

INSPECTION REPORT

BRATTON PRIMARY SCHOOL

Bratton

LEA area: Wiltshire

Unique reference number: 126178

Headteacher: Mr A Bridewell

Lead inspector: Peter Howlett

Dates of inspection: 11th - 13th October 2004

Inspection number: 266479

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:	176
School address:	Westbury Road Bratton Westbury Wiltshire
Postcode:	BA13 4RL
Telephone number:	(01380) 830 511
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Nicola Dunn
Date of previous inspection:	7 th June 1999

CHARACTERISTICS OF THE SCHOOL

The school is smaller than the average-sized primary school with 176 full-time pupils on roll aged four to 11. The school has an intake of one class in each year group and is organised into seven classes from Reception to Year 6. Nearly all the pupils are from white UK background and currently there are no pupils at an early stage of English language acquisition. Five pupils from a Traveller background attend the school. The school draws most of its pupils from the villages of Bratton and Edington, although nearly a quarter of the school population is from outside the catchment area. Pupils come from a range of socio-economic backgrounds but generally these are favourable. The proportion of pupils known to be eligible for free school meals (nine per cent) is below the national average. The attainment of pupils on entry is generally similar to that typically found nationally. The proportion of pupils identified as having special educational needs is close to the national average. One pupil has a statement of special educational need.

In 2002, the school received an achievement award for pupils' performance in the national tests and also the Healthy Schools award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23744	Mr Peter Howlett	Lead inspector	Mathematics Geography History
9519	Mrs Sue Pritchard	Lay inspector	
22182	Miss Fiona Robinson	Team inspector	English Information and communication technology Art and design Physical education Special educational needs
27816	Mr David Williams	Team inspector	Foundation Stage Science Design and technology Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school with many strengths but some important areas requiring development. Satisfactory teaching and a good curriculum help pupils' satisfactory achievement. Standards in English are above those normally found nationally but overall standards are as expected. The school's ethos promotes pupils' personal development well. Leadership and management are satisfactory. The school provides satisfactory value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Pupils achieve standards that are above expected levels in English, scientific knowledge and understanding, art and design and design and technology.
- Pupils' behaviour, relationships, attitudes to learning and attendance are good.
- The school council is highly effective in teaching about responsibility and citizenship.
- The partnership between the school and parents is very good.
- Shortcomings in the teaching of mathematics and science hold back pupils' achievement.
- Many aspects of how the school assesses pupils' achievement and checks their progress require improvement.
- The lack of a library and the unreliability of ICT resources are barriers to higher achievement.

Improvement since the last inspection is satisfactory, with nearly all the key issues tackled successfully. The school has improved its development planning and its monitoring systems. Tasks set for more able pupils are now more challenging in English, but not always in science. Standards in design and technology have improved. Results in the Year 6 national tests have matched the national trend of improvement. However, as the table below shows, results are often below those of schools having similar prior attainment in the Year 2 tests. The school did well in the 2004 national tests in English and mathematics in Year 2 and in the English and science tests in Year 6.

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	C	B	D
mathematics	A	C	A	C
science	A*	C	C	E

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

Pupils generally achieve as expected. Children in Reception make satisfactory progress and most are on course to achieve or exceed the goals expected nationally by the end of the Reception Year. Achievement is good in English and standards are as expected nationally by Year 2 and above expected levels by Year 6. Achievement in mathematics and science is satisfactory and standards are as expected by Years 2 and 6. However, sometimes a minority

of pupils, including the more able, make insufficient progress in lessons. Pupils' numeracy skills are sound. In science, pupils' knowledge and understanding is good but their skills in carrying out investigations are less well developed. Standards in ICT are as expected by Years 2 and 6. In religious education, history and physical education, pupils' achievement is satisfactory and standards are as expected by Years 2 and 6. Standards in art and design and design and technology are above expected levels. There was insufficient evidence to make judgements on standards in geography and music. Pupils with special educational needs achieve appropriately in relation to prior achievement.

Pupils' personal qualities, including their moral, social and cultural development, are well promoted. Pupils enjoy school, take a real interest in their work, willingly take on responsibility and gain in maturity. They work and play well together, show respect for the views of others, have a clear sense of right and wrong and have a good understanding of their own and other cultures. Their spiritual development is satisfactory. Attendance is above the national average and punctuality is good. These personal qualities make an effective contribution to their learning.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching is satisfactory with many positive features. Teaching was at least satisfactory in all lessons seen and better than that in over half the lessons. The teaching of English is good and pupils' literacy skills are developed well. Teachers and assistants work well together in support of pupils with special educational needs. However, pupils, including the more able, do not always work as productively as they could when working independently in their mathematics and science groups. Many aspects of assessment require improvement, particularly in monitoring the progress of pupils in subjects other than English.

The school provides a good curriculum that is purposeful and relevant to pupils' learning needs. The curriculum has a strong focus on helping pupils develop their literacy and personal skills and is enriched by a good range of extra-curricular activities. Pupils are well cared for and effective personal guidance contributes to the school's positive ethos. The links with parents are very good and the school is very much part of the local community. Accommodation and resources are satisfactory but the school lacks a library, and ICT resources are inadequate.

LEADERSHIP AND MANAGEMENT

The school is soundly led and managed. The hardworking and enthusiastic headteacher has created a team that is committed to raising standards further, although actions to improve pupils' achievement should have been introduced earlier. Development planning accurately identifies what the school needs to do to improve and the school has in place most of the measures needed to check the effectiveness of its actions. The school is well organised and runs smoothly. Governance is good. An effective governing body provides good support and challenge, contributes well to shaping the school's future direction and ensures that all statutory requirements are met. Finances are managed prudently.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive in their views of the school and most appreciate what the school does. Pupils like their school and feel that the school considers their views and ideas.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:

- Maintain the current focus on raising achievement in mathematics*.
- Improve pupils' skills in carrying out scientific investigations.
- Improve measures to assess and monitor pupils' progress.
- Improve ICT and library facilities to support pupils' learning.

**This is a current school priority.*

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Pupils' achievement is satisfactory, given their starting points. Standards of attainment are similar to those expected nationally, although they are above expected levels in English.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well in English and standards are above those expected nationally by Year 6.
- Standards seen in art and design and design and technology are above those typically found nationally.
- Pupils' knowledge and understanding of science is good by Year 6 but investigative skills are underdeveloped.
- Results in the national tests over the three years to 2003 have often been below those of similar schools.
- The school did well in the 2004 national tests.
- Pupils with special educational needs are well supported.
- Standards in ICT are as expected but unreliable resources hold back higher achievement.

COMMENTARY

Starting school

1. There is a wide spread of attainment when children join the Reception class, which varies from year to year. In the current Reception class, children's skills, knowledge and understanding are in line with those normally found nationally.

School's results in national tests

2. Care needs to be exercised when considering the test results in any one year because of the small number of pupils involved. National test results over the three years to 2003 indicate some degree of underachievement. When compared to schools of a similar type, test results have often been below those expected. However, the school has been successful in its efforts to improve results in the 2004 national tests¹.
3. In the national tests at the end of Year 2, the three-year average in results to 2003 was broadly in line with the national average in writing and mathematics but well below in reading. When compared to schools with a similar proportion of pupils eligible for free school meals, the results in 2003 were well below average. The trend in the school's performance from the last inspection to 2003 is below the national trend. However, results in the 2004 tests show a significant improvement in all three tests.

