Year 2 are attaining

above average standards in English. Standards are average in mathematics and science. In Years 3 to 6 pupils achieve well, so that standards in English are above average, in mathematics well above average and in science average. Pupils in both Years 2 and 6 attain above average standards in knowledge of scientific facts but attainment in investigative and experimental science is less well developed. Standards in ICT for both age groups are as expected. In Year 6 a significant proportion attains above average standards. Standards in swimming and singing are above expectations by the time pupils leave. There are some examples on display of art work by pupils in Years 5 and 6 of above expected standards. There was insufficient evidence to make judgements on achievement and standards in religious education and all other subjects. **The provision the school makes for pupils' personal qualities, including their spiritual, moral, social and cultural development, is very good overall.** This has a significant impact on the very good attitudes pupils have to their work and their very good behaviour. Attendance is high.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching is satisfactory overall. However, the quality of teaching and learning is good in reception and Years 3 to 6. Teaching is at its best when teachers provide challenging work for all pupils matched to their abilities. The school has developed a strong and appropriate emphasis on developing cross-curricular links. The range of out-of-school activities, including clubs, visits and visitors with expertise, enhances the mainly broad and balanced curriculum. Teaching assistants provide effective support for pupils and teachers. Provision for pupils with special educational needs is good. The overall quality for protection and health and safety is satisfactory. Provision for pupils' care, guidance and support is good. Links with parents are effective, and apart from annual written reports, the school provides very good information for parents. Good links exist with the community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher provides good leadership and has a clear vision for the school's future. He is committed to raising standards and giving pupils the best education. Governors are very supportive. They take an active part in the management of the school and have a clear understanding of strengths and weaknesses. Currently, senior teachers and co-ordinators are not involved enough in the management of the school. Control of finances and the day-to-day management of finance are very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are extremely happy with the education the school provides. Many value the leadership of the headteacher. They feel that the school has high expectations for their children, it encourages them to become mature, and provides good teaching. Parents are very pleased with the standards of behaviour achieved and feel that their children are well cared for. Most pupils enjoy school and are keen to participate in the wide range of activities.

IMPROVEMENTS NEEDED

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

- Raise the quality of all teaching to the level of the best.
- Ensure teachers use assessment information to provide appropriate work for the differing abilities of pupils in their classes.
- Ensure senior teachers and co-ordinators are more involved in the management of the school.
- Further improve the quality of written reports to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good for pupils in reception and Years 3 to 6, and satisfactory in Years 1 and 2. Standards are above average in English in Years 2 and 6 and well above average in mathematics in Year 6.

Main strengths and weaknesses

- Pupils by the end of Years 2 and 6 achieve above average standards in their knowledge and understanding of scientific facts.
- Most children are attaining the expected standards for their age in all areas of learning in the reception class; a significant number are likely to surpass these by the end of the year.
- Pupils with special educational needs make good progress and achieve well.
- Standards in swimming and singing are above the expected standards by the time pupils leave the school.

Commentary

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

Standards in:	School results	National results
Reading	15.8 (15.2)	15.7 (15.8)
Writing	16.4 (13.8)	14.6 (14.4)
Mathematics	16.8 (16.9)	16.3 (16.5)

There were 42 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.8 (29.5)	26.8 (27.0)
Mathematics	28.8 (28.9)	26.8 (26.7)
Science	29.4 (29.6)	28.6 (28.3)

There were 43 pupils in the year group. Figures in brackets are for the previous year

1. The average point scores for 2003 in the national tests show that pupils in Year 2 attained average standards in reading and mathematics, and in writing standards were well above average. Pupils in Year 6 attained standards that were above average in English and science and well above average in mathematics.
2. Currently, the achievement of children in reception is good. Overall, children entered school with attainment tending to above average, and are generally making good progress in their learning. As a result, the vast majority of children will achieve the early learning goals in all areas by the end of the reception year with a significant number of children achieving beyond this.
3. Overall, the achievement of pupils in Years 1 and 2 is satisfactory and pupils in Years 3 to 6 achieve well. The standards attained by the current Year 2 pupils are above average in English and average in mathematics and science. In Year 6, pupils are attaining standards that are well above average in mathematics, above average in English and average in science. In both Years 2 and 6

pupils have an above average knowledge of scientific facts but their attainment in investigative and experimental science is less well developed.

4. Where standards are not as good as the school expects, it is quick to pick up on these and put strategies in place to improve them. For example, the school is seeking to improve pupils' writing skills and has developed a whole school strategy to do this. Overall, there are no significant differences between the performance of boys and girls over time. However, the school has noticed in their analysis of tests and assessments that boys do not do as well as girls in reading. The school is addressing this issue by providing more reading material that appeals to boys.

5. Pupils who have special educational needs attain standards that are appropriate for their age and ability. They achieve well because of the carefully planned individual education plans, and the support given to pupils when they are withdrawn. Good support is given in class, but work is not always planned to meet specific needs.

6. Pupils' standards in information and communication technology are average in Years 2 and 6, and a significant proportion of pupils are achieving beyond this in Year 6. In general, pupils put their information and communication technology, literacy and numeracy skills to good use in other subjects. Pupils attain the expected standards in music by the end of Year 6, and standards in singing are above expectations, showing good achievement. Standards in art throughout the school are as expected for pupils' ages although some work of Years 5 and 6 pupils on display was of above that expected. There is insufficient evidence to make an overall judgement on standards in physical education, but pupils achieve well in swimming and attain above average standards. Due to timetable restrictions there was insufficient evidence to make judgements on achievement and standards in religious education and all other subjects.

Pupils' attitudes, values and other personal qualities

Standards of behaviour and pupils' attitudes are very good. Pupils' spiritual, moral, social and cultural development is very good. Attendance is very good, being well above the national average.

Main strengths and weaknesses

- The very good provision for spiritual, moral, social and cultural development has a positive effect on attitudes and behaviour in the school.
- The school has a strong ethos where pupils are encouraged to take responsibility for their own actions.
- Pupils are encouraged to work and play amicably together.
- Pupils are given good opportunities to learn about their own culture and those in the global community through topics studied.
- Punctuality is very good.
- The school promotes the importance of attendance well to parents and pupils.
- Unexplained absences are not followed up on the first day of occurrence.

