

INSPECTION REPORT

ALL SAINTS C of E VA PRIMARY SCHOOL

Netheravon

LEA area: Wiltshire

Unique reference number: 126389

Headteacher: Mr K Brown

Lead inspector: Mr M Burghart

Dates of inspection: 11th - 13th October 2004

Inspection number: 266294

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	168
School address:	High Street Netheravon Salisbury Wiltshire
Postcode:	SP4 9PJ
Telephone number:	01980 670339
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D West
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

This is a below average sized primary school at the centre of the rural village of Netheravon on Salisbury Plain in Wiltshire. It was created in a new building in attractive grounds as the amalgamation of three village schools in 1989 under the current head. In addition to the main building which houses four classrooms, a hall and an excellent information and communication technology suite (opened in 2002) there are three temporary classrooms. Altogether there are seven classes one for each year group. Numbers have remained the same since the last inspection, but this masks the considerable mobility of pupils which is the result of the school serving nearby army camps. Nearly 28 per cent of pupils have special educational needs which is well above average. Three pupils have statements of special educational need. The proportion of pupils joining or leaving the school at times other than in reception or from Year 6 is much above average reaching 40 per cent in some year groups. There is a tendency for some pupils to leave at the end of Year 5 to move to private schools. No pupil needs extra help for having English as an additional language. The school was awarded with DfES Achievement awards in 2002 and 2002 and became an Investor in People in 2001. It is currently working towards becoming a Healthy school and to achieving Activemark status. The attainment of children when first entering reception is usually about average, but the attainment of those joining the school at other times is often below average.

As a Voluntary Aided school religious education and the quality of acts of worship are reported under a separate cover by an inspector appointed by the diocese.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M S Burghart	Lead inspector	Areas of learning for children in the Foundation Stage, Information and communication technology, Art and design, Music, Special educational needs, Personal, social and health education.
9487	Mrs F Hurd	Lay inspector	
30438	Mr R Guest	Team inspector	English, Design and technology, Geography, History.
20671	Mr J Palethorpe	Team inspector	Mathematics, Science, Physical education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which takes very good care of pupils whilst successfully helping them to achieve well. It does well to cater for the combination of well above average levels of special educational needs, and the high turnover of pupils which is associated with nearby army bases. Provision is very well managed. This ensures that the ethos is good and that the school continues to give good value for money.

The school's main strengths and weaknesses are:

- Pupils' personal development is very good. Pupils respond and behave well and form very good relationships.
- Very good provision is made for children in reception.
- Induction arrangements at any age are excellent.
- Links with parents and the community are very good.
- The school is very well led and managed and as a result staff work as a very good team.
- Information and communication technology (ICT) is not used enough in class based lessons.
- Assessment information is not used sufficiently effectively in some subjects.
- Some aspects of timetable balance and the use of time need attention.

Progress since the last inspection in 1999 has been good, with notable features in how planning has been improved to match pupils' needs, and in the addition of an excellent ICT suite. Teaching is improved through better monitoring and staff expertise is used more effectively. The roles of governors and subject co-ordinators, criticised last time, are now fulfilled effectively. Challenge for more able pupils has been successfully developed. Very good teamwork is the foundation for future improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	D	D	C
Mathematics	B	D	C	B
Science	D	E	A	A

*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 table shows improvement especially in science and indicates that the school has improved its performance against similar schools. What it does not fully take into account are the well above average levels of special educational needs and high mobility of pupils in and out of the school. Taking these into consideration shows how hard the school has to work to help pupils achieve well. Standards as observed in this inspection are average in English, maths and science throughout, but above average in experimental and investigative science in Year 6. Pupils generally achieve well, notably so in reception, Years 1, 2, 3 and 6. Pupils with special needs and those who are more able achieve well and this is a strong factor of the school's success. Children in reception get off to a good start and the vast majority reach all expected learning goals before Year 1. Standards in ICT for Year 2 are consistent with national

expectations but progress is good with very good features in how well reception children are doing. Standards in ICT in Year 6 are below expectations because of gaps in what they have not covered in the past. However, work in hand is satisfactory. In history standards are in line with expectations for seven and eleven year olds. Although there are strengths in other subjects which are exemplified in the body of this report there was too little evidence to make definitive judgements in other curriculum areas which were only sampled. Pupils' personal development is very good with excellent features in moral development. Attitudes and behaviour are good and relationships are very good. Attendance is good being better than average.

QUALITY OF EDUCATION

The overall quality of education provided is good. There is a good curriculum which matches the needs and abilities of all pupils. Extracurricular opportunities are good. Some aspects of the use of time are in need of attention. There is a need to develop a scheme of work for personal, social, health and citizenship education (PSHCE). Provision in reception is very good. Provision is good in ICT with an excellent suite, but as yet not enough use is made of ICT in classrooms. Teaching is good, actively helping pupils to learn and make progress. There are clear strengths in teaching in reception and Years 1, 2, 3 and 6, but good features in all classes. Questioning, relationships, planning and very good team work all make for good teaching and learning. However, a minority of lessons lack pace and some are overlong. Teaching and support for special needs is good, with teaching assistants playing a good part in the process. Homework is used well to extend learning. Links with parents and the community are very good. Assessment is very good in English and has good features in maths and science, but there is more to do to make more use of it in other subjects. That all pupils regardless of background and ability are included in all activities is a very good feature of the school.

LEADERSHIP AND MANAGEMENT

The school is very well led and managed by the head working effectively with staff and governors. He very effectively brings together the contributions of all concerned to give the school strong educational direction and to set high expectations. He very successfully maintains very good pastoral care very securely rooted in Christian ideals. Staff set pupils a very good example. Governors play a good part in running the school especially in budget and building matters. Governance is good. Management of health and safety is excellent. The reception is very well run. Most subject co-ordinators' leadership and management are good as is management of special needs provision. However, in some subjects management roles and monitoring opportunities could still be improved. Very good strategic management and efficiency ensure best value principles are very well met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are pleased with the school and its reputation is good. Parents and friends give good support and raise considerable funds. Parents particularly like the way children are settled in and think that teaching is good. They feel the school is approachable and are pleased that children are encouraged to become independent. There was no consensus of negative views. Pupils really like the ICT suite and the way that they are listened to by staff.