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

¹ At the time of the inspection, national comparative figures for the 2004 tests were not available.

Standards in:	School results	National results
reading	14.4 (15.3)	15.7 (15.8)
writing	15.1 (14.0)	14.6 (14.4)
mathematics	16.3 (16.0)	16.3 (16.5)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

4. In the national tests at the end of Year 6, the three-year averages in results to 2003 were above the national picture in English, mathematics and science. However, when compared to those of schools having similar prior attainment in Year 2, results in 2003 were average in mathematics but below average in English and well below in science. The trend in the school's performance since the last inspection is broadly in line with the national trend. The school did well in the 2004 tests in English and science and there was an appreciable increase in the proportion of pupils achieving the higher Level 5. However, results in mathematics dipped because of a fall in the percentage of pupils achieving the expected Level 4.

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

Standards in:	School results	National results
English	28.0 (26.8)	26.8 (27.0)
mathematics	28.4 (27.0)	26.8 (26.7)
science	29.2 (28.6)	28.6 (28.3)

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

Inspection findings

5. Children in Reception are making satisfactory progress in relation to their prior attainment. As a result of sound teaching, these children are achieving as expected. They are on course to meet or exceed the nationally - expected levels by the end of Reception in all areas of learning.
6. The achievement of pupils in Years 1 to 6 is satisfactory, as it was at the last inspection. Inspection evidence confirms that the improvement in results at the end of Year 2 in 2004 is being sustained. Standards in the current Year 2 are as expected. Standards in the current Year 6 are in line with those found nationally and are not as high as those indicated by the national tests. However, given the results at the end of Year 2 for this group of pupils, this represents satisfactory achievement. In lessons, most pupils make at least satisfactory progress. When teaching is good or better, pupils of all abilities often achieve well. Pupils with special educational needs achieve satisfactorily. They achieve appropriately in relation to prior achievement. Work is matched to their ability and these pupils are supported well in their learning. The achievement of more able pupils is satisfactory. They achieve well in English.
7. Achievement of all groups is good in English and standards are as expected nationally by Year 2 and above expected levels by Year 6 in speaking and listening, reading and writing. Achievement in mathematics and science is satisfactory, although sometimes pupils' learning is not always managed well during group work and some pupils do not achieve as well as they could. Standards in mathematics and science are as expected nationally by Years 2 and 6. Pupils' numeracy skills are sound and their scientific

knowledge and understanding is good but their skills in scientific enquiry are less well developed.

8. Standards of attainment in ICT are in line with national expectations in Years 2 and 6. However, the lack of adequate resources holds back higher achievement. In religious education, pupils' achievement is satisfactory and they attain standards in line with the expectations set out in the school's syllabus based on national guidance. In history and physical education, pupils' achievement is satisfactory and standards are as expected in Years 2 and 6. Standards in art and design and design and technology are above expected levels. There was insufficient evidence to make judgements on standards in geography and music.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' personal development, including their moral, social and cultural development, is good. Their behaviour is mainly good. Pupils show good attitudes and rates of attendance are good.

MAIN STRENGTHS AND WEAKNESSES

- Pupils show enthusiasm for school and for their learning.
- Pupils have good relationships with one another and with adults.
- Attitudes and behaviour are generally good but a small number of older boys show a lack of interest in their work in some lessons.
- Adults provide good role models for pupils and promote pupils' personal qualities well.

COMMENTARY

9. Pupils have good attitudes. They are happy to come to school and, in the main, are keen to learn. Children start school with sound attitudes in both work and play. In the Reception class, staff promote children's confidence and attitudes to learning well. By the time they enter Year 1, their attitudes have improved further and they show a real interest in their work. Pupils throughout the school generally show an enthusiasm for learning. This is particularly noticeable with the younger pupils. The positive approach of teachers and the teaching strategies they use to encourage pupils are important in creating this positive environment. However, in several lessons, a small number of older boys lacked the enthusiasm and interest that most others displayed.
10. Good attendance is actively encouraged and is achieved. As shown in the table below, attendance levels are above the national average and there is very little unauthorised absence. The school monitors attendance carefully so that any concerns are quickly noted and taken up with the appropriate outside agency. Pupils arrive promptly and lessons start on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.3
National data	5.4	National data	0.4

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

11. Relationships throughout the school are good. Teachers, assistants and other adults are good role models and set good examples for pupils. Disciplinary methods work well and pupils behave well in class and around the school, although a small number of older boys are a little silly and unco-operative. Bullying and racism are rare and the school has the necessary procedures to deal with any such issues. Last year, two pupils were excluded temporarily, with the appropriate procedures followed correctly.

Ethnic background of pupils

Categories used in the Annual School Census
White - British

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
168	4	0

White - any other white background	1	0	0
Mixed - White and Asian	1	0	0
Mixed - any other mixed background	2	0	0
Parent/pupil preferred not to say	1	0	0

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

12. The school promotes pupils' personal qualities well. Pupils respond well to the good number of opportunities to show initiative and take on responsibilities. Pupils are given many opportunities to develop their skills by working in pairs or small groups. They have 'thinking partners' and 'discussion partners' with whom they can discuss elements within lessons. The school council is highly effective in allowing pupils to make a greater contribution to school life. Pupils' personal development is fostered within many curriculum areas, including English, history, art and design and physical education. Religious education lessons help pupils gain an understanding of, and respect for, people's differing cultures but teachers miss opportunities to look at the spiritual elements of religion. Pupils' knowledge and appreciation of other cultures is good. Festivals and traditions from around the world are acknowledged and displays relate to other languages and cultures. Visitors to the school are made welcome and trips out to local churches and venues help pupils appreciate their own and other backgrounds.

13. School assemblies play a large part in setting the school ethos. They are used to promote a caring attitude and to show those qualities of kindness and consideration which the school values. Assemblies focus upon a wide range of commendable achievements, from academic to social and creative. Pupils are praised for these varied qualities. Circle time² provides good opportunities to share feelings and to discuss a range of topics, such as friendship.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **satisfactory**. The quality of teaching and learning is satisfactory, although many aspects of assessment require improvement. The curriculum is good, pupils are well cared for and the links with parents are very good.

TEACHING AND LEARNING

The quality of teaching and learning is satisfactory overall. Assessment is unsatisfactory.

MAIN STRENGTHS AND WEAKNESSES

- The teaching of English is good; pupils' literacy skills are developed well.
- There are shortcomings in the teaching of mathematics and science.
- Teachers and assistants work in teams and they are particularly effective in their support of pupils with special educational needs.
- Teachers make good use of new technologies to make learning steps clearer.
- Pupils' progress in Years 1 to 6 is not sufficiently well monitored except in English.
- Information from assessment is not used effectively to plan next steps in pupils' learning, except in English.

² During circle time, children sit in a circle and discuss personal feelings and thoughts.