Commentary

7. Pupils' very good attitudes and behaviour are strengths of the school, as they were at the time of the previous inspection. Pupils enjoy coming to school, are keen to participate in the many opportunities and activities provided for them, and are willing to take responsibilities. Pupils have very good relationships with their teachers and with each other. For example, pupils with special educational needs who are withdrawn for extra help show good attitudes and respect for the people helping them.

8. Pupils' spiritual development is good and has improved since the last inspection. Assemblies, religious education lessons and the strong links with local churches provide a positive ethos, which helps pupils to develop their values and beliefs and to become more aware of the needs of others.

Time is often given for reflection during assemblies and lessons to promote spirituality in many areas of the curriculum.

9. Moral development is very good. Harmonious relationships between staff and pupils promote strong moral values. From an early age good behaviour is nurtured through very positive relationships and the effective use of praise. As a result pupils behave well in class, around school and at playtimes. The school has a strong ethos of right and wrong, which is effectively reinforced by the golden rules and behaviour policy, whereby pupils are encouraged to take responsibility for their actions.

10. Pupils' social development is very good. A significant emphasis on personal and social education nurtures a strong sense of belonging. The recently formed School Council promotes a sense of citizenship and gives good opportunities for pupils to show initiative and take responsibility on such issues as improving the school environment. The promotion of values such as friendship and caring for others forms an important part of school life and includes older pupils hearing younger pupils read on a regular basis. Social development is effectively promoted by numerous visits including the residential trip to the Isle of Wight.

11. Provision for cultural development is very good and has continued to improve since the last inspection. Pupils learn to appreciate their own culture through numerous visits related to topics studied. Regular visitors are invited into school including theatre groups, artists and musicians. Good opportunities are provided for pupils to learn of other cultures through quality displays, religious education lessons, geographical topics and visitors from different cultures including India and Japan. This effectively helps pupils develop a real understanding of cultures found in the global community.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.7
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

12. Pupils enjoy coming to school. Virtually all parents and carers ensure their children attend regularly, and inform the school promptly about absences. The school has good procedures in place to monitor attendance, and registration fulfils statutory requirements. However, in the best practice observed elsewhere, unexplained pupil absences are followed up on the first day of their occurrence. This is not currently the case at Haydon Wick. Reports, newsletters and the prospectus all reiterate the importance of regular attendance.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The quality of teaching is satisfactory overall, although good in reception and Years 3 to 6. The wide range of out-of-school activities, school visits and visitors to the school enhance the mostly broad and balanced curriculum. The school provides a caring, inclusive learning environment. Pupils with special educational needs are catered for well. The vast majority of parents are very supportive of the school. The school has developed good links with other schools and with the community, and these have a positive effect on pupils' learning.

Teaching and learning

There was a significant proportion of very good teaching in reception and Years 3 to 6. Assessment procedures are appropriate and manageable in English and mathematics and developing in other subjects.

Main strengths and weaknesses

- Teachers plan for their lessons well; they indicate clearly what they want pupils to learn.
- Teachers have a good knowledge of the subjects they teach and generally impart it well.
- The basic skills of literacy and numeracy are taught well.
- Not all teachers use assessment information well to provide appropriate work for all abilities.
- Most pupils have a very good capacity to work independently and co-operatively, but in some classes this is stifled because work is too teacher directed and teachers rely too heavily on worksheets.
- Marking is barely satisfactory.
- All teachers insist on high standards of behaviour, so there are well established work habits.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10 (25%)	15 (38%)	15 (38%)	0	0	0

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

13. During the inspection the quality of teaching was never less than satisfactory. The judgements overall are similar to those of the last inspection.

14. In reception, teaching is at least good with a significant amount that is very good. This ensures that children achieve well. Assessments of children's learning are continuously undertaken and used well to plan appropriate work for individuals. The appropriately planned curriculum provides a wide range of interesting and relevant activities, most of which are well matched to children's needs. Teachers and their assistants work very well as a team, know the children very well, regularly assess children's successes, and monitor progress.

15. Throughout the rest of the school, teachers plan work well to meet the demands of the National Curriculum and the agreed syllabus for religious education. Numeracy lessons are executed in line with the strategy requirements but the school does not adhere to the literacy strategy requirements because it has decided not to teach reading through group guided reading sessions.

16. The teaching of English and mathematics is good. Throughout the school, areas for development have been carefully identified and focused upon. Key skills of reading and writing are taught progressively and are built on systematically as pupils move through the school so they make good progress. In mathematics, most teachers are careful to ensure that pupils' learning is based upon sound mathematical understanding rather than upon rote techniques. In the best lessons, teachers frequently use skilful questioning to challenge pupils' thinking.

17. Teachers have high expectations of behaviour and the mutual respect that exists between teachers and their pupils creates a keen and fruitful learning environment. Teachers have a good knowledge of the subjects they teach and use this effectively to support learning. This was particularly so in a mathematics lesson with Years 3 and 4 pupils where the quality of teaching was very good. The teacher gave a very good introduction to the lesson, revising earlier work so that pupils had a good understanding of the four points of the compass. She built on their knowledge in practical activities which were meaningful to the pupils, developing associated mathematical vocabulary well, which pupils used effectively, thus promoting learning very well.

18. Most teachers plan lessons well and frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson and in the best cases leave enough time at the end of the lessons to challenge them to demonstrate that they have achieved this. However, marking is variable from class to class, and in most classes barely satisfactory. A few

teachers make supportive comments in their marking, but rarely give pupils a further focus for improving their work. This does not give pupils, especially the older ones, any idea of how well they are doing, how they can improve, nor targets they need to reach.

19. The school has good assessment procedures in English and mathematics and targets are set from these for individuals as they move through the school. Information from tests taken by different year groups, together with an analysis of the national assessment test results, is used to identify areas for development. For example, writing and boys' reading have both been foci for improvement and effective strategies have been put in place to develop these. Assessment of learning in other subjects is not so well developed.

