

INSPECTION REPORT

**CHRISTIAN MALFORD CHURCH OF ENGLAND
PRIMARY SCHOOL**

Christian Malford

LEA area: Wiltshire

Unique reference number: 126315

Headteacher: Mrs Julia Harle

Lead inspector: Mrs Christine Nuttall

Dates of inspection: 22nd - 24th November 2004

Inspection number: 266618

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 controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	80
School address:	Church Road Christian Malford Chippenham Wiltshire
Postcode:	SN15 4BW
Telephone number:	(01249) 720 496
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Geoff Coker
Date of previous inspection:	19 th April 1999

CHARACTERISTICS OF THE SCHOOL

Christian Malford is a small village school near Chippenham. It has 80 pupils organised into three classes. There is an even number of boys and girls, although there is only one boy in Year 5. Pupils come from a wide range of social, economic and academic backgrounds. No pupils are eligible for free school meals, which is below the national average and reflects the advantaged background of many of the pupils. Some pupils come from the village itself and others from local villages and farms in the area. Almost all pupils are white British. One child from a traveller's family has recently started school and is attending two afternoons each week at present. No children speak English as an additional language. When children start school, their skills, knowledge and understanding are very wide-ranging; most children have reached the levels expected for their age, with some doing much better and some a little behind. Nineteen per cent of pupils have been identified as having special educational needs, which is the same as the national average. These pupils have a range of learning difficulties and one has a statement of special educational need for epilepsy. Last year the percentage of pupils either joining or leaving the school other than at the normal time was average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
31046	Christine Nuttall	Lead inspector	English Mathematics Information and communication technology Music Physical education French
19798	Jane O'Keefe	Lay inspector	
24022	Julia Lawson	Team inspector	Foundation Stage Science Art and design Design and technology Geography History Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with some very good features. The pupils enjoy learning and they achieve well because the teaching is good. Consequently, standards in English and mathematics are high by the time pupils leave at the end of Year 6. The very well respected headteacher enables staff and pupils to do their best. In view of the funds available and standards achieved, the school provides good value for money.

The school's main strengths and weaknesses are:

- All pupils achieve well because the teaching is good.
- Provision in the Foundation Stage (Reception Year) is very effective and children have a very good start to their education.
- The headteacher has a very clear vision for the future of the school and has the full support of staff, governors, pupils and parents.
- Individual pupils are valued, very well cared for and the school strives very successfully to provide for the needs of all pupils. The provision for educational inclusion is good.
- Pupils enjoy school, are extremely confident, behave very well and are very positive about learning.

The school has moved forward well since its last inspection in April 1999. It has developed the good provision noted at that time even further. The quality of teaching has improved and pupils make good progress. There have been significant improvements to the provision for teaching information and communication technology (ICT). The staff team works together very well and, with very clear direction and support from the headteacher, have successfully tackled the areas noted for improvement by the last inspection. These were related to procedures for monitoring attendance and child protection, the quality of pupils' handwriting, provision in the library, provision of outdoor equipment for Reception children and complying with statutory requirements in the school prospectus and the governing body's annual report to parents.

STANDARDS ACHIEVED

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

Key: A – well above average; B – above average; C – average; D – below average; E – well below average.

Similar schools are those with similar percentages of pupils eligible for free school meals.

The table above shows that standards fluctuate from one year to the next. There were only 16 pupils in the year group in 2004. This is a very small number with each pupil's result dramatically affecting the overall grade. Care needs to be taken when using this data to make comparisons with other schools or years.

Overall, pupils achieve well. When children start school at Christian Malford, their skills, knowledge and understanding are very wide-ranging. In most years, the overall profile of the group is broadly in line with levels expected for their age. They achieve well

in their Reception Year and most make good progress. Most of the children in the current Reception Year will attain the goals children are expected to reach by the end of their first year. The majority of children will exceed the goals expected in personal and social education and in communication, language and literacy. Pupils in Years 1 and 2 also achieve well. Currently standards in Year 2 are above the expected levels in reading, mathematics and art and design. The rise in standards in Year 2 national tests over the last few years has been above the national trend.