IMPROVEMENTS NEEDED

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

- Develop planned opportunities to make more use of ICT in classrooms to support other subjects.
- Improve, as intended, the use of assessment to set targets and gauge progress in subjects in addition to English, maths and science.
- Review the use of time to ensure that subjects such as music and PSHCE are fully provided for; that the pace of all lessons is appropriate; and that lessons are not overlong for planned activities.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are satisfactory overall being generally consistent with what is expected nationally for this age group. The school does well to absorb the many pupils who join all year groups during the course of the year, and to help them achieve well for their ability and experience.

Main strengths and weaknesses

- Standards meet the national averages for ages seven and eleven in English, maths and science.
- Pupils with special educational needs do well against the targets of their individual education plans and a significant proportion reach nationally expected levels by the end of Year 6.
- In ICT pupils achieve well especially since the new suite came on line. Standards are satisfactory aged seven, but below expectations aged eleven because pupils have not had time to cover all required elements in sufficient detail.
- Following renewed planning to ensure pupils of all abilities are well catered for. Potentially higher attaining pupils do well with most reaching above average levels.
- Children reach all learning goals expected of those in the Foundation Stage.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	17.5 (16.1)	16 (15.8)
Writing	15.6 (16.8)	14.8 (14.4)
Mathematics	17.6 (17.8)	16.4 (16.5)

There were 24 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 2004

Standards in:	School results	National results
English	26.4 (25.5)	27.0 (27.0)
Mathematics	27.3 (26.4)	27.2 (26.7)
Science	30.7 (27.2)	28.9 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

1. The tables show that with the exception of English in Year 6 the school did well to reach or exceed the national average points scores in National Curriculum tests for pupils in Years 2 and 6. This is an improvement on a much weaker set of results in 2003 and represents good progress which was the consequence of better planning based on developments in assessment. The school's own tracking system makes it possible to predict how pupils do year on year and the weaker profile of 2003 was expected, as was the rise in 2004. The school does well to reach such standards considering that nearly 40 per cent of pupils in Year 6 did

not start reception and that the proportion of special educational needs is well above average. To attain such scores all pupils have to achieve well and this performance is due to good provision, not least of which is in the quality of teaching and support.

2. Inspectors find that standards for pupils currently in Years 2 and 6 are satisfactory being average in English, maths and science. This is consistent with the school's own view of attainment and a credit to teaching in Year 6 especially where over a third of pupils are on the school's special educational needs register. Inspectors found strengths in reading, particularly for pupils aged seven, in experimental and investigative elements of science and, to a slightly lesser extent, in maths for pupils aged eleven. Standards in writing in terms of content are satisfactory and this is a credit to the school's most recent focus on this area following concerns raised over the previous two years.

3. In an improvement since the last report potentially higher attaining pupils are now helped to fulfil their potential and most reach above average levels especially in science.

4. Standards of ICT are rising as a direct result of much improved facilities and developments to staff expertise and confidence. Pupils' attainment is in line with national expectations at age seven. This is set to rise as younger children exceed what their predecessors have done to make good progress. For example children in reception are well above what is expected in terms of what they can do, understand and know, and have a very good base for future study. However the school is aware that pupils in Year 6 have not had the benefit of the excellent facilities, which now exist, for long enough to have covered all required elements in sufficient detail to reach national expectations: for example in creating multimedia presentations. From this point of view standards are unsatisfactory, but work in hand is at least satisfactory and in some instances better than this.

5. Not all other subjects were inspected in detail but it is possible to say standards in history are at national expectations throughout the school and that there are strengths in some aspects of art (two dimensional work) and music (singing). Although there is no scheme of work for personal, social, health and citizenship education, outcomes in pupils' personal development are good.

6. Children in reception do well to reach all early learning goals by the time they join Year 1 with more able children exceeding them.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are good. Pupils have good attitudes overall towards learning, and behaviour is good overall. Pupils' personal development is very good.

Main strengths and weaknesses

- The school's promotion of good relationships, including racial harmony, is excellent.
- Pupils' behaviour and personal development in the reception class are excellent.
- The school's provision for the moral development of its pupils is excellent.
- The school deals extremely effectively with all forms of harassment.
- Some pupils find it difficult to conform to school rules and co-operate with others.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
155	1	0
4	0	0
1	0	0
6	0	0
2	0	0

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

7. Attendance is above national averages, and the rates of both authorised and unauthorised absence are below. Procedures for monitoring attendance are very well organised, a credit to office staff: unexplained absences are followed up on the first day they occur and patterns of attendance are monitored electronically. The importance of regular attendance is strongly promoted. Parents make good efforts to ensure their children attend school and arrive on time.

8. Pupils enjoy coming to school. They feel valued and accepted as individuals, and willingly carry out any responsibilities they are given. Behaviour in assemblies and the playground during the inspection was very good: pupils were courteous, friendly to visitors and caring towards each other. Some unsatisfactory attitudes and behaviour were observed in a minority of lessons where the teaching lacked pace or challenge, but even pupils who find concentrating and conforming difficult were never rude to, or defied, staff. This is largely because relationships between staff and pupils are very good: pupils know the staff really care about them and treat them fairly.

9. The school takes its tone from the headteacher, who, with the full support of other staff, offers clear moral and social guidance and helps pupils become part of a very caring, responsible community. Pupils know right from wrong and understand the school's clearly defined expectations of their conduct.

10. Assemblies make a good contribution to pupils' spiritual development: opportunities are provided for pupils to reflect and consider the thoughts and beliefs of others. Some teachers are particularly good at finding opportunities in lessons for pupils to consider the wonders of nature, art and science. All pupils have the opportunity of participating in annual productions,

and a varied programme of visits and visitors contribute to cultural development. Pupils are made aware that they live in a multicultural society and learn to respect and enjoy societies other than their own.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides good quality education.

Teaching and learning

Teaching is good overall and includes a variety of very good features. This has positive effects on pupils' learning, which is judged as good.

Main strengths and weaknesses

- Literacy and numeracy are well taught.
- Planning is good and much improved.
- Very good teaching in reception strikes a very good balance between teacher led and child initiated activities.
- Teaching in Years 1 and 2 is consistently good.
- There are particular strengths in teaching in most Years 3 and 6 lessons, and in support for special educational needs throughout the school.
- The pace and challenge of some lessons is too slow and some sessions go on too long.
- Assessment is very good in English, and has good features in maths and science, but there is more to do to improve the use of assessment information in other subjects.

Commentary

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (14%)	24 (57%)	12 (29%)	0	0	0

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

11. This is a good profile of teaching which is backed up by National Curriculum test results and work in pupils' books. Nearly all teachers had good lessons and four had very good judgements. Improvements since the last inspection have been the direct result of better planning which identifies learning objectives and seeks to provide work for different ability levels.