20. In the best lessons, teachers use the information gained from evaluations and assessments of pupils' learning effectively to guide their planning and to target the work of groups and individual pupils. Where teachers have a good knowledge of the needs of pupils work is matched to individual as well as group needs, so that all pupils experience success, achieve well and make good gains in their learning. For example, the pupils in the top four classes are grouped for mathematics lessons according to their ability and this is proving successful in raising standards especially in Year 6. However, too many examples were observed of teachers having low expectations of what their pupils could achieve and setting work for pupils that was the same across the ability range, frequently from the same worksheet or page in a text book. As a result, there was no challenge for the more able pupils and the lower attaining pupils found the work too hard. In these cases pupils were underachieving. This is an issue that has not been fully addressed from the last inspection. In addition, lessons were often too teacher directed with teachers using mundane worksheets, limiting pupils' independence in learning.

21. Pupils with special educational needs are fully included in all lessons. Individual education plans clearly show pupils' targets, and teaching assistants work on appropriate programmes to enable pupils to achieve them. Good support is given to pupils in class, either by the teacher, or by teaching assistants. However, on occasions, there is a need for different work to be planned, rather than giving support for the same work that others are attempting.

The curriculum

The curriculum is **satisfactory**.

Main strengths and weaknesses

- The curriculum is mostly broad and balanced.
- There are effective cross-curricular links.
- Very good information and communication technology resources are helping to raise standards.
- Provision for pupils with special educational needs is good.
- The school provides a good range of activities outside the school day.
- Art is used well to support work in other subjects.
- Design and technology needs further development.
- Pupils in Year 5 do not all receive the same entitlement.
- The skills of using and applying mathematics and scientific enquiry are underdeveloped.

Commentary

22. Overall the school successfully plans for a broad and balanced range of subjects. The curriculum for pupils under five leads them effectively on to the National Curriculum. Policies and schemes of work are in place for all subjects, and planning shows how pupils can build on their skills, knowledge and understanding as they progress through the school. There are two exceptions to this. Because of an admission limit of 40 pupils in each year, it is not possible to have classes containing only one year group. Some pupils in Year 5 work with Year 4 pupils, whilst others work with Year 6. In this situation, although the school tries hard to ensure that all pupils receive the same

curriculum, it does not always happen. The other exception is in design and technology. The 'Design Week' enables the National Curriculum requirements to be covered, but the lack of design and technology work throughout the year limits the opportunity for pupils to practise successively and build on skills.

23. Planning identifies effective links between subjects, and a number of examples were observed during the inspection. For example, in Years 5 and 6, pupils' work in history involves researching information, sometimes on the Internet, writing articles, and painting pictures. This type of work adds interest to learning, and gives coherence to the curriculum. Art is used particularly well in other subjects, and when displayed, helps to create a pleasant learning environment. At the time of the last inspection, there were insufficient opportunities to apply skills to investigative work in mathematics and science, and this remains the case.

24. Information and communication technology has improved greatly in recent years. New resources sited in the computer suite are used well, and are contributing to pupils' achievement. The school still lacks systems to sense physical data, such as temperature, light or movement, and to display it, with any changes being identified and explained.

25. The school complies fully with the requirements of the Code of Practice for pupils with special educational needs. Individual education plans are well written with clear objectives, and are reviewed regularly. Pupils, who are withdrawn for help, follow a structured programme to meet their individual needs. This is monitored well, and pupils move off the special needs register when they have made sufficient progress. On occasions, constant 'coming and going' of pupils being withdrawn for their support work can be irksome. In class, pupils are usually well supported, although plans do not always indicate different work which may be required to match their needs.

26. Planned visits and visitors considerably enhance the curriculum. The provision for extra-curricular activities, particularly in sport, has a positive effect on the level of pupils' skills, on their enthusiasm for school, and for the creation of good social skills and relationships.

27. Teaching and support staff, both have appropriate experience and expertise for the pupils at this school. They all work together well as a team. Teachers use the semi open plan design of the school very sympathetically, and disruption of one class by another because of noise is rare. Extensions to the building have been made since the last inspection, and these areas are used effectively. Good outside areas provide support for the curriculum and for pupils at play. For the children in the reception class, the resources for indoor and outdoor activities are good and easily accessible although the classroom is cramped for the number of children accessing a very practical curriculum.

Care, guidance and support

The overall quality for protection and health and safety is satisfactory. Provision for pupils' care, guidance and support is good. The provision of support, advice and guidance is good. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Relationships between adults and pupils are very good; pupils always have a sympathetic and helpful adult to help them with problems.
- Induction arrangements for children under five are good; those for older pupils are satisfactory.
- An issue relating to health and safety has been notified to the governors.

Commentary

28. Most of the staff have been at the school for some years, and know pupils and their families very well. Although there is no formal recording of pupils' personal development after pupils leave the reception classes, staff are very aware of children's strengths and weaknesses, and are well able to

give them appropriate support and guidance. Pupils were confident that their teachers, teaching assistants and headteacher would help them with problems.

29. The school has a rolling programme of first aid training for teaching staff, although most simple playtime first aid is administered by lunchtime supervisors. There are a number of well-stocked first aid posts around the school, and although there is no dedicated medical room, medicines and emergency items such as epipens are locked away.

30. The headteacher, who is the child protection liaison officer, has undertaken all relevant training courses, and regularly briefs staff on current procedures. The site manager carries out a visual risk assessment of the site daily, and the governing body inspects it termly, but without a checklist, which would ensure continuity. The school has no problems with vandalism, graffiti or litter.

31. Reception teachers work closely with local playgroups to make sure that children make an easy, graduated transition to school: parents and children visit beforehand and are encouraged to join in story time sessions. Staff do their best to get to know as much as they can about their new pupils: those joining classes after the first year are given a 'buddy' who looks after them, and the headteacher introduces them to the whole school as a new friend.

32. Provision to support pupils who are gifted and talented is satisfactory. Good care is taken of pupils with special educational needs. Where necessary, outside agencies, such as speech therapists, are used. A school council was re-established last term, and pupils are positive and confident about its role as a voice for their concerns. In addition, pupils are encouraged to put forward any suggestions or concerns they may have directly to the headteacher.