COMMENTARY

14. Teaching and learning are satisfactory, as they were at the last inspection. As the table below shows, teaching was at least satisfactory in all lessons seen, although in many lessons ,teaching was better than that. Just over half the lessons were good, with instances of very good and excellent teaching. Teaching and learning in English and history are good. There are strengths in the teaching of ICT and in art and design. The teaching of mathematics and science are satisfactory, but there are shortcomings. Teaching in Reception is satisfactory.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	2 (5%)	18 (46%)	18 (46%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. Lessons are generally well planned and prepared and there is a clear focus to all lessons so that pupils know what they are expected to learn. Teachers have good relationships with their pupils and promote a positive ethos for learning. They work in effective partnership with classroom assistants to provide good support for the lower-attaining pupils. Pupils with special educational needs are supported well in their learning by the teaching assistants, enabling them to make satisfactory progress towards their targets.
16. The good teaching and learning in English occurs because teachers and assistants work well together and have benefited from very good subject leadership and good in-service training. The strengths in the teaching and learning come from the importance given to developing pupils' speaking and listening skills, the regular opportunities for reading and the provision of a real purpose for writing. Teachers plan good opportunities for pupils to use their literacy and ICT skills in other lessons and pupils make good use of these skills to support their learning. As a result, pupils generally achieve well in English.
17. Teachers use a range of effective approaches to make pupils' learning interesting. Tasks are usually purposeful and enjoyable so pupils respond well and enthusiastically to their learning. For example, in a history lesson in Year 5, pupils recited a Greek play with actions. Pupils respond well to their teachers' effective questioning and enjoy lively discussions. In the classes where they are available, teachers make good use of interactive whiteboards to aid whole-class demonstrations.
18. At its best, teaching is very challenging. When teachers' expectations are high, it brings out the best in pupils. For example, the outstanding challenge, pace and content of an excellent English lesson in Year 3 captured pupils' interest from the outset and produced high quality productive learning. In a very brisk start to a mathematics lesson in Year 5, pupils responded very well to the effective questioning that encouraged them to work out quickly mental arithmetic problems.
19. However, there are some shortcomings in teaching that are barriers to more productive learning and higher achievement. In mathematics and science lessons, teachers and their assistants often focus so much on the learning needs of just one specific group of pupils that other pupils are not sufficiently challenged and do not work as productively as they could. Teachers generally show good command of subjects. However, not all plan science investigations and experiments well or teach ICT skills with full confidence. Although school policy outlines clearly that regular homework is set in reading, spellings and basic number work, teachers are not consistent across the school in following this policy.
20. Many aspects of assessment need improving. Procedures to assess and record pupils' progress are inadequate, although they are detailed in the Foundation Stage and good in English. The school has a sound system for monitoring pupils' achievements in English and mathematics over the longer term. However, the school still needs to improve the

assessment system through extending it to other subjects. In English, teachers make good use of information from their assessments to set pupils targets for improvement. In mathematics, although teachers set individual learning targets, these are inadequate as they are not specific enough to be helpful. In general, teachers make insufficient use of assessment information to plan the next steps in pupils' learning or to indicate to pupils how they might improve further.

THE CURRICULUM

The curriculum is imaginatively planned and of good quality and it covers all the requirements of the National Curriculum. A good range of extra-curricular activities, visits and visitors enrich the curriculum. Accommodation and resources are satisfactory, with some shortcomings.

MAIN STRENGTHS AND WEAKNESSES

- The school provides a good range and quality of learning experiences.
- There is good provision for pupils with special educational needs.
- A good range of extra-curricular activities enriches the curriculum.
- The absence of a library and the inadequacies of ICT resources are barriers to higher achievement.

COMMENTARY

21. The school provides a good curriculum that meets statutory requirements. The Reception teacher plans in detail a full range of learning experiences for children based on the national guidance. The curriculum in Years 1 to 6 is well planned to ensure that pupils of all abilities are given a curriculum that meets their learning needs and covers the requirements of the National Curriculum. Religious education follows the locally-agreed syllabus. Better arrangements are made for the planning of work than were found at the previous inspection. There are schemes of work for all subjects, mostly based on national guidance. Teachers carefully plan what is to be taught so that pupils' knowledge, skills and understanding are built upon in the right order. This has a positive effect on teaching and learning.
22. The curriculum is purposeful and relevant to pupils' learning needs. Learning opportunities are often rich and varied. Effective links between subjects help make pupils' learning meaningful. Pupils of all abilities and ages work at an appropriate level for their needs. The school has a strong focus on helping pupils develop their literacy skills, as well as providing many opportunities to be creative in subjects such as art and design, drama, dance and design and technology. However, provision in music is not so strong because of limited opportunities for singing. The school sees pupils' personal development as an important part of its work. Proper attention is given to health, drugs and sex education and pupils' understanding of citizenship is developed well.
23. Provision for pupils with special educational needs is good and teachers and support staff are fully aware of pupils' individual learning needs. They plan carefully to make sure there are appropriate opportunities for all to achieve success. No pupils are disapplied from any aspects of the curriculum and pupils with special educational needs all have well-planned individual educational plans (IEPs) which ensure that work is matched well to their ability and personal needs.

24. There is good support for learning outside lessons. The school provides a good range of extra-curricular clubs and activities to cater for all tastes. For example, residential visits are organised for Year 4 and Year 6 pupils to develop their environmental, historical and geographical skills and knowledge. The wide variety of visitors, including artists and sculptors in Art Week, plays a valuable part in enriching the curriculum and preparing pupils for adult life.
25. There are sufficient teachers and a good number of teaching assistants and they work well together. The effective deployment of teaching assistants has a positive effect on pupils' achievement. Accommodation is satisfactory. Classrooms are spacious and attractive and outdoor facilities are good. However, there is no ICT suite in which pupils can develop their individual ICT skills, and no library for independent reading and research. The school has plans to rectify these deficiencies. There are enough teaching resources available. The school is satisfactorily resourced with learning equipment and books and the introduction of interactive whiteboards in a number of classes has had a positive impact on teaching and learning. However, pupils' learning is sometimes hampered by the unreliability of the school's laptops.

CARE, GUIDANCE AND SUPPORT

The systems to ensure the care, welfare, health and safety of pupils are good. Very good account is taken of pupils' views and of their personal needs. Pupils have good access to well-informed support and advice.

MAIN STRENGTHS AND WEAKNESSES

- The school council plays a highly effective role in promoting pupils' ideas and opinions.
- The facilities and procedures for welfare and first aid are good.
- Reporting procedures for child protection issues have still not been made explicit to all staff.

COMMENTARY

26. The school makes good use of its formal and informal support networks to build a strong sense of community and provide security for all pupils. Consequently, pupils are enthusiastic about coming to school; they take good account of the advice of adults and learn to look after themselves through making the right choices.
27. Teachers take time to talk to pupils about their personal achievements and to give them the help and encouragement they need to make steady improvements in their work. They spend time at the start of a lesson, explaining to pupils what it is they are expected to learn. As a result, pupils are learning to become self-evaluative, gaining satisfaction from finding out how well they have done. There is good support for pupils with special educational needs who are consulted about their individual education plans, and good liaison with parents of children with specific medical needs in order to cater for them in school. Effective liaison is maintained with outside support agencies for these two groups and also for the few pupils with attendance problems.
28. Good health and safety procedures are well established. Risk assessments are managed effectively with due consideration given to making the school accessible to people with disabilities. First aid procedures work well. Pupils are confident and

reassured by the presence of well-trained staff who deal calmly with their minor accidents and injuries and know exactly what to do in the event of a more serious injury. Although the school deals satisfactorily with child protection issues, not all staff have been trained in the exact reporting procedures that apply in school should they uncover issues of a child protection nature. As at the time of the last inspection, routines are still not clearly established with all staff, including those supervising at midday. However, the trusting relationships serve to keep open the lines of communication between children and adults.