12. Teaching in reception by the combination of two job share teachers and a teaching assistant is consistently at least good and for half the time observed very good. This means provision is very good and that children have a very effective diet of activities directed by staff and those that they choose for themselves. Very good attention to Foundation Stage planning for learning through play has very good effects on children's learning and progress, and helps young children settle in rapidly. Particularly effective is teaching and support for personal, social and emotional development.

13. In Years 1 and 2 teaching was good or better in eleven out of thirteen lessons seen. This ensures that pupils achieve well for their ability and experience, and continues the school's

drive to raise standards. English teaching in Year 1 is a very good example of very effective support.

14. Teaching is at least satisfactory in lessons for Years 3 to 6 with notably good features in Years 3 and 6. Especially in these year groups pupils are well challenged and this results in potentially higher attaining pupils reaching above average levels, as well as the above average proportion of pupils with special educational needs achieving well.

15. Throughout the school teaching and support for pupils with special needs is good with teaching assistants making a good contribution both in class and in withdrawal sessions. This is most effective in terms of literacy and numeracy which are well taught across the school. Very good use of assessment and target setting in English, and good features in maths, ensure that pupils know how they are doing and how they can make improvements.

16. Particular strengths in teaching include:

- Relationships which are very good (and in reception excellent) and mean that pupils respond very well;
- Questioning which draws all pupils into discussion and requires answers on the basis of reason;
- High expectations of work and behaviour in most classes for most of the time;
- Very good use of the suite to teach ICT as a subject in its own right;
- Very good integration and support for the high proportion of pupils who join the school at times other than reception;
- Staff work very well as a team, for instance to develop their planning, improve their individual skills, and support each other;
- Homework is well used to support and extend learning.

17. In a good development since the last inspection teachers share their expertise to help each other: for example the ICT co-ordinator has given demonstration lessons to show teachers how to make the most of new equipment with pupils; and some elements of the curriculum are taught by those with specialist knowledge, such as music and three dimensional art.

18. Areas for further development even in this good profile are in:

- Avoiding sessions which are overlong. For example some lessons in English are an hour and a quarter, and some activities are timetabled to last much of the afternoon. This can mean that pupils go off task and may be the reason why staff say that it is hard to find all the required time for some subjects such as music and PSHCE.
- The pace of some lessons and expectations of how much work pupils should be able to cover are not high enough in a minority of lessons. For example in a Year 4 ICT session scheduled for an hour pupils worked gainfully in trying out 'find and replace' techniques in word processing for the first part of the lesson but did not have enough to do to challenge and extend them after that.
- Ensuring that pupils withdrawn for activities such as peripatetic music lessons do not miss the same lesson each week and compromise the school's very good commitment to inclusion.
- Making sure that full use is made of ICT to support the curriculum in class based lessons.
- Developing the use made of information derived from assessments to set targets and modify the curriculum planning in subjects other than English and maths.

The curriculum

The curriculum is good.

Main strengths and weaknesses

- The school provides a broad, balanced curriculum.
- A good range of visits and visitors with specialist knowledge enriches the curriculum.
- There are good links between subjects which assist in making pupils' learning meaningful.
- The schools' use of time is not always effective in promoting further attainment of pupils.

Commentary

19. The curriculum meets the statutory requirements of the National Curriculum. All pupils are included regardless of their stages of learning or other needs. However, the practice of holding some clubs, music lessons and other activities during the school day does reduce the entitlement of some pupils in lessons which they miss regularly to attend these activities. All pupils have had the opportunity to attend a French club.

20. Teachers make full use of the National Strategies for Numeracy and Literacy, together with a range of approved schemes of work for other subjects, which support curriculum planning. The school thus ensures a progression of pupils' knowledge, skills and understanding as they move through the school although this is not closely monitored in some subjects. Work for pupils is carefully planned to ensure lower achievers are well supported and higher achievers are able to extend their learning. Whilst the new information and communication technology suite is being well used, support for the curriculum by using computers in the classroom is underdeveloped. The lack of Internet links within the classrooms precludes use of ICT as a research tool during lessons.

21. Whilst the curriculum is balanced and the head monitors allocation of time on an annual basis, aspects of time management are not beneficial to furthering pupils' achievement. The amount of time devoted to music is not sufficient to permit full and detailed study of all aspects of the subject. Throughout the curriculum some sessions are too long to be limited to one subject (especially some literacy sessions) resulting in lack of pace and dynamism in teaching. A reconsidered use of time allocation to timetables and careful monitoring of delivery would raise pupil attainment and ensure all subjects can be fully developed.

22. There is good provision for personal, social, health and citizenship education, this includes attention to alcohol and other drug misuse, which the school lacked at time of last inspection. However, the absence of a scheme of work for PSHCE is a disadvantage.

23. The school has a good range of visits and visitors enhancing all aspects of the curriculum. Some innovative ideas such as a lace making club, archaeologists' visits, judo clubs and professional coaching for football add breadth to the curriculum. The provision of book weeks and the introduction of Creative Fridays support the school's efforts to be innovative with pupils' learning and further develop cross-curricular links.

24. The school complies fully with the Code of Practice for pupils with special educational needs and provision is good. Experienced teaching assistants and a variety of volunteers are

well directed; providing good support for pupils usually in withdrawal areas. Good differentiated planning ensures higher attaining pupils are generally well provided for.

25. The teaching staff have a good balance of experience, expertise and youthful enthusiasm. Together they demonstrate a high level of teamwork. Although some teachers manage areas of the curriculum for which they were not initially trained, there is a willingness to see this as professional development and all staff are mutually supportive.

26. Accommodation is good. The main building is well constructed and has good facilities. The addition of an excellent ICT suite is a real bonus. The library has an adequate supply of books. It is not conveniently situated but is appropriately used. Younger pupils have timetabled access to this library and in addition have access to an appropriate selection of books in class book corners. Whilst this is an improvement since the last inspection it remains to be further developed. Hutted accommodation is satisfactory but the necessity of crossing the playground at times of heavy rainfall without shelter is not appropriate.

27. The school is well resourced and makes good use of artefacts and other items borrowed from local sources.

Care, guidance and support

Provision for pupils' care, guidance and support is very good overall and excellent in the Foundation Stage. The provision of support, advice and guidance based on monitoring is very good. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Procedures to ensure pupils work in a healthy and safe environment are excellent.
- The extent to which each pupil has a good and trusting relationship with at least one adult in the school is excellent.
- Arrangements for the induction of new pupils are excellent.
- Pupils' access to well informed support, advice and guidance is very good.