Partnership with parents, other schools and the community

Links with parents are good, although the school is not reporting to parents fully on their children's progress in all subjects of the curriculum. The school has good links with the local community and its educational partners.

Main strengths and weaknesses

- Parents think highly of the school and do all they can to support it and help their children's learning.
- Information for parents apart from pupils' annual reports is of a very good standard.
- The school is important to its local community, and makes good use of it to enhance learning.
- It is developing its links with educational partners well.

Commentary

33. Parents who returned Ofsted questionnaires felt that the school had high expectations of their children, encouraged them to become mature, and provided good teaching. In written and verbal comments, parents were very pleased with the standards of behaviour achieved and felt that their children were well cared for. Many said they valued the way in which the headteacher led the school. The parent-teacher association works hard to raise funds (about £4000 last year) and provides treats and extra facilities for pupils. About 25 parents regularly help in school in various ways. Homework is usually done, and parents supply artefacts and expertise to support the curriculum. Four parents with computing expertise have greatly improved the organisation of information and communication technology resources.

34. Parents are kept very well informed about school activities by 'pupil post', and an ambitious website is constantly being expanded. The governors' report fulfils statutory requirements and the prospectus is currently being redesigned. Pupils' annual reports have detailed comments on their progress in English and mathematics, but very little is reported on their progress in other subjects. Parents of pupils with special educational needs are fully involved in the pupils' individual education plans, and are informed about the progress pupils make through regular reviews. Parents and pupils

know that they are always welcome to share a problem, and complaints are swiftly dealt with. The headteacher introduced a weekly 'surgery' last term when parents can see him without an appointment.

35. Nearly all the governors are parents, or ex-parents: a number of pupils are the second or third generation of their family to attend the school. Local residents expect to join in school fundraising events, such as fairs, and older neighbours have visited to talk about their childhood and their experiences during World War II. The school has close links with two neighbouring churches, and pupils regularly sing in various local venues. Three nearby superstores and a local firm have provided resources or funding for specific items, and a pub and a club provide parking facilities for parents collecting children.

36. The school makes good use of the local area as a curriculum resource through offsite visits and local residents sharing specialist knowledge. The school is currently working towards a six-term year in conjunction with its cluster group, and is steadily increasing its links with the secondary school attended by the majority of its pupils. Last year's leavers undertook mathematics and English projects which they were given the opportunity to complete when they joined their new school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory, overall. The leadership of the headteacher is good. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has a clear vision for the future of the school.
- The headteacher is successful in ensuring that the school has a very caring learning environment in which all pupils are valued.
- There is not enough involvement by senior teachers and co-ordinators in the management of the school.
- Systems for monitoring and evaluating the quality of teaching and learning and the curriculum are not secure.
- Governors are supportive, and have a good knowledge of the school's strengths and weaknesses.
- The management of special educational needs is good.
- The school's finances are managed very efficiently.

Commentary

37. The headteacher has a good style of leadership which has improved since the last inspection. Within the staff he has created a good team spirit which fosters a caring atmosphere in which all pupils have an equal opportunity to do their best. He is keen to raise standards and is very much part of the teaching force. However, although he works hard through his own efforts to oversee the important managerial areas of the school, time does not allow him to develop them as well as they should be. For example, the use of assessment information is still not used effectively in all classes to provide an appropriate level of work for individual pupils. This was an issue for development raised at the last inspection. Currently the headteacher does not have a deputy, and the five members of the senior management team although holding responsibilities for key subjects, special educational needs and the professional development of staff, do not have overall managerial responsibilities for other important areas such as the curriculum and assessment. Likewise, the role of subject co-ordinators is not well developed so they are not in a strong position to raise standards in their subjects through monitoring teaching and learning, and ensuring consistency in this. This is an important area the headteacher has identified for development such that he and the governors are already in the process of appointing a deputy headteacher.

38. Provision for special educational needs is managed well by the co-ordinator. However, with a full time teaching commitment to her class, she is heavily reliant on teaching assistants who implement the chosen programmes. They do this effectively, and there is good evidence of pupils progressing to come off the register for special educational needs. The school's policy and practice complies with statutory requirements. A governor has given considerable support to this area, but has now just finished in that role. A new governor has now been appointed.

39. The school development plan is a clear document that now extends beyond one year, which has addressed a key issue for improvement at the last inspection. It highlights the most important areas for development identified through appropriate evaluation systems and demonstrates a clear vision for raising standards. Achievable goals have been set, timescales are realistic, and funding has been allocated appropriately. The professional development of staff is linked appropriately to school development as well as their personal development, identified through performance management. This is another improvement since the last inspection. Performance management is well established and the school has plans to include non-teaching staff in this in the near future.

40. Although many members of the governing body are newly appointed, there is a good balance between them and experienced governors, and they work together as a good team. There is a good level of expertise between them and they are generally effective in undertaking their responsibilities and work hard to support the school. Many are regular visitors to the school in their monitoring role. The school has appropriate self-evaluation procedures which inform all school improvements and through this governors have gained a good understanding of strengths and weaknesses. Governors fulfil their role well in holding the school to account for the quality of education it provides.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	580,047	Balance from previous year	81,183
Total expenditure	490,276	Balance carried forward to the next	89,771
Expenditure per pupil	1,733		

41. Control of the school's finances and the day-to-day management of finance are very good and detailed analysis of spending is carried out regularly. Best value is sought by the governors at all times when considering the purchasing of goods or services. Financial planning is related through the school improvement plan to the school's educational priorities. Governors are forward looking with their financial responsibilities. They recognise that with the predicted fall in roll over the next three years and its financial implications they needed to cushion the effect of this with a higher than average carry forward into the 2003 - 2004 budget from the previous year. Overall the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall quality of education in the Foundation Stage is good. Children are achieving well in all areas of learning and, this year, the vast majority will achieve the learning goals expected before the end of the reception year, and a significant number will progress beyond this.