Pupils continue to achieve well in Years 3 to 6 and, by the time they leave, often reach high standards. The balance of higher and lower-attaining pupils in year groups accounts for fluctuations year-on-year in standards in national tests. In Year 6 national tests in 2004, standards in English were well above the expected levels nationally. Standards were slightly below expected levels in mathematics and science. Pupils did very much better than those in schools with a similar free school meal entitlement in English. In mathematics and science, pupils' achievement at Christian Malford was slightly below pupils' achievement in similar schools. Currently, standards are above expected levels in English, mathematics, ICT and art and design. Throughout the school, all groups of pupils, including those with special educational needs, gifted and talented pupils and those from travelling backgrounds achieve equally well.

Pupils' personal development is **very good** and it is supported by the **very good provision** for their spiritual, moral, social and cultural development. Pupils are very happy at school. They really enjoy learning and behave very well. Levels of attendance are well above average and almost all pupils are punctual at the start of the school day.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are very good in the Reception Year and good throughout the rest of the school. Work for pupils is planned carefully and good attention is paid to the needs of individuals. Consequently, pupils are successfully engaged in learning and do their best. The planning for work in different subject areas is good, with some exciting projects and interesting visits and visitors, which all enhance pupils' learning experiences. The accommodation is good, but the hall is too small for whole class physical education activities. Overall, resources are good, but there is a lack of sufficient computers to deliver the teaching of ICT skills to a whole class. Pupils are cared for very well. They are given good guidance and support in relation to their academic and personal needs. There is a good partnership with parents and links with the local community are very good.

LEADERSHIP AND MANAGEMENT

The school is led and managed well. The headteacher provides a very good lead for the whole of the school community. She is complemented well by other staff. The school is managed well and runs smoothly on a day-to-day basis. Governors are very supportive of the school and are developing the ways in which they monitor and evaluate how well the school is doing. All statutory requirements are met. Governance of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are positive about all that the school provides. Parents are especially pleased with the quality of teaching and learning and with the fact that their children are very happy at school. Almost a fifth of parents who returned the questionnaire were

concerned about information given to them about their children's progress. The inspection found that there are good opportunities for parents to discuss their children's progress and that written progress reports are very detailed, but there are some inconsistencies, particularly about the targets agreed for each child in order to improve their work. Pupils are also very positive about their teachers and the work they do in school.

IMPROVEMENTS NEEDED

In this good school there are no significant areas for development. The school is working to develop pupils' ability to use their numeracy skills to solve problems and develop the ways in which pupils are involved in evaluating their own work. This is entirely appropriate.

Minor areas for development include:

- Improving resources in ICT to enable whole class teaching.
- Ensuring that reports to parents are consistent and give appropriate indicators of how a child can improve.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well throughout the school. Standards are above expected levels in English, mathematics, ICT and art and design by the time pupils leave in Year 6.

Main strengths and weaknesses

- Pupils throughout the school achieve well.
- Children make a very good start in the Reception Year.
- Standards of work in mathematics are above expected levels.
- Standards in English are above expected levels in Year 6.

Commentary

1. When children start school in the Reception class, the school's assessments show that their knowledge, skills and understanding are very wide-ranging. The proportions of children who are doing well for their age and those who are behind their peers varies from year to year. So, although the overall profile of the groups starting school is broadly in line with the levels expected for their age, this masks a very wide span of attainment. Children achieve well in the Reception Year because work planned is challenging and interesting and the staff are very supportive. Consequently, children have a very good start to their education in school. Most will meet the goals expected by the end of the year in all areas of learning¹. The majority will exceed the goals

¹ There are six nationally agreed areas of learning for children in the Foundation Stage: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

expected in personal and social education and in communication, language and literacy.