Commentary

28. The procedures the school has set in place to manage health and safety are exemplary. Well designed checklists tailored to the school's particular needs are regularly used for risk assessment. Identified hazards are dealt with immediately or followed up through governors' meetings. Electrical, fire and physical education equipment is checked annually by qualified experts. A rolling programme of first aid training for all staff ensures that qualifications are regularly renewed. The headteacher is the child protection liaison officer. He ensures that all staff are kept up to date with current requirements, and liaises closely with outside authorities when necessary. The site is secure and visitors enter via an entry phone system. The school is not complacent and constantly reviews its procedures. Pupils show a good awareness of safety issues and treat equipment sensibly.

29. The very good relationships between adults and children, and the level of trust which is quickly established in consequence, means that staff are well placed to offer pupils personal advice and guidance. The school works closely with parents to resolve any difficult issues, and the headteacher makes home visits when necessary. Staff are skilled at identifying pupils' learning difficulties and aware of the need to provide challenge for the more able. The warm

and friendly environment ensures that the high proportion of pupils who join the school after their first year of education settle in quickly. Staff take care to ensure that they make friends quickly and understand school routines. Younger children are welcomed with a series of visits and regular opportunities to participate in classroom activities. Parents are very pleased with induction procedures.

30. The school council provides a formal opportunity for pupils to make their views heard, but even without this, pupils know that their ideas and suggestions will always be listened to courteously and considered seriously.

Partnership with parents, other schools and the community

Links with parents and the community are very good. Links with other schools are good.

Main strengths and weaknesses

- Parents are very supportive of the school and provide a good deal of practical help and financial support.
- Procedures to ensure satisfaction and deal with concerns and complaints are very good.
- The school provides a good standard of information for parents, but pupils' annual reports could be improved.

Commentary

31. The school has close links with all three of the villages where its predecessor schools were situated. Local people are kept informed of activities, and the Christmas Fair and Bonfire Night celebrations always attract a large local attendance. School representatives attend parish council meetings. A computer club uses school facilities and there are other regular lettings. Older residents are invited to the Nativity play and are welcomed into school to share their memories and knowledge of the past. A local football club provides coaching, and the Round Table funds holidays for pupils whose families cannot afford them. Local clergy take assemblies and help with religious education. A military liaison governor maintains good relations with the army. The school will be providing land for a new village surgery.

32. The parents' and friends' association has consistently raised large sums to provide improved facilities, and parents regularly provide materials and labour, most recently to build a 'quiet area' next to the playground. Parents help in class, escort swimming groups, and accompany offsite visits. They do their best to support their children's learning, particularly in the younger age groups. Nearly half the parent body returned Ofsted questionnaires before the inspection: they think that teaching is good, homework is appropriate and the school is approachable. Inspection findings confirm these views. The school uses Ofsted-style questionnaires to gauge parent views, and holds open forums to discuss particular issues, such as bullying. Response to these initiatives has been poor because parents trust the school and feel that its management is not their business! Parents are kept very well informed about school activities, and are encouraged to get involved whenever possible.

33. Pupils' annual reports show the very good knowledge staff have of their pupils and report on progress in all areas of the curriculum. However, they do not consistently tell parents whether their children are working at, above or below the expected standard for their age group. Targets for improvement are not always clearly explained.

34. The school works closely with neighbouring primary schools, with shared special events and staff training. It has well established transition arrangements with its designated secondary school, and makes use of its facilities to enrich the curriculum for older and more able pupils. Appropriate links are in place with the grammar and private schools to which some pupils transfer.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good. The school's management is very good. The leadership of other key staff is good. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has a good vision, a clear sense of purpose, and high aspirations.
- Leadership development is supported and encouraged throughout the school.
- The school improvement plan clearly sets out the school's priorities for development.
- Governors have a good grasp of the strengths and weaknesses of the school.
- Performance management is an integral part of the school's development.
- Very good management of finances helps the school achieve its educational priorities.

Commentary

35. The headteacher shows clear, strategic thinking and planning for improvement. He has a very good understanding of where the school is, and where he wants it to be. He has taken steps to improve teaching by monitoring and supporting. He is innovative in developing the curriculum, for example, through the introduction of creative thinking skills. Managers are committed to enabling the school to fulfil its strategic objectives. High priority has been placed on building a team, and this has been successful. The head's team approach to leadership, where all contributions are valued, has helped to forge a cohesive team with a common purpose. Teachers work well together, creating a positive climate for learning and providing good role models for pupils.

36. The role of the co-ordinators was underdeveloped at the time of the last inspection. Good improvement has been made in this area, and co-ordinators now manage their own budget for their subject. They are beginning to have a good grasp of what is happening in their curriculum areas throughout the school by scrutiny of plans and sampling of work. This is particularly good in literacy, where, as deputy head, the co-ordinator is able to monitor teaching and learning, but this aspect still needs further development in other subjects where relatively young staff sometimes lack the confidence to observe colleagues.

37. The school improvement plan clearly sets out the school's priorities for the next four years, with raising standards at its heart. The plan is a very useful tool to take the school forward. Particular emphasis has been put on developing pupils' creative thinking skills. This is as a direct result of rigorous analysis of pupils' performance, which showed that writing was not sufficiently creative, and whilst pupils often had knowledge of facts, they had limited ability in applying their knowledge to solve problems in mathematics and science. The emphasis placed on these areas is already having a positive effect on learning and attainment.

38. The governing body influences the work of the school through challenge and support. Many governors are relatively new, but they are keen to be part of a team leading a successful school. They have a new and effective committee structure, and keep themselves well

informed. This enables them to play an important part in the school's development, largely through their Strategic Planning Committee, which has a major input into the school improvement plan.

39. All adults are keen to improve their performance to provide the best possible education for the pupils. Performance management is embedded in the school's practice. It includes teaching, non teaching, and administrative staff, and is effective in bringing about improvement. For example, the headteacher has improved the confidence of a teacher by teaching demonstration physical education lessons.