Main strengths and weaknesses

- The quality of teaching is good in each area of learning with a significant amount of very good teaching; the teaching assistants making a good contribution to children's learning.
- Good arrangements for introducing children to the school make starting school a positive experience for each new intake.
- The Foundation Stage is well resourced and the children are provided with a wide range of curriculum experiences.
- Good opportunities are provided for the children to develop independence and to take responsibility for their activities.

Commentary

42. Arrangements for promoting **personal, social and emotional development** are good and children are all making the progress necessary to achieve what is expected well before they move into Year 1. Staff set a very good role model for behaviour, relationships and working together. Classroom routines, such as the start of the day, are very well used as a means of helping children to gain confidence and learn how to live and work in a community.

43. Provision for **communication, language and literacy** is good. Children talk together, mostly using full sentences and a range of vocabulary appropriately. They successfully recall the stories that have been told. They develop speaking skills appropriately through practical activities and the staff interact well with them. Most children achieve well with many exceeding the learning goals. Others are less mature but are still confident and 'chatty'. The majority are acquiring **literacy skills** well, writing their own names and sentences using word books to help. The use of writing opportunities within play and writing around the classroom encourages children to notice and learn words that they need. Reading is encouraged through a structured reading programme as well as quiet reading sessions. Many children are beginning to read early readers. Reading is well supported by parents.

44. **Mathematical development** is very well promoted through specific teaching and through exposure to activities that encourage mathematical thinking. Most children have already achieved the 'stepping stones' to the early learning goals, counting to 10 and more, recognising and writing the numerals and beginning to add by counting. In the lesson observed children named cubes, cuboids, pyramids and spheres, and experimented to find which rolled and which would slide. They enjoyed their learning and achieved well, recording the results appropriately.

45. Provision for children's **knowledge and understanding of the world** is well developed. This is well integrated into the topic of Jack and the Beanstalk with Percy the Park Keeper's potting shed being well used. The children are interested in living things and learn how to care for plants as well as the tadpoles in their classroom; these make a significant contribution to the children's spiritual development. Children each planted a bean and the older children observe the beans' growth through plastic containers. Children talked about how they have changed over time, and have an interest in old things and ways of living in the past. They are beginning to learn about where they live.

46. Throughout the day there are many opportunities to make choices of activities which are well monitored, many of which promote **creative development** well. New skills are introduced and taught. However, many of the creative tasks in the day are teacher directed which slows the

opportunities for children to become adventurous in their creativity. Children use construction materials to build the giant's castle and play imaginatively. Role play is an important element of daily work, with groups playing as gardeners and in the playhouse outside. Children have daily access to taped stories which they choose to listen to attentively. The majority of children are well on the way to achieving the early learning goals before the end of the year.

47. The development of a secure outside area adjoining the reception classroom has considerably enhanced the opportunities to promote children's **physical development** and enabled them to attain the expected standard for their age. However, the older children who work with Year 1 pupils do not have the independent freedom of access to this outside secure play area. Children have access to large wheeled toys with a special track marked out. They move with confidence when using the outside equipment. There are good opportunities for children to work with their hands developing their finer skills through painting, sticking and cutting. The majority of children show sound pencil control when writing. Pupils take part in physical education lessons in the hall demonstrating good co-ordination and ability to move around the room using the space. Children show their enjoyment and delight at finding new ways of moving taking their weight on different parts of their bodies.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average throughout the school.
- The quality of teaching is good overall but varies between very good and satisfactory.
- The school has given priority to raising writing standards across the school.
- Good opportunities are given to developing pupils' speaking and listening skills.
- Pupils are encouraged to read regularly at school and at home, but reading records are not evaluative.
- The co-ordinator's role is not fully developed as she has no opportunity to monitor teaching and learning.
- Literacy skills are well promoted across other areas of the curriculum.

Commentary

48. Standards of attainment are above average throughout the school. The school has worked hard during the last two years to raise pupils' attainment particularly in writing and as a result many pupils are achieving well.

49. Standards in speaking and listening are above average. Younger pupils are encouraged to listen attentively to teachers' explanations and respond well to instructions. They effectively develop their speaking and listening skills through role play and speaking in class assemblies. Older pupils are eager to answer teachers' questions and enjoy participating in class discussions. They make good progress in speaking and listening due to the many opportunities given to practise their skills including 'hot seating', drama, school productions and class debates. As a result the majority of pupils speak confidently, are articulate, and use extended vocabulary well. Pupils with special educational needs make good progress and are fully integrated into literacy lessons, often well supported by teaching assistants.

50. Pupils' attainment in reading is above average. Most pupils, including those with special educational needs, make good progress through numerous opportunities to read at school and at home. However, the school has decided not to teach guided reading as part of the literacy strategy to develop reading skills. Reading diaries are introduced from an early age, but comments and evaluations are rarely used to help improve pupils' competence. Evidence from hearing readers in

Year 2 indicates that more able pupils are not always given sufficiently challenging texts to develop their reading skills, which has a negative impact on their achievements. The school has recognised that many boys become disenchanted with reading and tried to improve the range of books available to captivate their interest and improve reading standards. Many pupils, including the more able, become confident and fluent readers by the time they leave the school. They can discuss features of their reading such as character and plot development with good understanding. Good teaching in literacy lessons has enabled pupils to understand the use of glossaries and contents pages when using non fiction texts. Pupils' retrieval skills develop steadily throughout the school so that by Year 6 many pupils can skim and scan texts effectively. Older pupils take a pride in keeping the school library tidy for the benefit of pupils throughout the school.

51. Writing standards are above average where the school has successfully targeted this area for improvement. There are good opportunities to promote pupils' spiritual, moral, social and cultural development through writing experiences such as discussing and writing about the moral consequences of bullying other people. Handwriting standards are good where regular teaching and handwriting sessions have a positive impact on pupils' achievements. Younger pupils take a pride in their handwriting, which is neat and well formed. More able pupils write imaginatively and extend their ideas logically. Many pupils structure sentences accurately from an early age. Older pupils write in paragraphs for a wide range of audiences with good spelling, grammar and neat joined handwriting. Skills of story planning are emphasised, poetry encouraged, and characters analysed to create effect and feeling to help pupils write to a high standard.