29. Pupils see the advantage of a well-run school and seek to improve aspects that both directly and indirectly affect them. School council sessions are lively affairs, with pupils making some very sensible suggestions and choices on a wide range of issues. Pupils leave their meetings knowing that their comments are valued.

Example of outstanding practice

A school council that draws in people in the community and sends out active and fair-minded young citizens.

The school realises that the best way to teach young people about responsibility and democracy is to let them experience it. The school council gives all pupils real-life opportunities to make decisions about behaviour, teaching, learning and facilities in school. Elected members not only set agendas, chair meetings and take minutes; they interview new teachers and make 'PowerPoint' presentations to other schools eager to learn just what it is that makes Bratton's school council so effective. Meetings always start with a discussion on things going well. This positive approach helps steer pupils away from the usual talk about 'loos and playtimes'. Issues brought to council are not then seen as problems, more as challenges and new opportunities to explore creative ideas. Representatives from the midday supervisors, along with other staff, governors and the local vicar, have all at some stage been persuaded to take their place on the 'hot seat' and answer pupils' questions about their role and life experiences. Through their class councils, all pupils get the chance to share in the sense of pride that comes from influencing change for the better.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The partnership between the school and parents is very good. Very good links have been established with the local community. Links with other schools and colleges are also very good.

MAIN STRENGTHS AND WEAKNESSES

- Parents receive very good information about the school and about their children's progress.
- Links with the community and with local schools provide good enrichment of the curriculum.
- The school involves parents very well in matters of school improvement.

COMMENTARY

30. Parents are very impressed by the standard of behaviour in school and the good range of after-school activities, rightly linking these positive features to the high levels of self-esteem shown by pupils generally in school. At the parents' meeting, a few concerns were raised about behaviour management and homework but these were not reflected in the views of the majority or in the responses made to the pre-inspection questionnaire. The school makes very good efforts to be open with parents and take account of their views. Consequently, by the end of the inspection, firm plans were being drawn up to consider these concerns.
31. Parents are very keen to find out about the progress their children make and are provided with a very good range of opportunities to do so. Regular information is communicated by way of assemblies, curriculum updates, newsletters, open days, annual reports and colourful wall displays. The newsletters deserve a special mention as these are indeed a very good read; parents think so too. As well as reminders about events in school and in the community, there are examples of pupils' good work and parents' tips on matters such as how to read with children. A parents' forum provides regular opportunities for a group of interested parents to communicate their views to the school on given aspects of the school's work. The school works very hard and very successfully at taking parents' views into account when planning for school improvement.

32. The information given in the end-of-year reports is very good and very clearly presented to parents. They can see at a glance how well their children are doing across the subjects. Parents of children with special educational needs are consulted about the individual educational plans and kept well informed about their progress. The information given in the school prospectus and governors' report meets statutory requirements.
33. The school is very much part of the local community. Pupils dance, sing, and perform at local fetes and concerts, helping develop their good social skills. Support from the community for fundraising and social events through the parents' association is very good and money raised in this way greatly helps the school. Using his good local connections, the headteacher has taken a lead in forging purposeful and reciprocal links within a cluster of local schools. As a result, pupils are able to experience the different teaching styles of secondary school tutors who assist in their French, music, drama and dance lessons. Teachers and pupils from other schools in the surrounding area observe the pupils in action at school council meetings with a view to setting up a similarly well-run council themselves. Through a well-planned programme of exchange visits and information sharing, pupils build good relationships with staff and pupils from other local schools, helping them transfer with confidence to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are sound and its governance is good.

MAIN STRENGTHS AND WEAKNESSES

- The hardworking and enthusiastic headteacher has successfully created a team that is committed to raising standards further.
- Governors play an effective part in moving the school forward and provide effective challenge.
- Development priorities accurately identify what the school needs to do to improve.
- The school has not focused sufficiently well on tackling underachievement until recently.
- The school now has many effective ways of evaluating how well it is doing, but it has not always timed the introduction of new initiatives well.
- Finances have been well directed to improve provision.

COMMENTARY

34. The school has successfully addressed the shortcomings in management identified as key issues in the last inspection. There are now many strengths in how the school is led and managed. However, because management has not focused sufficiently well on raising standards and tackling underachievement until recently and the pace of change has not always been managed well, leadership and management are only satisfactory, as they were at the last inspection.
35. Through his sound leadership, the headteacher enables all to share a common vision for the school. There is a clear sense of purpose and direction and now a strong commitment to high standards. The headteacher is enthusiastic and hardworking and has a clear vision of what makes an effective learning experience for pupils. He and the staff ensure a good ethos for learning within a broad curriculum and a harmonious and caring atmosphere. Over the past year, the headteacher and staff have successfully put in

place measures to remedy underachievement. Inspection findings confirm that current actions to improve pupils' achievement are proving effective.

36. The headteacher has created a professional ethos where staff are actively engaged in improving their performance through monitoring and developing teaching and learning. The school uses performance management procedures well to help staff set professional targets and identify their training needs. New staff, including the newly-qualified teachers, are well supported. The school has a range of self-evaluation procedures securely in place. In addition to the effective monitoring of performance data in English and mathematics, there is systematic monitoring of curricular plans with helpful feedback, analysis of pupils' work and a programme of observation of teaching and learning in classrooms. In the past, the headteacher and deputy headteacher have taken the lead on this monitoring but they have rightly extended this to subject leaders. These are improvements since the last inspection.
37. The school is well organised and runs smoothly. Policies and procedures are clearly set out and communicated. Responsibilities are appropriately delegated to experienced staff who provide good support to the headteacher. The deputy headteacher, as English co-ordinator, provides strong subject leadership and a very good example of how to teach the subject. Likewise, the mathematics co-ordinator, although new to the school, is a very effective exemplar of good practice in his subject. The provision for pupils with special educational needs is good and the co-ordinator provides effective management.
38. Governance of the school is good because governors have a good understanding of their responsibilities. The governing body operates effectively through its committees to ensure it meets statutory requirements. It works closely with the headteacher in planning and making decisions about the future direction of the school. In addition, governors are becoming increasingly involved in evaluating the work of the school. For example, as a result of their concerns arising out of the performance of pupils in the national tests, they requested an external audit of standards and the school's provision. They have clear procedures that keep them informed of the school's strengths and areas for development and systems to monitor the work of the school. For example, visits to the school, links with subject co-ordinators and with classes and clear and readable reports from the management team help raise their awareness. Along with the headteacher, they review performance data and the progress of the school improvement plan and set targets. In these ways, the governors are working effectively to improve the school further.
39. Development planning has improved since the last inspection. The school improvement plan summarises well the priorities to move the school forward. Actions are well thought out and firmly focused on raising attainment and improving the quality of provision. It is clear what has to be done, by when and what results are expected. Generally, this helps the school measure its performance and check the effectiveness of its actions and spending decisions. However, it does not always have the means to gather the required information, for example to measure pupils' achievement in ICT.
40. The school's finances are managed prudently. The governing body takes an appropriate role in financial decisions. The budget is managed well because governors keep a careful check on finances and expenditure and current financial planning takes good account of longer-term trends. A five-year budget plan seeks to ensure consistency in the number of classes, despite fluctuating numbers on roll. This partly explains the current large budget surplus in the table below. In addition, the school has earmarked capital

funding for future improvements to the accommodation, particularly for ICT and the library. The school applies the principles of best value appropriately when taking decisions and, as a result, gives satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	470,286
Total expenditure	473,102
Expenditure per pupil	2,718.97