2. In small schools like Christian Malford, standards in national tests can fluctuate year on year because of the impact of small numbers on statistical data. This accounts, to some extent, for the differences in the points score between 2003 and 2004 (*see tables below*). There would have to be a change in over 18 per cent of pupils reaching a particular level to be of any significance and this has not been the case at Christian Malford. There have been huge differences in the number of boys and girls in some year groups. This means that, as girls tend to do better than boys nationally in reading and writing, the standards in English can also fluctuate year on year. Finally, a very wide ability span means that standards can also change from one year to the next, depending on the proportion of higher and lower-attaining pupils. The key to the school's success is whether pupils are making good progress and, at Christian Malford, they certainly are. Standards have risen in national tests since the last inspection and improvements have exceeded the national trend in both Year 2 and Year 6 tests.

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

Standards in:	School results	National results
reading	17.7 (18.5)	15.8 (15.7)
writing	15.7 (14.5)	14.6 (14.6)
mathematics	17.3 (19.2)	16.2 (16.3)

There were 12 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	29.4 (27.7)	26.9 (26.8)
mathematics	27.8 (26.3)	27.0 (26.8)
science	29.4 (30.3)	28.6 (28.6)

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

3. In 2004, pupils in Year 2 reached well above the expected levels in national tests in reading. In national tests in writing and mathematics, pupils reached above the expected levels.
4. In Year 6, in the same year, standards were also well above expected levels in English and were above expected levels in mathematics and science. In relation to schools where a similar proportion of pupils were entitled to free school meals, Year 2 pupils at Christian Malford did very well in reading and matched their peers in writing and mathematics. In Year 6, pupils did very well in English and slightly below their peers in mathematics and science, when compared to schools with a similar proportion of pupils entitled to free school meals.
5. Currently, pupils achieve well in Years 1 and 2. Standards are above the levels expected in mathematics and art and design. In English, pupils do better in reading and speaking and listening where standards exceed those expected for their age.

Standards in writing are lower, but still at the expected levels. This is an area the school has identified as weaker and is already making significant improvements. In all other subjects inspected, standards are in line with those expected. With the exception of ICT, where standards have improved, standards are not as high as they were at the time of the last inspection. This is related to the make up of this particularly year group rather than the school's provision.

6. Again, in Years 3 to 6, pupils achieve well. They make good progress and this year standards are above the expected levels in English, mathematics and art and design as they were at the time of the last inspection. Standards in ICT are now above the levels expected and this is a significant improvement to those seen at the last inspection. Standards were at the expected levels in the work seen in other subjects inspected.
7. The inspection did not find any difference in the provision for boys and girls and both achieve equally well. The school caters very well for the imbalance of girls and boys in Year 5 by having three year groups in the same class. Almost one in every five pupils has been identified with special educational needs, with one of these pupils having a statement of special educational need. All these pupils achieve well and make good progress because of the very good provision made for them.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to their work and school. The overall provision for pupils' spiritual, moral, social and cultural development is very good. Attendance levels are very high.

Main strengths and weaknesses

- The very good relationships and excellent self-esteem of pupils.
- Pupils very much enjoy coming to school and have very good attitudes to their work.
- Pupils behave very well in classrooms and around the school.
- Pupils' spiritual, moral, social and cultural development is fostered very well.
- Attendance levels are well above average.

Commentary

8. Pupils clearly enjoy coming to this school which is a happy and welcoming place. They are enthusiastic learners and show good attitudes to school and their work. In lessons pupils are motivated, listen and concentrate well and are very keen to answer questions. Pupils behave very well in lessons, around the school and at playtimes, where all age groups play happily together. There were no exclusions in the reporting year. Bullying is rare in the school and pupils are confident that, should an incident occur, staff will deal with it quickly and effectively. Lunchtimes are pleasant and orderly. The general self-esteem of pupils is extremely high and, as a result, they are very friendly and outgoing with visitors and able to confidently discuss their work. Many pupils are given responsibilities in their classrooms and around the school which

they take great pride in, for instance the very sensible and committed members of the school council. Relationships are very good in the school and pupils treat each other with much kindness and respect.