Financial information for the year April 2003 – 2004

Income and expenditure (£)	
Total income	470463
Total expenditure	460972
Expenditure per pupil	2589

Balances (£)	
Balance from previous year	4872
Balance carried forward to the next	14363

40. The school is being run as a seven class school with a six class budget. In order for this to happen, finances are very carefully managed. The fall in numbers in Years 5 and 6, through external factors, makes financial management even more difficult, and has, in the past, led to a deficit budget. The headteacher and governors have managed this situation very well, and are now running with an appropriate annual carry forward. Best value principles are always evident in the school's purchases, and the school parents' and friends' association makes considerable contributions each year. Minor recommendations in the last audit have been acted upon, and the finance officer maintains all accounts very efficiently. Bearing in mind the good achievement of pupils, the very good leadership and management, the school's good ethos, and the quality of education provided at an average cost per pupil, the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage (reception) is **very good** and sustained since the last report.

Children enter school in the year they are five starting part time to begin with. Children respond extremely well to very good provision. Their attainment on entry is about average but represents a wide range. This varies from year to year and for some years is below this. For example for those who were in Year 6 in 2003 attainment was well below average when they first joined reception.

All children attend some kind of pre-school setting. The school maintains strong links with these and ensures that children's induction is smooth. Parents are very happy with arrangements to help children settle in.

Children are taught by a combination of two teachers in a job share arrangement and a teaching assistant who works all week with reception. Communication between staff is very good and with very good planning for the Foundation Stage, this underpins frequently very good teaching. The reception is very well run and managed and a continued strength of the school.

All children learn and achieve well and the vast majority will reach all the early learning goals in all areas of learning before they join Year 1 of the National Curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are excellent.
- Children's response to reception is excellent.
- Children are given copious opportunities to learn to be considerate, and work and play with others.
- Teaching is very good.

Commentary

41. Staff are excellent role models and children respond extremely well to them and to the wide range of activities on offer. Children obviously enjoy coming to school and have rapidly taken on board daily routines: for example children tidy up spontaneously when the music cue is played, and they join in assemblies with the whole school twice a week.

42. Children, including those with special needs, attain very well in this aspect and show they will share and take turns in the many structured play activities planned for inside and out. Children show high levels of concern for each other: for example showing consideration for a girl who had fallen over in the playground, and listening extremely well to what others have to say, as seen in a very good 'show and tell' time.

43. Children learn to express themselves and their feelings. Very good teaching and support involves all children in talking about what frustrates them as well as what they like. Questioning is very good and expectations are high. As a result behaviour in reception is excellent. It is clear that relationships are excellent and that all children have complete faith in their teachers and the teaching assistant.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is very good and makes the most of opportunities throughout the curriculum to promote communication, language and literacy skills.
- Children achieve well and make good progress from broadly average attainment when they arrive to reach the early learning goals by the time they join Year 1.
- Children with special educational needs are very well supported.

Commentary

44. Staff present a very good balance of activities which are designed to promote language skills. Teaching children how to listen is very successful and enables children to share their feelings and experiences, knowing that their contributions are valued.

45. Very good questioning draws all children into discussions and encourages them to respond confidently. The many and varied opportunities for dialogue with adults and other children, often in role play, help children to make good progress in oral skills (very good in the case of children with speech difficulties) and this has a positive impact. As a result children emerge as readers and writers. Children are taught strategies to sound out letters and blends and given lots of encouragement to write, beginning with copy writing and moving on to words and sentences of their own. More able children are able to write short stories by the end of reception paying good attention to the sequence of events. Good records of children's progress are kept by both teachers and the teaching assistant to help set targets and modify planning.

46. Boys and girls were seen to choose to spend time at both listening station, where they heard taped stories whilst 'following' the text in a book, and at the writing table.

47. Overall standards are consistent with what is expected which considering the below average start of some children is a positive situation.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are very well taught.

- There are lots of practical activities which reinforce very good learning.

Commentary

48. Children achieve well because teaching is very well planned, and activities, both in formal lessons and in structured play, are very well chosen to extend learning. For example children learn how to handle money, not only in lessons which focus on numbers, but those sessions which involve role play in the shop.

49. Most children can already count to 20 and some beyond. They are achieving well in spotting what is missing and in appreciating differences when things are added. This is a very good basis for addition and subtraction as well as endorsing observation skills. Children sort by shape, size and colour and, in a very good lesson on the concepts of taller than and shorter than, showed they were capable of making comparisons and even simple estimations. Overall standards are what is usually expected at this age but there are signs of good progress very closely linked to growing vocabulary and literacy skills. Counting games and rhymes are used well to improve children's awareness of values, and are fun!

50. In a very good introduction to data handling, reception children carry out surveys: for example of when they clean their teeth. This brings together maths and ICT as well as beginning the study of a programme of healthy lifestyles which runs throughout the school.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**, with excellent features in introducing children to use computers.

Main strengths and weaknesses

- Children develop a good awareness of the world around them.
- They make an excellent start in using computers.
- In learning about themselves children begin to develop an awareness of how things change.

Commentary

51. There are good opportunities for children to gain first hand experience. Work is well planned to encourage children to use their senses to explore: for example responding to colour, shape and taste during snack time.

52. There is an early introduction to computers in programs designed to enhance ICT, literacy and mathematical skills. For example dragging items across the screen to dress teddy and to match items with letter sounds, complements activities such as using tape recorders to raise children's awareness of how we can control equipment. In a very good session in the ICT suite children demonstrated well above expected skills for their age in managing a graphics design program. Children's achievement in this activity was very good.

53. Topic work on 'Ourselves', sometimes experimenting with role play, develops children's understanding that things change over time. There is evidence of good use of vocabulary particularly in the use of comparative terms and this especially benefits communication skills.

PHYSICAL AND CREATIVE DEVELOPMENT

Provision in physical and creative development is **good**.

Main strengths and weaknesses

- Children's fine motor skills, such as in using writing implements, brushes and small construction sets, are good.
- Provision to encourage children's body awareness is good overall but the lack of outdoor climbing equipment is a disadvantage.
- Music is used effectively to encourage children to express themselves.
- Role play provides children with opportunities to experiment with how they might react in a variety of circumstances.

Commentary

54. A range of planned activities in structured play encourages children to experiment with what their bodies are capable of and to express themselves. For example racing around on trikes and scooters and joining in shopping and hospital activities in the themed role play areas helped children to control their actions and appreciate the consequences of what they do.

55. Music activities, promoted in the weekly lesson with a specialist teacher, enable children to handle a range of instruments, explore sounds, and appreciate pitch and volume. In singing rhymes in class and joining in hymn singing in assembly, children are learning to keep time and to practise singing as a part of a group.