Balances (£)	
Balance from previous year	65,118
Balance carried forward to the next year	62,302

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for pupils in the Foundation Stage is satisfactory, with some good features. This status has been maintained since the previous inspection. The attainment of children entering the Reception class varies from year to year, from slightly below that typically found nationally to slightly above. The attainment of pupils in the current Reception class is broadly in line with that typically found nationally.

Children's achievement is satisfactory. They make sound progress and they are on course to meet the nationally-expected levels by the end of Reception in terms of mathematical development, communication, language and literacy, physical and creative development. Children are likely to reach slightly higher than expected levels in personal, social and emotional development, and knowledge and understanding of the world. Children with special educational needs are well supported by teachers and assistants. Boys and girls achieve equally well.

Leadership and management of the Foundation Stage are satisfactory. The curriculum is broad and balanced. The quality of teaching and learning are satisfactory, with some examples of good teaching. Planning is detailed and takes into account the differing ages and abilities within the class. Assessment procedures are good and wide-ranging records are kept. Parents have many opportunities to visit the school and are well informed as to their children's progress. The accommodation is much improved since the last inspection, and the new outdoor area is well used to enhance the Foundation Stage curriculum. Resources are well used for both indoor and outdoor activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

MAIN STRENGTHS AND WEAKNESSES

- Teaching and learning are good.
- Good relationships and a calm, reassuring atmosphere help develop children's confidence.
- Teachers provide clear simple routines for children to follow but do not always provide sufficient opportunities for children to develop their independence.

COMMENTARY

41. Children enter school with personal and social skills as expected. Many of the children have experienced pre-school provision of some sort. The school quickly builds upon this with a range of simple clear routines which help the children settle into the school life with the minimum of delay. Children are encouraged to articulate their feelings and during the regular 'circle time', they are encouraged to share any concerns they may have. The teacher creates a calm reassuring atmosphere within which the children feel confident and secure. However, staff do not always provide enough opportunities for children to develop their independence.

42. The quality of teaching and learning is good. The teacher has a clear understanding of what she wants to achieve with the children and works towards this. Consequently, children achieve well and are well on course to meet the nationally expected levels by the end of Reception. The children respond well to the routines and systems. Behaviour is therefore good and children are attentive and enthusiastic. They sit quietly, listen carefully during lessons and wait patiently for each other to speak.

COMMUNICATION, LANGUAGE AND LITERACY

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

MAIN STRENGTHS AND WEAKNESSES

- There is good support for children with special educational needs.
- Lessons sometimes lack pace.
- There is good emphasis on developing pupils' speaking and listening skills but sometimes there is insufficient focus on teaching children the sounds of letters.

COMMENTARY

43. The literacy skills of children entering Reception are broadly as expected and their achievement in this area of learning is satisfactory. They make steady progress and are on course to meet the nationally expected levels by the end of Reception.
44. The quality of teaching and learning is satisfactory, although lessons sometimes are not brisk enough. Adults give good attention to use of a wide vocabulary and children are expected to listen carefully to adults and to each other. Good use is made of books, pictures, cards and display. However, opportunities are sometimes missed to reinforce children's knowledge of letter sounds within the other areas of learning. Those children with special educational needs are well supported by teachers and assistants.
45. The majority of children can name the sounds of many of the letters of the alphabet, and many read and write very simple short words such as 'and', 'it', and 'me'. They take reading books home to share with parents. This encourages children to develop a love of books and literacy. Children regularly share books with their teacher and they learn to say and sing rhymes and traditional verses. Children are given lots of encouragement and are praised for their efforts. Children are given many opportunities to use writing to label work, although sometimes the sentences are too difficult for the children to fully understand.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Teachers provide a good range of practical activities to support children's learning.
- More able pupils are not always sufficiently challenged because lessons sometimes lack pace.

COMMENTARY

46. Achievement is satisfactory. Children make satisfactory progress and most are in line to attain the expected goals by the end of the Reception Year. Children with special educational needs are supported well. The daily mathematics lesson uses the national guidance to teach children about numbers and about shape, space and measures. Many children recognise numbers to five and count confidently to ten and beyond. Some recognise numbers to 20 and add and subtract objects up to a total of ten.

47. Teaching and learning are satisfactory. Occasionally, the pace of lessons is a little slow, resulting in the more able children losing concentration. The teacher's knowledge of the subject is generally good and she monitors children's progress well. A suitable range of practical opportunities, including play with sand, water, and construction toys ensures that children develop the ability to recognise and name a variety of common shapes, and compare items by length, height or weight. The outdoor area is well used. For example, numbered 'parking bays' allow the children valuable practice with ordering numbers when 'parking' their tricycles.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

MAIN STRENGTHS AND WEAKNESSES

- Teaching and learning are good. Staff provide a wide range of interesting activities that encourage children's learning.
- The teacher's high expectations help children achieve well.
- There is scope for greater use of ICT to enhance children's learning.

COMMENTARY

48. Standards are broadly as expected when children join the Reception class. Children achieve well. They make good progress because they experience a wide range of interesting and challenging activities. Standards are likely to be above those expected nationally by the time the children leave Reception.
49. The quality of teaching and learning is good in this area of learning. Teaching is particularly good because topics are well chosen and inspiring. Children are given a wide range of practical tasks and activities which enhance their learning. For example, they learned about the dangers of heat and safety in the kitchen when shown how popcorn was cooked in a microwave. They were fascinated when the corn began to pop loudly and suggested many reasons why this was happening. They have a good understanding of their senses. Teachers make good use of imaginative displays to reinforce children's learning. Staff do not make sufficient use of ICT to further enhance this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Children have access to a wide range of equipment to improve their skills.
- There are insufficient opportunities for children to work together during physical education lessons.

COMMENTARY

50. Children enter Reception with standards as expected in their physical development. Their achievement is satisfactory, as a result of satisfactory teaching and learning. Children

make sound progress in lessons and are on course to attain expected standards by the end of Reception.

51. Children move with confidence and imagination during physical education lessons. They run, jump, hop and skip at different speeds and have sound awareness of others. They are set clear guidelines and respond well with good attention and behaviour. Children tend to work individually in these lessons. As a result, there are insufficient opportunities for them to work in pairs or small groups, allowing them the chance to model and observe movements. Over the course of the Foundation Stage, they use a wide range of tools such as scissors, pencils, crayons and brushes. This builds up hand-eye co-ordination and other skills such as, tracing and careful drawing. They use wheeled toys, negotiating obstacles confidently and use construction toys with dexterity.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Staff provide a good range of stimulating activities.
- There are insufficient opportunities for children to use their own initiative.