9. Staff have worked hard to build the high self-esteem of pupils throughout the school. They are very conscious of promoting spiritual development and do so very well across the curriculum and through assemblies. Many spontaneous opportunities are used to encourage a sense of wonder in pupils. Pupils clearly understand the difference between right and wrong and are able to discuss moral issues through the careful planning of 'circle times'. Very good opportunities for pupils to develop socially are provided throughout the school which results in the very good relationships between all pupils. Through the school council, pupils are able to express their opinions and listen to those of others. Pupils' cultural development is fostered very well in curriculum areas such as art, English, music and religious education. Much effort has gone into providing pupils with very good experiences of other cultures and faiths through a wide range of well thought out opportunities including special assemblies on other religions and the very good range of books on other cultures in the library. Attendance figures are well above average. The importance of good attendance is appropriately stressed to parents and pupils' attendance levels are closely monitored by the conscientious administration officer. Pupils arrive very punctually in the mornings and all lessons start on time. Many of these areas have been further improved since the last inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. It has been maintained well since the last inspection. Teaching is good across the school and ensures that all pupils achieve well irrespective of gender, social background or academic ability. Teaching is particularly strong in the Foundation Stage. The curriculum is interesting and enhanced by a good range of activities outside lessons. The accommodation is satisfactory overall, with limited space in some parts of the school, most particularly in the hall for physical education. However, this lack of space does not affect the standards achieved.

Teaching and learning

Teaching and learning are good throughout the school and have improved since the last inspection. The assessment of pupils' work is also good.

Main strengths and weaknesses

- Teaching is particularly strong in the Reception class.

- Teachers have high expectations of pupils' behaviour and this ensures that all pupils work hard and remain focused in lessons.
- Very good relationships between pupils and their teachers underpin effective learning.
- Teaching assistants provide very good support for individuals and small groups.
- Teachers use interactive whiteboards and other resources very well to explain and reinforce new ideas.
- Teachers do not always involve pupils in evaluating their own progress.

Commentary

10. Teaching and learning are good throughout the school. This is an improvement to the picture revealed by the last inspection. There are particular strengths in the teaching in the Reception class.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	7	14	0	0	0	0

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

11. There are some strengths that underpin learning in all classes. These include:
- Very good relationships between pupils and their teachers. These help pupils to have the confidence to try new strategies or ask for help.
 - All teachers expect pupils to do their best. They have high expectations of behaviour and pupils respond well by giving their full attention to learning.
 - Teaching assistants provide very good support. They are well briefed and often work closely with individuals and small groups of pupils.
 - Interactive whiteboards (whiteboards linked to a computer) have been installed in two of the three classrooms during the last year. Teachers are already making very good use of these, especially in the introductions to lessons. The whole process fascinates pupils, who concentrate well and grasp new ideas quickly.
12. Particular features of the very good and excellent lessons include:
- Very clear explanations. All teachers explain new things well, but in the very good and excellent lessons explanations were crystal clear and so children 'caught on' very quickly.
 - Good questioning. In these lessons the teacher used questioning very well to challenge children to think very carefully.
 - High expectations. All teachers expect pupils to do their best, but in the very good and excellent lessons children were expected to always go one step further.
13. These very good and excellent lessons were seen in the Reception class.
14. Teaching and learning of pupils with special educational needs is good and all teachers identify pupils' specific needs in their daily plans. Teaching assistants support pupils very well in their learning and maintain good records of their progress in lessons. They are well briefed and have a clear understanding of the needs of the pupils in their care. For example, in one lesson seen, a statemented pupil

experienced an epileptic problem. Immediately, the teaching assistant calmly attended to the pupil. The teacher and the rest of the class also remained calm and continued to concentrate on the lesson. This very sensitive and skilled approach ensured all pupils, including the statemented pupil, were very well cared for. The same level of support and care is shown to the newly arrived child from a traveller's family. There are also planned opportunities for pupils to be withdrawn from class to receive specialist support. The headteacher monitors this support carefully. The school also identifies the needs of pupils who are 'gifted and talented'. Good procedures are in place to support teachers in addressing the specific needs of these pupils and there are plans for the further development of this area.