56. Because teaching is good in these elements there are good opportunities for children to experiment with holding and using tools, writing, gluing, cutting and painting equipment. As a result physical 'fine' skills are effectively developed and this has a positive impact on other areas, notably writing and handling equipment such as hand lenses in knowledge and understanding of the world.

57. Children's hand-eye co-ordination is generally good and most children will achieve the required learning goals before Year 1.

58. The good, dedicated, outdoor space, well resourced (with the exception of equipment to climb on during structured play activities) is a very positive feature. With the good support of the teaching assistant children are able to ride, balance, and generally explore what their bodies are capable of. This is helping to ensure that physical development is at least good, and for higher attainers, better.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Overall achievement of pupils is good and pupils now reach average standards by the end of Year 6.

- Teaching and learning in English are good overall.
- Pupils with special educational needs are well supported and achieve well.
- The subject is well led and very well managed.
- Literacy skills are well used in other areas of the curriculum.
- Handwriting is inconsistent and writing generally remains a relative weakness.

Commentary

59. Results of statutory assessments in 2003 show standards by the end of Year 2 were average for reading and well above average for writing; whereas at the end of Year 6 they were well below average, similar to the findings of the last inspection. Unvalidated results for 2004 suggest improvement by the end of Year 6 to meet average standards but a fall in writing. Results should be treated with caution because of the comings and goings of pupils.

60. Standards observed during this inspection suggest attainments in Year 2 are above average, and those in Year 6 just below average in a group containing a high percentage of pupils with special educational needs. Pupils are achieving well over time and recent innovations in creative writing and reading homework are having a positive effect on both achievement and on raising standards in English. Within this context pupils with special educational needs are receiving good support and have appropriate targets, which are regularly shared with them and their parents.

61. Standards in listening are good throughout the school and those in speaking satisfactory. Some didactic styles require more active listening and occasionally teachers' questions focus on just a few members of the class. In assemblies pupils listen well. In one English lesson a play script was very well read by a small group whilst others listened well. Pupils occasionally have opportunities to participate in more public performances.

62. Standards in reading in Year 2 are currently good. There are a significant number of good readers in Year 6 but with many pupils having need of support, overall standards are satisfactory. Younger pupils benefit from a range of reading activities, and reading homework with parental support is motivating pupils to read more effectively to gain various awards. Skills are appropriately developed, especially phonic (sounding out) teaching, to further achievement in reading. However, the selection of pupils' reading books is not always appropriate or sufficiently challenging. Older pupils have good awareness of various genres and authors and express clear preferences in choosing fiction. Pupils are familiar with the classification system in the library and the uses of fiction and non fiction texts. Whilst library provision has improved since the last inspection the library is not readily accessible and although books are of good quality there is not a good number for a school of this size.

63. The standard of writing is satisfactory throughout the school and pupils currently have many opportunities to write in different styles for different purposes. The ability of pupils to develop creative writing styles is improving with the advent of Creative Friday. However the practice of using numerous worksheets in other subjects restricts the development of writing. A very good example of writing was seen in a science lesson, where pupils had to write a persuasive letter demonstrating that air existed in a gravel sample. Writing standards may be further improved with more such opportunities. Handwriting itself is inconsistent with many styles being evident.

64. Teaching and learning in English are good overall with some very good teaching being seen.

Strengths and weaknesses include:

- Thorough planning, taking account of previous work, with clear objectives and including tasks for different abilities.
- Good use of adult support.
- Good relationships where pupils are motivated to achieve.
- Homework being well used to reinforce and extend work.
- Effective questioning supported by pupils' good listening.
- Teachers' good knowledge of requirements of the subject.
- Long sessions inducing a slow pace.
- Little computer use within classrooms to support activities.

65. The subject is well led and very well managed by a competent co-ordinator. She is aware of strengths and weaknesses in the subject and has appropriate action plans. A very good feature of her management is the careful analysis of results of assessment to fully inform planning and to translate into manageable learning targets for all pupils; which are shared with them and their parents at parents' evenings, and reviewed regularly.

Language and Literacy across the curriculum

66. Despite the restrictive nature of worksheets in the development of writing skills, literacy skills are appropriately used to support other curriculum areas.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because of good teaching and learning.
- There is a strong emphasis on using and applying mathematics.
- There is rigorous analysis of pupils' test results.
- There is insufficient use of information and communication technology to support learning.
- There is some good assessment, but it still needs developing further.
- The subject leadership role is developing well.

Commentary

67. Year 2 pupils performed well and achieved high standards in both the 2003 and 2004 National Curriculum tests. There was evidence of underachievement in the 2003 results for Year 6 pupils, although this was remedied to a large extent in 2004. Standards in the current Year 2 and Year 6 are in line with national standards. Because of the higher than average percentage of pupils with special educational needs, this means that Year 2 pupils are achieving well, and Year 6 pupils very well for their ability.

68. Pupils' test results are very carefully analysed. In 2003, they showed that whilst pupils had a sound understanding of facts they were less competent when applying their knowledge to solving problems. A series of measures was put in place to address this issue, and already

there are indications that pupils' ability in this area is rising. The attention to problem solving skills every Friday has been of particular benefit.

69. Teaching and learning are good, which are major factors in the improvement of pupils' test results. The particularly strong elements in observed teaching were:

- Thorough planning with clear lesson objectives made known to pupils.
- Good teacher knowledge and understanding of the subject, enabling clear teaching and good learning.
- Appropriate work set to challenge and include all pupils, with good support for pupils with special educational needs by the teacher and teaching assistant, and good extension work for the higher ability pupils.
- Good emphasis, through questioning, on how a problem was solved.
- Good attention to investigative work.
- A brisk pace to the lesson, where pupils' attention was gained and maintained.

Where these elements were evident, pupils showed very good attitudes and behaviour, and worked with keenness and enthusiasm, enabling them to learn well. On occasions, even though the lessons were satisfactory, there were elements which needed improvement. They included:

- A slow pace, and not involving all pupils in the introduction to the lesson.
- Insufficient attention to the different needs of the pupils in the class.
- Inefficient use of the teaching assistant, especially at the beginning of the lesson.
- Insufficient use of ICT to support pupils' learning.

Where these were evident, although learning was satisfactory because of other elements in the lesson, it could have been better.