COMMENTARY

52. Standards upon entry to Reception are as expected. Children's achievement is satisfactory because they experience a wide range of stimulating activities and make sound progress. Children are on course to reach expected standards by the end of the Foundation Stage. The quality of teaching and learning is satisfactory. The children respond enthusiastically to the many opportunities to paint, draw, dance and role-play. They make collages from a range of materials and colours and are very proud of their work. The children sing songs and rhymes which help develop their number and literacy skills. Occasionally, however, adults over-direct activities and do not give children sufficient scope to try things out for themselves.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are above those expected nationally by Year 6.
- Pupils achieve well because of the good quality of teaching and learning.
- Pupils with special educational needs make good progress towards their specific targets.
- English makes an effective contribution to the personal development of pupils.
- The lack of a library holds back pupils' independent learning.

COMMENTARY

53. Standards in Year 2 are in line with those expected nationally. In the national tests in 2003, results in writing were in line with the national average but in reading they were well below. In the 2004 tests, results were much better and the school exceeded its targets in reading and writing. The standards seen in the current Year 3 class reflect this improvement and are broadly in line with those found nationally.
54. Standards are above national expectations in Year 6. In the 2003 national tests, Year 6 pupils achieved above average results in comparison with all schools. However, these results and those of the previous year were below average when compared with the results of schools with similar test results at Year 2. This indicates that the school is not getting enough pupils to reach the higher Level 5. Results have improved in the latest unpublished tests (2004), with most pupils meeting or exceeding their targets. They show a good increase in the percentage of pupils achieving the higher level.
55. Standards have improved and have returned to the levels seen at the last inspection and pupils' achievement is good. This improvement is due to good planning, good teaching and effective use of assessment. In all year groups, there is a wide span of ability. Every effort is made by staff to raise attainment by well-planned work, good support and encouragement. From a broadly average starting point, pupils achieve well to achieve good standards by Year 6. Pupils with special educational needs are well supported in lessons and make good progress in relation to prior attainment. Higher-attaining pupils are achieving well. Girls tend to do better than boys but the gap has narrowed due to effective strategies used by the school.
56. Standards in speaking are above those expected. Most pupils speak with confidence and express themselves clearly. Staff work hard to help pupils to extend their vocabulary by encouraging pupils to discuss in pairs and using drama activities or interesting starts to lessons to help pupils to communicate effectively. For example, Year 6 pupils eagerly looked at the film version of the story of Troy before comparing it to the written version.
57. Pupils are achieving well in reading, with their knowledge and enjoyment of books being developed well alongside their reading skills. Pupils are working through a well-structured reading scheme. Standards are as expected by Year 2 and above the nationally-expected level by Year 6. Valuable opportunities are provided for pupils to engage in silent reading, in pairs and in groups during the school day. Most pupils enjoy reading with parents at home and this helps them to progress well. Most of the younger pupils are tackling new material confidently and are on course to meet or exceed their current targets. They are clear about the strategies they need to use to work out how to read sentences and words. Pupils enjoy reading books by a range of different authors, including J K Rowling, Dick King-Smith, Jacqueline Wilson and Roald Dahl. Book areas in classrooms are well organised. By Year 6, pupils read in a mature, expressive way. They enjoy exploring books at a deeper level of meaning. For example, one group were learning about the life and customs of the Ancient Greeks. Regular targeted support is provided for pupils with difficulties with their reading and for pupils almost attaining average levels. However, there is no library area in which pupils can develop their research skills or practise their independent learning skills.
58. Attainment in writing is as expected for seven-year-olds, and above expectations for 11-year-olds. The subject leader has inspired staff to work hard and successfully improve standards in writing. Pupils achieve well because of good teaching. Standards have risen because:

- Very good in-service training is by the subject leader.
- Planning is of a good quality.
- Pupils' writing is celebrated in displays.
- Valuable opportunities for extended writing and interesting tasks set for a range of audiences.

59. The school is continuing to make writing a target for improvement, with high expectations of handwriting and spelling and focused marking, which helps pupils to be clear about what they have to do to improve. The following is an example of good poetry from Year 6, written about an Ancient Greek temple.

*'I have helpful pillars,
I stand on the hill overwhelmed.
I look over the wild town,
I see the crazy crowd.
I hear the reckless city,
The heat of the sun is blazing hot on my roof.'*

60. Teaching and learning are good. Teachers and teaching assistants have a good understanding of the subject and work well together. Pupils concentrate well in lessons and work hard. Their literacy skills are developed through purposeful and enjoyable activities. This enables pupils to achieve well. In Year 6, for example, higher-attaining pupils worked very hard to analyse the story of Troy. Good motivating strategies enabled Year 2 pupils to write the middle part of a story. In a Year 3 lesson, pupils made very good progress in producing their books about Hampton Court due to excellent teaching and a very clear explanation of the task being given.
61. The subject is very well-managed and led. There has been good improvement since the last inspection with improvements in the teaching of reading and writing, and in assessment. Teaching, planning and learning are well monitored. Good use is made of assessment to formulate pupils' targets. The subject makes an effective contribution to pupils' spiritual, moral, social and cultural development through well-chosen texts and stimulating resources. Good use is made of ICT to support learning.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

62. This is good. Pupils are provided with valuable opportunities to develop and apply their literacy skills in other subjects, especially in science, history, geography and art and design. ICT is used well to help make a final presentation of their work in English, such as the production of leaflets about Wylde Castle.

MATHEMATICS

Provision in mathematics is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- There are shortcomings in teaching and in the use of assessment that are barriers to higher achievement.
- The co-ordinator provides a very good role model in how to teach the subject.
- Support for lower-attaining pupils is good.

COMMENTARY

63. Standards in Year 2 are in line with those expected nationally. These findings are broadly in line with the national test results. The three-year average in results to 2003 was close to the national average. Standards are as expected nationally in Year 6 but are not as good as those indicated by past results in the national tests. The three-year average in results to 2003 was above the national picture. However, in the 2004 tests, the proportion of pupils achieving or exceeding the expected Level 4 fell.
64. The school recognises that standards in mathematics are not as high as they could be and it has begun to take appropriate steps by making pupils' achievement in mathematics a school priority. Pupils' achievement is satisfactory. Pupils make satisfactory progress overall in lessons, although in some lessons, higher-attaining pupils are not always sufficiently challenged. The achievement of pupils with special educational needs is satisfactory because they are usually well supported. Boys and girls generally make similar progress, although the immature attitudes of a few older boys sometimes slow progress.
65. Nearly all the pupils in Years 2 and 6 are working at least within the expected range for their ages. Pupils have sound numeracy skills. By Year 2, most are developing a sound understanding of place value and are becoming confident with numbers to 100. Year 6 pupils have a sound grasp of operations with decimals and fractions and can complete written calculations accurately. They can use a variety of mental and written strategies to solve problems and use appropriate mathematical language to explain their methods. Pupils' mental arithmetic skills are sound. Pupils' understanding of shape and measure are appropriate to their ages.
66. The quality of teaching and learning is satisfactory. In all lessons seen, teaching was at least satisfactory, and there was some good and very good teaching. Lessons are generally well prepared and there is a clear focus to all lessons so that pupils are clear on what they are expected to learn. Teachers have good relationships with their pupils and promote a positive ethos for learning. They work in effective partnership with classroom assistants to provide good support for the lower-attaining pupils. At its best, teaching is very challenging. For example, in one lesson, learning was very good because:
- the teacher's high expectations brought the best out in pupils;
 - a very brisk and effective oral and mental session provided pupils with challenges to think and to explain their strategies and to practise and reinforce known number facts;
 - the teacher used imaginative ways of presenting activities, with the aid of resources, including new technologies to aid whole-class demonstrations;
 - he set appropriate work for pupils' different levels of understanding; and
 - his effective questioning promoted good responses from pupils.
67. However, there are shortcomings in the teaching and learning of mathematics that are a barrier to higher achievement:
- during group work, teachers and their assistants sometimes focus so much on the learning needs of one specific group of pupils that other pupils are not sufficiently challenged;
 - in many lessons, there is insufficient emphasis on developing different number strategies to solve problems;