52. The quality of teaching is good overall. During the inspection the quality of teaching varied from very good to sound with some unsatisfactory elements, particularly in Years 1 and 2. Learning is most effective in lessons where planning is clear, tasks are purposeful for all abilities, and the pace of lessons is brisk. Where this is linked to confident class management and good subject knowledge, learning is at its best and all pupils achieve very well. Successful teaching is characterised by very good relationships with pupils who are encouraged to evaluate their work and share their findings. Where teaching and learning is less successful teachers lack confidence, expectations are too low, often due to an over reliance on worksheets, the pace of lessons is too slow and there is no ongoing assessment to match work to the needs of different abilities. In such lessons some pupils are underachieving.

53. The co-ordinator is experienced, hard working and gives good support leading by example. She has identified key areas for improvement in a recent audit. However, she has no opportunity to monitor teaching and learning across the school to support less confident colleagues and improve provision and raise standards. Pupils' work is marked regularly but rarely identifies specific targets to improve standards. Assessment information is not yet used effectively to plan pupils' work. This can lead to inappropriate tasks set for individuals in mixed age classes and consequently has a negative impact on their learning.

Language and literacy across the curriculum

54. The development of literacy skills in other areas of the curriculum is good. Good cross curricular links have been established in history by writing profiles of Adolf Hitler and Winston Churchill where ICT skills are well used. Pupils write biographies on characters such as Anne Frank and use language skills well when describing the Roman invasion. In geography older pupils produce a very detailed diary of the residential trip to the Isle of Wight. Younger pupils in Year 1 effectively use their literacy skills by writing sentences about the functions of the different parts of a plant as part of their science work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average in Year 6; pupils in Years 3 to 6 achieve well compared to their prior attainment.
- Teaching is mostly good and often very good in Years 3 to 6.
- Assessment information is not used well in all classes to provide appropriate work for individual pupils.

Commentary

55. In Year 6 pupils achieve well and standards are well above average. Standards are average in Year 2 and pupils in Years 1 and 2 achieve satisfactorily. These are similar to the judgements made at the last inspection. The setting of pupils into ability groups in the top four classes in the school is proving to have a positive impact on standards especially in Year 6. Pupils throughout the school display a good grasp of basic number skills and have good knowledge of mathematical vocabulary because teachers teach these skills well. Most pupils have a very good mental recall of number facts due to the very effective way in which teachers operate the initial 'quick fire' mental recall session at the beginning of lessons. However, apart from a Year 6 lesson, there was little other evidence of pupils developing or using problem solving techniques and skills.

56. Teachers use the format of the National Numeracy Strategy as a basis for their lessons and this, with additional materials, ensures the curriculum meets statutory requirements. This ensures that pupils' skills are built on successively as pupils move through the school. For example, pupils in Year 2 were identifying angles that were right angles whilst pupils in Years 3 and 4 were using their knowledge of right angles to move in anti-clockwise and clockwise directions when recognising and using the four points of the compass. Most pupils enjoy their work in mathematics and when given challenges rise to them. For example, Year 6 pupils were totally absorbed in their work when developing their understanding of expressing number patterns and relationships in a formula. This very good lesson moved at a very brisk pace with the teacher challenging pupils all the time so they made great gains in their learning.

57. The quality of teaching is generally good and often very good in Years 3 to 6. In nearly all lessons teachers tell pupils what they are going to learn at the beginning of the lesson and in the best lessons, through good questioning techniques, establish at the end whether they have achieved this. Many teachers provide progressive and appropriate tasks which enable the majority of pupils to learn effectively. Tasks are very carefully introduced and explained so that pupils gain knowledge and understanding. In the best lessons, teachers use assessment information well to plan work to meet the needs of individuals and groups of pupils in their classes. A very good example of this was when a teacher during the inspection realised that most of her pupils had not gained the understanding she had expected in one lesson, and so changed her plan for the next day to reinforce this work. However, too often lessons are less successful, especially in Year 2, because teachers give all the pupils in their class the same work so that the more able pupils are not challenged in their learning and the least able find the work difficult and often give up. The main cause of this is because some teachers tend to work slavishly through the text book rather than using it to select appropriate work to support the learning of individuals or groups of pupils. Although extension work is given in the form of worksheets this still does not always challenge the more able pupils. Teaching assistants provide effective support for pupils with special educational needs which enables them to achieve well.

58. Leadership and management of mathematics are satisfactory with some good features. The action plan for future development is good and focuses on strategies to improve teaching, learning and standards. Assessment procedures are good and enable the school to monitor the progress of individuals, groups and cohorts of pupils and set targets for them. However, the co-ordinator does not monitor the teaching and learning of work in classrooms, or through scrutinising samples of

pupils' work, to ensure all teaching is of the highest quality and work is appropriately matched to pupils' abilities.

Mathematics across the curriculum

59. Pupils apply their skills effectively when they use measuring apparatus in science and record their results graphically.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Planning shows sound coverage of the National Curriculum.
- Teaching is too teacher directed, with too much reliance on worksheets.
- Classroom displays are effective in presenting scientific information.

Commentary

60. There is an appropriate curriculum in place which meets the requirements of the National Curriculum. It shows how pupils can progress in their skills, knowledge and understanding as they move through the school. This is effective for all year groups except Year 5, where pupils in different age groupings do not always receive the same coverage. There is insufficient emphasis on experimental and investigative science.

61. Pupils' attainment at the end of Year 2 and the end of Year 6 is above average in terms of knowledge of scientific facts. However, a weaker element is in experimental and investigative science because pupils have fewer opportunities to develop this area. This gives a satisfactory judgement overall.

62. Overall, teaching is sound with some good aspects. In the lessons where the quality of teaching is at its best teachers clearly know what they want to teach and share these objectives with pupils. Staff are well prepared and have all necessary equipment available. Very good relationships exist and teachers manage and motivate their pupils effectively. In these lessons there is good support for pupils with special educational needs, ensuring that everybody is included. However, observation in lessons and scrutiny of pupils' work indicated that there are aspects that need developing. For example, some teachers depend heavily on worksheets, which is not appropriate especially as pupils get older. Too often the worksheets are the same for all pupils which means that work does not match the differing needs of the range of ability in the class. They tend to over direct pupils' work not allowing pupils to gain independence in their learning. The scrutiny of pupils' work showed that teachers do not indicate in their marking how pupils can improve.