70. The co-ordinator is enthusiastic and is leading and managing the subject well. She has a very good understanding of what is happening at the lower end of the school where she teaches, but she is less conversant with what is happening in Years 3 to 6. She has led the drive towards practical investigations and problem solving, and provided extra resources for this, although still more are needed. She monitors progression and standards through scrutiny of work, and controls the budget for mathematics. She has a good understanding of where and how the subject needs to move forward, and this includes:

- Increasing use of information and communication technology by providing more software programs, and informing teachers of what is available.
- Developing assessment further, ensuring that all assessment is useful and used.
- Developing the monitoring of teaching by the co-ordinator so that she has a good understanding of what is happening throughout the school.

71. Satisfactory progress has been made in mathematics since the last inspection.

Mathematics across the curriculum

72. Pupils make satisfactory use of mathematical skills in their work in other subjects. For example, they use graphs and tables to record data in their science investigations, and measure to make their artefacts in design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well because of satisfactory, and sometimes good, teaching and learning, particularly in Years 2 and 6.
- There is a good emphasis on scientific enquiry.
- There are good links with other subjects.
- Regular homework supports pupils' lessons in school.
- There is sometimes too heavy a reliance on worksheets.
- There is insufficient use of information and communication technology to support learning.
- The role of the co-ordinator is underdeveloped.

Commentary

73. The last inspection reported that standards were high by the end of Year 2, but well below average at the end of Year 6, with no pupils reaching the higher level 5 in the National Curriculum tests. The last validated results in 2003 show a very similar picture. However, the unvalidated 2004 results show a marked improvement, with standards very high both at the end of Year 2 and Year 6. Standards in the current Year 2 and Year 6 appear in line with national averages. Although these standards are lower than last year, in fact, the pupils are achieving well in Year 2, and very well in Year 6. This is because of the high percentage of pupils with special educational needs.

74. The published schemes the school is using provide a number of worksheets. On occasions, these are very helpful, and provide diagrams and pictures too advanced for pupils to draw themselves. However, as pupils get older and more competent, they need these worksheets less. There are occasions when using the worksheets is limiting pupils' own skills, both in recording data, and in using literacy skills for writing. The older, higher ability pupils in particular are given insufficient independence. Worksheets are used very well for providing homework, and these are consolidating pupils' knowledge and understanding.

75. Investigative work was underemphasised at the time of the last inspection. Very good progress has been made in this area, and planning for investigations is evident in all year groups. Pupils are enthusiastic about their practical work, and whereas Year 2 pupils realise when a test or comparison is unfair, Year 6 pupils know that by changing one factor only, and observing and measuring its effect, they conduct a fair test.

76. There are some very good examples of cross-curricular work in science. Numeracy is used well when pupils are measuring observations in their experiments. Literacy skills are used in writing up the results, and a particularly good example was where pupils wrote a persuasive letter to substantiate that there is air in a container of gravel. Good art work was evident in a collage of a growing plant. Links with information and communication technology are less well established. Whilst there is evidence of some links, this area is underdeveloped.

77. The leadership and management of the subject are satisfactory, but still underdeveloped. The co-ordinator supports teachers and monitors the subject, largely through informal discussion. She looks at planning and pupils' books to ascertain standards and ensure that the statutory curriculum is being followed. She is at present investigating the purchase of a new scheme of work and will develop assessment to match the scheme. However, she has

insufficient overview of the work done in the subject throughout the school, particularly in teaching and learning. Satisfactory progress has been made since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The excellent suite is used very effectively to teach ICT as a subject in its own right.
- Standards are rising fast.
- Year 2 pupils' attainment now meets national expectations.
- Year 6 pupils have not covered all elements in sufficient depth for standards to be said to be satisfactory but work in hand is good enough and for some more able pupils better than this.
- The subject is very well led and managed with very positive effects on provision.
- Too little use is made of ICT in classrooms in support of other subjects.

Commentary

78. The school's commitment to building and resourcing the ICT suite is a real success story of very good financial management and very effective links between staff, governors and parents. Inspectors focused on the use of facilities to teach ICT as a subject in its own right and as a vehicle to support other curriculum areas. It is clear that the suite gives very good value for money and is having a marked impact on standards and pupils' achievement. This is especially the case for younger pupils and is set to have a dramatic effect on their future progress. For example children in reception are able to start up computers, load programs and manipulate mouse and keyboard very well for their ages. They were seen using a sophisticated graphics modelling program showing very good achievement. Such skills are developed throughout the school: for example Year 5 using a similar modelling program have created designs for Harry Potter's bedroom and planned and costed new classroom facilities. A strength of provision is that all pupils, regardless of their ability or background, are fully included in ICT lessons. Classes are well managed and teaching assistants and teachers work well together to give individuals and groups good support.

79. Because teaching is usually good (in five of the seven lessons seen) pupils learn well and make the most of what they already know and understand to achieve well. Very good co-ordination of the subject has ensured that skills are built upon systematically and that resources and software are up to the task. The co-ordinator gives colleagues good support and makes very good use of the budget to maintain provision. She is well aware that provision is lacking in classrooms: for example in terms of networked hardware and Internet connections. Improvements feature in the action plan for ICT, but currently this is a weakness and does not support staff (some of whom are still not confident in the subject) to the full.

80. Standards are rising fast against the far more exacting expectations of the National Curriculum for ICT. By the end of the year Year 2 pupils reach national standards. However, although work undertaken by Year 6 pupils is satisfactory with some good features (for example in manipulating text and importing pictures), because of gaps in previous years their attainment suffers. It is unlikely that Year 6 pupils will reach national expectations: for example in the quality of multimedia presentations, by the time they leave. Staff are working hard to make sure that future year groups cover all elements appropriately. The co-ordinator is

confident that the current Year 4 will be up to national expectations by the time they complete Year 6. Naturally this may not always be the case for pupils who leave before that or join the school in the meantime.

81. Pupils respond very well to ICT especially in the suite. They are keen to research given the chance, and take great care with equipment. Working together has a good impact on social development, and the appreciation of how amazing technology can be was evident in a variety of lessons. It is not surprising that ICT club run by the co-ordinator is well attended or that examples of work carried out by its members are of good quality: for example manipulating images of famous works of art to a new perspective.

Information and communication technology across the curriculum

82. For reasons outlined above inspectors find that due to a lack of resources and specific ICT intentions in planning for other subjects ICT is underused in the classroom. There are good examples of word processing and data handling and particularly good use of programs to help pupils to express themselves in art, but overall opportunities are missed to develop communication skills: for instance using e.mail and the Internet. The co-ordinator is aware of this and fully intends to address the situation as well as developing a school website.