- individual learning targets are not precise enough to give adequate guidance to pupils on what they need to do to improve; and
- procedures to assess and record pupils' progress are inadequate because they do not provide sufficient detail to enable teachers to plan the next steps in pupils' learning.

68. The management of the subject is satisfactory. Improvement since the last inspection is satisfactory. The school has introduced a sound system for monitoring pupils' achievements over the longer term, enabling it to track the performance of pupils in relation to National Curriculum levels. This information on pupils' attainment is now used well when looking at the school's performance. The new co-ordinator shows clear vision and good leadership qualities and has identified appropriate priorities that have been translated into an effective action plan.

Mathematics across the curriculum

69. This is satisfactory. There are sound opportunities for reinforcing and using mathematics in different subjects, but such opportunities are not always sufficiently well planned. Links between mathematics and ICT are not well established.

SCIENCE

Provision in science is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Knowledge and understanding of science are well developed across the school.
- Skills in scientific enquiry are not well developed.
- Assessment procedures are unsatisfactory.

COMMENTARY

70. Standards of attainment in Years 2 and 6 are in line with national expectations. Although pupils' knowledge and understanding of science is better than that typically found nationally, their skills in carrying out scientific investigations are less well developed.

71. Results in national tests in Year 6 fluctuate widely. Results in 2003 and 2002 matched the national average but placed the school in the top five per cent nationally in the previous year. This fluctuation is not significant in itself when one takes into account the size and composition of the cohorts. The overall trend in test results over the past five years is upwards, and a little above the national trend. Results in the latest unpublished tests (2004) are higher than the two previous years, with most pupils meeting or exceeding their targets and a high percentage of pupils achieving the higher Level 5.

72. Pupils' achievement is satisfactory. In Years 1 and 2, pupils make satisfactory progress in their understanding of living things. Year 1 pupils realise that plants and animals need certain conditions to grow. Year 2 pupils can match animals to their natural habitats and then sort these animals into appropriate categories. In the junior years, pupils' factual knowledge is often good and it develops well as they move through the school, but their scientific enquiry skills are not well developed. Pupils understand the need for fair tests

and are aware of the conditions that this imposes. However, some of the work undertaken is insufficiently rigorous to ensure that a fair test can be undertaken.

73. Pupils with special educational needs are well supported by assistants who help explain the work and encourage them during lessons, enabling them to make satisfactory progress. Higher-attaining pupils make satisfactory progress, especially in their acquisition of scientific knowledge and understanding. Boys and girls achieve equally well, although the immature attitudes of a few older boys sometimes slow their progress
74. The quality of teaching and learning across the school is satisfactory. Lesson planning is satisfactory and sometimes good. Tasks are usually interesting so pupils respond well and enthusiastically to the subject. Support staff are generally well used to help those pupils with special educational needs. Teachers' knowledge of the subject is generally good and they pass on to the pupils a wide range of scientific facts and accurate vocabulary. However, not all teachers plan investigations and experiments well. This is a weakness. At present, some of the experiments chosen have variables which can allow the results to be flawed and of little value. However, in one lesson seen, pupils were quick to realise the inconsistency of results and to question the methodology they had employed. A priority for the school is for teachers to provide more opportunities for scientific experimentation to help develop pupils' investigative skills. There is little evidence of teachers using information from their assessments of pupils' achievements to plan the next steps in their learning. Teachers plan good opportunities for pupils to use their literacy, numeracy and ICT skills in their science lessons and pupils make good use of these skills to support their learning.
75. The leadership and management of the subject are satisfactory. However, the school does not have a sound system for monitoring pupils' achievements over the longer term, so it cannot adequately track their performance. The school has maintained its satisfactory provision since the last inspection and is aware of what needs to be done to make further improvements.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

MAIN STRENGTHS AND WEAKNESSES

- ICT is often used well to support pupils' learning in other subjects.
- Teachers make effective use of new technologies to support pupils' learning.
- The lack of adequate resources is a barrier to pupils' learning.
- Teachers do not have adequate means of assessing pupils' attainment and progress.

COMMENTARY

76. Standards of attainment in ICT are in line with national expectations by Years 2 and 6. These standards have been maintained since the time of the last inspection.
77. Pupils' achievement is satisfactory. Pupils are given the required range of opportunities to develop their skills in word-processing, graphics, the Internet and data-handling, as well as to learn about control, monitoring and modelling. Pupils in Year 2 make bar charts to record information from surveys and observations, word-process text to an appropriate

standard, and make good use of art programs to create pictures. Junior pupils are confident in accessing the Internet for research and they are enthusiastic about the use of ICT. By Year 6, pupils use a range of word-processing skills, investigate databases, find information from the Internet and produce 'PowerPoint' presentations. For example, Year 6 pupils enjoy using a database to sort and identify plants, animals and insects to support their learning in science.

78. Teaching and learning are satisfactory. Teachers adopt effective strategies to compensate for the lack of an ICT suite and make good use of support staff to support pupils' learning. Teachers' competence in the subject is variable; some teachers are very confident but others need support. In the classes where they are available, teachers make effective use of interactive whiteboards. Pupils' achievement is sometimes good in lessons. For example, teachers in Years 1 and 2 made good use of an art program to develop pupils' skills. However, the lack of adequate resources is a barrier to pupils' learning and higher achievement. The laptop computers are not always reliable, causing frustration to teachers and pupils and, without an ICT suite, there are limited opportunities for pupils to practise their skills on a regular basis.
79. Leadership and management are satisfactory. The co-ordinator gives good support to colleagues and provides clear educational direction. Improvement since the last inspection is satisfactory, but the school does not have satisfactory assessment procedures to monitor pupils' progress or to obtain an adequate overview of standards.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

80. This is satisfactory. The use of ICT to support pupils' learning in other subjects has improved since the last inspection. ICT is used appropriately in many areas of the curriculum. It is often used well in English, art and design, history and science. For example, Years 5 and 6 pupils used ICT to research information for their Greek topic. There are many examples around the school of pupils' word-processed work, such as poems, stories and leaflets.