63. Whilst some teaching is very effective in developing factual knowledge, it is not developing pupils' enquiry and investigational skills as it should. Sometimes, pupils simply write up an experiment performed by the teacher, when they should be deciding for themselves what to do, how to do it, what they will need, and how they will record their results. Information and communication technology is underused, especially for data handling and presenting results. Many classrooms have a very attractive and informative area for science. For example, in Years 5 and 6, there are very clear, labelled diagrams of the parts of a flower.

64. The co-ordinator has a good scientific knowledge and understanding, and has put in place a satisfactory curriculum. A sound knowledge of what is happening throughout the school, and a clear understanding of how to take the subject forward, would help to raise standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been a significant improvement in the provision of hardware.
- There are timetabled lessons for pupils to use the computer suite.
- Teaching is good.
- Standards at the end of Year 2 and Year 6 are in line with expectations.
- Information and communication technology skills and equipment are used well to support learning in other subjects.
- The subject is well led.
- There is insufficient software to monitor external events.

Commentary

65. Standards at the end of Year 6 were below average at the last inspection. As at the end of Year 2, they are now in line with expectations, with a significant number of pupils achieving above this. The well resourced computer suite is used effectively, and this, together with good teaching, is contributing to the improved standards, especially of older pupils. Pupils with special educational needs were totally integrated into the lessons and were able to make the same progress as others.

66. The co-ordinator has revised the scheme of work to meet National Curriculum requirements, and good links with other subjects are established in planning. The only omission is that pupils do not use light, heat or pressure sensors to monitor events. The computer suite is timetabled for use throughout the week. As well as learning specific computer skills, these lessons are used very effectively to support learning across the curriculum. For example, pupils produce bar charts and pie charts to present data from mathematics; they use word processing and import pictures from the Internet to produce work on Hinduism in religious education, and on Anne Frank in history. Pupils have produced a multimedia PowerPoint presentation on Adolph Hitler. Painting programs are used to produce pictures relating to their work on World War II.

67. Teaching in ICT across the school is now good, which is a considerable improvement since the last inspection, especially for the older pupils. Teachers have developed their own skills and competence through in-service training, although some still lack confidence. The school makes good use of the expertise of the co-ordinator. She teaches all pupils in Years 4, 5 and 6, and gives support to others as and when necessary. Teachers' work is well planned and well prepared, enabling staff to make their explanations and demonstrations clear. Pupils are well managed and well motivated, and enjoy their work. At times, there is a need to consolidate one skill before moving on to another.

68. The co-ordinator's work on the curriculum, and support for teachers, is having a positive impact on teaching and learning, and on the standards attained. The subject is developing very well, and is well set to improve further. Areas for further development, which are already known to the co-ordinator, are increased confidence of teachers, and purchase and use of software for monitoring external events, such as sensors for temperature in science.

Information and communication technology across the curriculum

69. Good use is made of ICT in most other areas of the curriculum. Particularly good is pupils' use of the Internet and search engines to find information for history, geography and religious education topics. More could be done to support investigative work in science.

HUMANITIES

70. It is not possible to make a secure judgement on provision and standards in **religious education**. Timetabling restrictions meant only one lesson was observed. However, there is every indication that standards by the end of Year 2 are in line with those expected by the locally agreed syllabus. There was very little work to sample of the older pupils and no lessons observed so it is not possible to assess standards. The scrutiny of younger pupils' work revealed that a disappointing number of very low level commercial worksheets are used which do not extend pupils' thinking, or enable pupils to form opinions for themselves. The many displays around the school show some good links between religious education and other subjects. Assessment is very much in its infancy as teachers undertake training and begin to record work for assessment. The school has adopted the Swindon locally agreed syllabus which ensures continuity throughout the school. The recommended religions from other cultures are studied in line with the agreed syllabus. Visits to places of worship linked to themes and topics, for example a Sikh temple linked to a study of India, are valued and an aid to cultural development. The close support from local clergy is greatly appreciated.

71. As only one **history** lesson and no **geography** lessons were observed during the inspection it is not possible to make a judgement on the provision and standards in these subjects. Discussions with the co-ordinator and analysis of pupils' work indicate that teachers plan effectively through topics where good use is made of visits and visitors to stimulate and challenge pupils. Some good cross curricular links have been established particularly with literacy and ICT where some good work on World War II was produced by Year 6 pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils use a wide range of materials in their work.
- Teachers show they value pupils' work by displaying it attractively.
- Teachers make effective links between art and design and other subjects to make pupils' work meaningful.
- There are no formal procedures for monitoring teaching and learning in art or for assessment of pupils' progress.

Commentary

72. As at the last inspection, standards in art in Years 2 and 6 are as expected for pupils' ages but throughout the school there are displays in which art work is of a high standard, especially in Years 5 and 6. Pupils enjoy art and as a result they achieve and progress well. In one lesson, pupils in Year 1 were looking at the work of Kandinsky and how his work had been influenced by music. They drew their own pictures interpreting pieces of music imaginatively so that when sharing their finished work with other pupils in almost all cases they identified accurately which music related to the pictures. Other work on display showed that Year 6 pupils had studied the work of Lowry and drawn and coloured some very attractive pictures in his style. Pupils' study of the work of other cultures and artists contributes well to their cultural development.

73. Work on display and in sketch books shows that pupils develop and use their skills appropriately as they move through the school. Pupils experiment with colours, mixing and matching them, using colour to show different textures and to produce different tones of colour. They use a good range of materials effectively in their work, such as pencil, paint, chalk, pastel and wax crayons, string and other materials for printing, and paper and fabric for collage work. The simple pots created to hold nightlights made by Year 1 pupils to the very precisely made plaques of flower

designs and 'Mr Tom's Cottage' by Year 6 pupils indicate a good progression in the development and techniques of work with clay.