15. Almost all the parents who responded to the pre-inspection questionnaire were happy with the quality of the teaching and the homework set. A few parents at the meeting held for them voiced some concern about the consistency of the arrangements for homework. The inspection found that information provided by the school about homework is clear and the tasks set are appropriate for the age of pupils involved.
16. The procedures for checking how well the pupils are doing are very good. Targets on individual education plans for pupils with special educational needs are highly appropriate and monitored carefully. The school has developed a good system for tracking pupils' progress from entry to Year 6. Staff also use 'targets' in English and mathematics to let pupils know what they have to do to improve. However, pupils are rarely involved in evaluating their own work to see how well they are doing or recognising what they need to do to improve.

The curriculum

The school provides a broad curriculum that is enriched by a range of practical and creative activities and by clubs, visits and visitors. All statutory requirements related to the curriculum are met.

Main strengths and weaknesses

- The school provides a rich and varied curriculum with a range of interesting activities.
- The curriculum for Reception children is very well planned and offers a range of exciting learning opportunities.
- Good use is made of clubs, visits, visitors and special events to enrich the curriculum.
- Teaching assistants make a valuable contribution to pupils' learning.

Commentary

17. The curriculum provided by the school is good. It is lively and exciting and fulfils all statutory requirements. All subjects and religious education are well planned for, with appropriate emphasis on the core subjects of English, mathematics and science. The balance of subjects is appropriate and particular care is taken to ensure that the wider experiences in the arts, humanities and physical activities are not neglected. For example, there are 'focus weeks' in the arts where the whole school works on one aspect of the curriculum in great depth. The headteacher and subject co-ordinators monitor the curriculum very well. They have identified some concerns with respect to curriculum balance for Year 2 pupils, who are taught in the same class as Year 3.

These concerns are related to a lack of a differentiated curriculum in some areas of learning. Good progress is being made to address these concerns. There is a good awareness of the need to modify and adapt the curriculum to meet the changing class structures inherent in small schools. There are shared teaching opportunities with the local secondary school and this prepares pupils well for their transition to the next stage of learning.

18. There are very good opportunities for learning about personal, social and health education. This is because this area of learning is well planned into the school's curriculum map and is very well linked to other subjects. Staff make good use of '*circle time*' to talk about different social issues such as bullying and friendship. The provision for drugs education and the teaching of sex education and relationships is also good for older pupils. The school nurse effectively supports this area of learning.
19. Since the last inspection the school has developed provision for children in the early years well. The school's curriculum for children in the Reception class is very interesting and relevant to the needs of young children. It is very well planned to ensure that children constantly reinforce and extend their learning. For example, Reception children listened to noises outside, compared sounds made on hard and soft surfaces and explored the sounds made by different musical instruments. Very good attention is given to developing children's creativity and there are excellent opportunities for imaginative play. Staff make good use of the outdoor area to support learning in all areas of the curriculum and children bring boots and warm clothing to fully access the school grounds.
20. This school achieves equality of access and opportunity for all its pupils. Provision for pupils with special educational needs is good and allows all pupils to receive the full curriculum offered by the school. There are no disapplications from the National Curriculum and the special educational needs Code of Practice is fully implemented. Pupils are very well supported by teaching assistants who understand their needs and monitor their progress very well. There are good opportunities for pupils to receive additional intervention support when necessary. Individual Education Plans are good and clearly outline the provision required for each child. All staff work hard to ensure that these needs are being met and regularly identify them in their daily plans. All staff are experienced in delivering the curriculum support required by all pupils whatever their particular special educational needs are. The school admits pupils from a travellers background from time to time and has a good record of work with these pupils. Currently, one child from a traveller's family has just started to attend part time in the Reception class. Equally good provision is made for his needs and he is achieving well.
21. In addition to the taught curriculum there are a range of activities organised for pupils outside school hours. They compete with other schools in football and netball, learn new skills in pottery and investigate in science. Pupils of all ages enjoy these activities which are very well supported by parents. Pupils make very good use of the immediate locality and places further afield to support the curriculum and extend their learning. Younger children play imaginatively in the school field, visit the church and identify features in their village. Older children visit the museum and go fossil hunting during their annual residential trip. There are good opportunities for pupils to