HUMANITIES

It is not possible to report in detail on all subjects within this curriculum area. A total of six lessons were observed, three in history and three in religious education. No lessons were seen in geography so no judgement can be made about provision. Likewise, no judgement on standards can be made as pupils have not undertaken work in geography so far this academic year. Evidence was gathered from discussions held with the subject co-ordinator and an examination of the school's documentation.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils cover a wide range of work about world religions.
- Teachers do not have adequate means of assessing pupils' achievement.
- Opportunities for reflection are often missed.

COMMENTARY

81. Standards are in line with those expected as they were at the time of the previous inspection. Pupils' achievement is satisfactory; an analysis of their work shows good coverage of a wide range of religions and related topics, reflecting good curriculum provision.
82. Teaching and learning are satisfactory. Teachers' knowledge of the subject is often good, and lesson planning is usually clear. Pupils show a good level of interest in the subject. In one lesson, pupils watched an ICT presentation about Hinduism. They could recognise that it had some features in common with other faiths and discuss differences between it and Christianity. In another lesson, pupils looked at the structure of the Bible, its books and the nature of the writings. Pupils dealt with the topics with respect and consideration. Opportunities to look at the spiritual elements of religion are often missed. Nevertheless, the subject makes a good contribution to pupils' personal development, helping them to gain an understanding of, and respect for, people's differing cultures.
83. Management and leadership are satisfactory. A new scheme of work based on national guidance has been introduced which is popular with staff and pupils. Good use of visits and visitors adds relevance to pupils' learning experiences. There are good links between the school and local churches, with ministers visiting regularly. The school has developed its provision for religious education satisfactorily since the last inspection.

HISTORY

Provision for history is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Teaching is good because teachers make pupils' learning interesting.
- History supports pupils' literacy skills well.
- There is no whole-school approach to assessment.

COMMENTARY

84. Standards are as expected by Years 2 and 6. Pupils' achievement is satisfactory. The school plans a suitable programme of work that extends pupils' knowledge and understanding well over an appropriate range of topics.
85. The teaching of history is good. Teachers use a range of effective approaches to make pupils' learning interesting and develop their historical understanding. For example, in Year 3, pupils worked well together in groups to discuss possible solutions to Henry VIII's problem with divorcing Katherine of Aragon. In this way they developed a good understanding of a complex issue. There are good links with other subjects, particularly English. The subject makes a good contribution to the development of pupils' literacy skills and pupils' speaking and listening skills are developed well. For example, in a good lesson in Year 5, pupils recited a Greek play with actions, gaining insights in the role of the theatre in ancient Greek society. Teachers encourage pupils to look things up in reference books, but the lack of a school library limits opportunities for research. Most teachers make sound use of ICT to support pupils' learning. A good range of visits helps makes the subject relevant and interesting. Management and leadership are satisfactory.

The school has maintained the good curriculum since the last inspection but there are no assessment procedures for monitoring pupils' progress.

GEOGRAPHY

Geography was not a focus in this inspection. The subject is normally taught in blocks of time, generally alternating with history. Discussions held with the subject co-ordinator and an examination of the school's documentation confirm that the school offers a satisfactory and adequately planned curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in art and design, one in music and none in design and technology. It is not therefore possible to make a firm judgement about overall provision in these subjects. However, the evidence available (from teachers' planning, the portfolio of pupils' work and discussions with pupils and staff) indicates that the curriculum is good in art and design and in design and technology.

86. In **art and design**, the work planned is varied and interesting. Standards are above expectations for pupils by age seven and 11. Pupils, including those with special educational needs, achieve well, according to work examined. This is an improved picture to that at the time of the last inspection. Standards seen in pupils' clay work, self-portrait paintings and three-dimensional art are good. In a Year 2 lesson, pupils concentrated very hard to create a picture in the style of Mondrian, using their ICT skills well as they experimented with colour and the size of lines.
87. The curriculum is broad, balanced and relevant. It is enriched by experiences such as Art Week and valuable opportunities for pupils to work with professional artists. Teachers make good use of ICT to support pupils' learning and older pupils enjoy visiting websites with art galleries. The subject makes an effective contribution to pupils' spiritual, moral, social and cultural development. For example, pupils evaluate the paintings of different artists. The co-ordinator provides good clear educational direction for the subject but there are no arrangements for tracking pupils' progress.
88. In **design and technology**, examination of a considerable range of evidence, including work portfolios, plans, photographs and examples of work indicates that standards of work across the school are above national expectations. Pupils' planning is detailed and their making skills and evaluations of the finished products are good. The school has made considerable progress since the last inspection in improving the provision for design and technology. The co-ordinator has worked hard to raise the profile of the subject and the staff have responded well.
89. In **music**, there is insufficient evidence to make a judgement on standards but the curriculum is reasonably broad. However, the lack of opportunities for singing in assemblies deprives pupils of an important musical and spiritual experience.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- There is a good programme of extra-curricular activities.
- The subject makes a good contribution to pupils' personal development.
- There is no whole-school approach to assessment.

COMMENTARY

90. Standards have been maintained since the previous inspection and are in line with national expectations by the end of Year 2 and Year 6. Pupils' achievement is satisfactory. From viewing planning, photographic evidence and discussion, it is evident that all strands of the subject, including dance, games, gymnastics, swimming and outdoor and adventurous activities, are regularly taught.
91. Teaching is satisfactory overall and good in the infant years. In a well-planned Year 2 gymnastics lesson, pupils achieved well and made good progress in creating and refining a sequence of movements. The teacher was a good role-model throughout the lesson and gave good, clear explanations. The keynote to success was the involvement of the pupils in the evaluation of their own and other pupils' performances. They were given opportunities to create a sequence of movements involving balancing, rolls and travelling in different ways. Pupils with special educational needs are well supported by teachers and peers. Most pupils swim 25 metres by the time they are 11. Health education is promoted effectively in lessons.
92. Physical education makes a good contribution to pupils' personal development because the quality of the curriculum is good. In addition, the school provides a good programme of additional events and clubs to enrich the curriculum. Dance club and Year 1 performed at Edington Fair and Bratton Fete. The school plays a good range of competitive sports, which includes rugby, football, cricket, athletics and gymnastics. The school also gives pupils good experiences of orienteering. The subject is well led and soundly managed by the subject leader. There are good facilities for gymnastics and dance. The school has identified the need to develop assessment procedures.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. Two lessons of **personal, social and health education** were seen, insufficient to make an overall judgement about provision. The school sees pupils' personal development as an important part of its work and provision is planned well into the curriculum. This area contributes well to pupils' spiritual, moral, social and cultural development. Citizenship is developed well through the school council, circle time and subjects such as religious education and science. The arrangements for drug, health and sex education are good. Pupils learn how to develop a healthy and safe lifestyle, and about the importance of a healthy diet. They gain confidence and interact well with others.
94. The school's positive ethos supports pupils' personal development well and teachers provide good opportunities for pupils to discuss a range of topics. Regular circle times build pupils' confidence and enable them to share their feelings with others. As pupils get older, they are given increasing responsibility, preparing them well for the next stage of their education. School council sessions are lively affairs, with pupils making very sensible suggestions and choices on a wide range of issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

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	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	2

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
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).