74. When possible, teachers make effective links with other subjects. For example, pupils in Year 2 had used good colour mixing techniques in their paintings of famous Tudor personalities. In Year 6 pupils had made some very careful observations in their drawings of flowers in connection with their scientific studies. Pupils occasionally produce pictures using their computer skills.

75. In the lesson observed the quality of teaching and learning was good. It is clear from the work produced that teachers teach skills and techniques well, and expect pupils to produce their best. Much of the pupils' artwork is enhanced by the careful and imaginative way the teachers display the work, showing that they value pupils' efforts.

76. The leadership and management of the subject are satisfactory. However, there are no formal procedures for monitoring teaching and learning in art or for assessment of pupils' progress in order to improve provision and standards. Artists share their expertise with pupils in the annual Art Weeks and the school is fortunate to have parents and other visitors with artistic skills who help with art in the school. The weekly art club is popular and well supported.

MUSIC

Overall pupils attain average standards in music by the end of Year 6. Provision is **satisfactory**.

Main strengths and weaknesses

- The quality of singing throughout the school is good.
- Good opportunities are provided for pupils to appreciate a range of recorded music.
- Good provision is made for pupils to learn an orchestral instrument.

Commentary

77. Teachers reinforce pupils' musical learning with the youngest children beating time to the music and older pupils recall some of the composers they have heard. The quality of singing in worship is good and pupils enjoy learning new songs in weekly hymn practice as well as in lessons. Resources available enable pupils to play tuned and untuned instruments to accompany singing, compose, perform and evaluate their own and others' work. They are encouraged to practise and improve their performance for recording.

78. Teaching of older pupils is at least good, with teachers displaying enthusiasm and a clear focus for lessons. Very good relationships between teachers and pupils ensure pupils' interest is captivated and enables pupils to achieve well. A good commercial scheme has been adopted which provides good support for all teachers. Visiting music specialists teach individual and groups of pupils to play brass, strings and keyboard instruments. These lessons, along with recorder groups, help to extend the learning of these pupils. Groups of older pupils entertain people in the community and once a year they are involved in performing to parents. Pupils benefit from musicians visiting and performing in the school.

79. The co-ordinator is very knowledgeable and promotes music well throughout the school. For example, one day a week the day starts with a short piece of music being played throughout the school for pupils to listen to, appreciate and reflect on.

PHYSICAL EDUCATION

Provision in swimming is **good**. However, there was insufficient evidence to make judgements in other aspects of physical education.

Main strengths and weaknesses

- Standards exceed national expectations in swimming.
- There is an appropriate curriculum in place with a good programme of extracurricular activities.
- The subject makes a good contribution to pupils' personal and social development.
- There is a walking and jogging track.

Commentary

80. Due to timetable restrictions it was not possible to make judgements on all aspects of the physical education curriculum. Only two lessons were observed in Years 3 to 6, and one was for country dancing, so it was not possible to make an overall judgement about attainment. However, records show that swimming is a strength of the school, and standards are well above national expectations. From the hockey lesson observed and the results of pupils' football and netball matches against other schools, it is likely that games' skills are good. In gymnastic lessons pupils in Years 1 and 2 demonstrated that they had a satisfactory control of their movements. For example, they showed control when running, jumping, skipping and hitting a ball with a bat. They were beginning to join successfully two specified movements to make a pattern.

81. The majority of teaching observed was good or very good. There were very good relationships, and pupils enjoyed their work, showing good attitudes and behaviour. This enabled pupils to work hard and often make good progress. Teaching points were made clearly, and there were good opportunities for pupils to practise the skills being taught. Pupils with special educational needs were fully included in all lessons and made appropriate progress. Further thought does need to be given to health and safety issues such as pupils wearing jewelled earrings (three in each ear on one occasion), and the example set by the teachers with their attire, especially when demonstrating movements.

82. There is an appropriate curriculum in place which meets the requirements of the National Curriculum, and a number of extracurricular opportunities. There are good opportunities for competition, both within the school and against other schools. This enables pupils to develop their skills further - personal and social as well as physical. Assessment is at a very early stage of development, and no indication of pupils' progress is given on reports to parents. There are good outside facilities, including a walking and jogging track. This is used in a number of ways. On one occasion, pupils had obviously had enough of their work in class and were getting restless. The pupils walked a lap of the course and came back considerably refreshed.

83. It was not possible to observe any **design and technology** during the inspection, so it is impossible to make a judgement on provision or standards. Year 2 pupils were able to talk about the construction of their 'Ghost Train', which linked well with their literacy work. They had a sound understanding of axles, axle holders and wheels. Year 6 pupils talked about the fairground rides they made, although shortage of time in the allocated design and technology week meant that some were not finished, and others did not work. It is not possible to build on pupils' skills without regular planned work in the subject. There is an embryonic curriculum in place, but there is much to do for the new co-ordinator who starts in September.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. Only one short observation was made on a lesson in personal, social and health education so it is not possible to make an overall judgement on the provision or standards. However, it is clear that the development of personal, social and health education and citizenship has a high priority in the school. Consideration of relationships, responsibilities and feelings exemplify this approach. In a

display of work on 'What makes a good leader', one Year 2 pupil had written 'A good leader has to be kind, nice and makes good rules'. Year 6 pupils, discussing problems associated with bullying, were gaining a clear knowledge of the feelings of both the victim and bully through role play and discussion. They were given good opportunities to reflect and consider the moral implications of bullying.

85. The principles and values of citizenship are developing well through the recently formed School Council. Pupils formally exchange views through representatives on the School Council and are genuinely consulted about initiatives and proposals. Very real responsibility is given to pupils in this process and issues raised are integral to the life and work of the school. Representatives are able to make real choices as in deciding about playground activities and making the suggestion that painted tiles by pupils would enhance the toilets. This involvement helps to foster a knowledge that this is 'their' school as well as building a sense of responsibility and involvement. It enhances their understanding of democracy and why society operates within a structure of rules and laws.

86. Pupils are developing a worthy and sensitive appreciation of the ideals, feelings and respect involved in personal and community relationships.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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