HUMANITIES

83. No **geography** was being taught at the time of inspection. The school planning requires an aspect of humanities to be the focus of blocks of time allocated through the year for periods of more concentrated study. Medium term plans were available to confirm that the subject is appropriately planned for. An interview with the subject co-ordinator confirmed the recent provision of specialist resources for the subject in the form of atlases. There is still a need for maps of various scales especially of the local area to permit more geographical fieldwork other than at the time of the residential visit. Work available for scrutiny suggests an overdependence on restrictive worksheets is evident in geographical provision. The limited evidence available does, however, suggest the subject is meeting national requirements.

84. Two **history** lessons were observed plus a topic lesson in Year 1 with history as a focus. This coupled with an analysis of pupils' work, current wall displays and an interview with the co-ordinator, suggests standards in history are satisfactory throughout the school. Pupils in Year 1 were learning about the present and the past through discussing extended family history, some pupils could relate ideas to great grandparents. In Year 5 pupils were learning about the Indus Valley civilisation through interpreting primary sources (photographs of artefacts) to suggest how these people lived. In Year 6 pupils have studied Britain since the 1930s in an effective manner. Work on display included the Great Fire of London where Year 2 pupils had successfully used the computer programme 'Dazzle' to support their understanding.

85. Pupils' attitudes towards the subject were generally positive. A feature of provision is the good use made of primary source material provided by the Trowbridge Centre to further pupils' knowledge of the past. Leadership and management of the subject are satisfactory and medium term plans reveal that provision in history is meeting National Curriculum requirements. Whilst units of work are assessed, the use of assessment to demonstrate progress of pupils and to plan effectively for future improvement is underdeveloped.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These curriculum areas were not inspected in detail. Comments are the result of the few lessons observed, examples of pupils' work, school records and discussions with staff, parents and pupils. Two art and two music lessons were seen and three physical education sessions. No design and technology was being taught during the inspection.

ART AND DESIGN

Main strengths and weaknesses

- There are strengths in two dimensional work.
- Art is well used to support other subjects.

Commentary

86. Too little evidence was available to make judgements about provision, standards, teaching, learning and pupils' achievement. However, it is clear that there are strengths in two dimensional work: for example in Year 1 self portraits, and in Year 5 creating designs and making clay pots in the style ancient civilisations in the Indus Valley.

87. Art is used effectively to illustrate work in other subjects, such as very good Year 2 Tudor houses and paintings to explain and describe the Great Fire of London. There are excellent links with ICT: for example Year 4 downloading the work of famous artists like Van Gogh and then reworking them to focus on salient details.

88. Pupils' work is displayed very well throughout the school with the care that shows staff appreciate its value. Art makes a good contribution to the ethos of the school and to pupils' cultural development.

89. School records and planning show that the subject has not been a priority of the school improvement plan but that it is led satisfactorily. Art week and extracurricular activities are popular and make a positive impact on learning.

DESIGN AND TECHNOLOGY

90. No design and technology lessons were available to the team in the inspection week to permit a judgement to be made. There were some examples of design and technology work on display. Those seen included food technology, clay work, and construction of Tudor houses, and carts from the Indus Valley civilisation. There was very good use of information and communication technology to support the design of a 'perfect playground' in Year 6. An interview with the co-ordinator and analysis of the subject folder suggest statutory requirements are being met.

MUSIC

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Teaching from the specialist teacher who takes all classes once a week is good.
- Opportunities are missed to develop music other than during the set lesson, and generally too little time is given to the subject.
- Pupils sing well. Standards in this aspect are good.

Commentary

91. Following negative comments in the last report about provision the school adopted a commercial scheme and all teachers were expected to cover work each week. School records, including notes made from assessments of how well pupils did, indicate that this system was adequate but that pupils' achievement varied depending on the musical aptitude of individual teachers. To the school's credit the inadequacies of this arrangement were appreciated and from this year the co-ordinator, who has specialist musical skills, now takes each class for approximately half an hour a week.

92. Two of these lessons were observed. Teaching was good and pupils showed enthusiasm for singing. Reception children made good progress in keeping a beat and identifying high and low sounds. Their achievement in a short session was satisfactory. In a good Year 6 lesson pupils achieved well and learning was good in singing a new round and using a wide range of instruments to demonstrate different rhythms. This element of provision is good with all pupils fully included. However, the school is aware that too little emphasis is placed on music in terms of appreciation and composition and that insufficient time is spent on the subject at times other than in the co-ordinator's lessons. Although there is evidence in some classes of music being used to set a mood and as a focus for discussion, opportunities are missed to promote the subject. For example this year there is no choir or recorder group.

93. Parents and staff report that school Nativity plays and carol concerts are very good examples of pupils' performing, and confirm inspectors' judgements that singing is good. However, opportunities are limited.

94. Pupils, whose parents choose to pay for music tuition, are able to learn during school time: for example guitar or piano. This is a positive feature but does raise the problem of pupils frequently missing the same subject each week when withdrawn.

PHYSICAL EDUCATION

95. There was insufficient work seen in **physical education** to make a definitive judgement on standards and provision. Swimming is the main strength in the subject, with all pupils visiting the pool on a six week programme, and with all Year 6 pupils leaving the school able to swim the required 25 metres. Visits from African and Indian dancers contribute to pupils' cultural development. There is limited provision for extracurricular activities, and there are limited opportunities for pupils to compete against other schools. There has been no progress in the subject since the last inspection, but physical education is low on the school's list of priorities.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

Provision in personal, social, health and citizenship education is **satisfactory** because, despite there being no scheme of work, the outcomes in terms of pupils' personal development are very good.

Main strengths and weaknesses

- Pupils' personal development is very good.
- There is no scheme of work to ensure progress is made.
- Not all classes have regular weekly PSHCE lessons.
- Few records are kept of what goes on.

Commentary

96. It is clear that the school's good ethos supports pupils' personal development very effectively. This is first and foremost based on very good relationships amongst pupils and with staff. However, the absence of a scheme of work and monitoring means that there is no guarantee of progression, nor that all elements are covered in sufficient depth and regularity. Although staff know pupils very well, few records are kept of what has been covered and what pupils are capable of.

97. The overall curriculum plan does make sure that the key elements of drugs and alcohol abuse are taught, as is sex education. Healthy eating and lifestyles are encouraged and do feature in topic work: for example in reception work about ourselves. The school is currently awaiting final confirmation of its Healthy School status.

98. Too little actual teaching was observed in this area to make judgements about the quality of learning. Consequently there is insufficient evidence to report pupils' achievement.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3

The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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