perform in front of others and to learn from the experiences of a range of visitors that bring the curriculum to life.

22. The school is staffed by well qualified and experienced teachers and benefits from a generous number of teaching assistants. All teaching assistants have clearly defined roles within the classroom and make a valuable contribution by supporting pupils with special educational needs. Resources are good and meet the demands of the curriculum. There have been good improvements in the provision for ICT since the last inspection including the provision of interactive whiteboards in two classrooms. However, there are insufficient computers to enable whole class teaching of ICT skills. Plans are in hand to rectify this shortage.
23. The indoor accommodation is satisfactory overall. Classrooms are bright and attractive with a range of stimulating displays. Although the school has been extended over recent years, there is still limited additional space for small group work and for confidential meetings. The school hall is too small to accommodate a full class for physical education, and classes are now split to ensure the curricular needs of older pupils are being met.
24. There have been good improvements to the outdoor play area since the last inspection. The school has acquired an additional piece of land and this has improved the learning opportunities for children in the Reception class as well as providing more space for environmental work and games. Pupils use the grounds extensively to support their learning; they tend the flowerbeds and enjoy role play in the field.

Care, guidance and support

The school takes very good care of its pupils. Arrangements for child protection and health and safety are very good. Good assessment procedures ensure that pupils are supported well. Good systems are in place for the induction of new pupils. The school council seeks and values pupils' views well.

Main strengths and weaknesses

- The school is a very caring place.
- Very efficient procedures for health and safety and good child protection procedures.
- Good assessment arrangements enable staff to support pupils well.
- School council is very well organised and effective.
- Good induction procedures.

Commentary

25. Staff have a caring approach and look after pupils very well. This ensures pupils' welfare and general well-being and is much appreciated by parents. Pupils know who to see if hurt or feeling unwell and appreciate the care they receive from staff. The school has a happy, inclusive atmosphere where pupils feel safe and secure. A senior teacher is the person designated to deal with any child protection concerns and

staff are made fully aware of the necessary procedures when they start work at the school. Staff get to know pupils and their families and support them well. Comprehensive arrangements are in place for ensuring the health and safety of all in the school. These are being implemented very efficiently by the school's health and safety representatives with very good daily support from the caretaker. The school now has good systems for monitoring pupils' academic progress. Good systems for recording pupils' progress have been established and staff use the results well to support pupils' progress. Staff get to know pupils well personally and monitor their personal development as they progress through the school and provide sensitive support to those experiencing difficulties. During the inspection, the very good care given to a statemented pupil, who experienced epileptic problems, ensured he quickly recovered and was able to continue fully in the lesson. Entry into the school is managed well by staff in the Foundation Stage. Children are made very welcome by staff. They receive good opportunities to get to know them and the school before they arrive and, as a result, pupils settle quickly into school life. The school council is well established and successfully promotes pupils' independence and confidence. Members of the council meet regularly to discuss suggestions and concerns and take pride in having their say in the running of the school.

Partnership with parents, other schools and the community

Parents are very happy with the care and education received. Partnerships with parents are good. Links with the local community are very good. Good links exist with other schools.

Main strengths and weaknesses

- Parents are very happy with the school and good partnerships exist.
- Very good links with the local community.
- Good links with local schools.
- The quality of pupils' reports is inconsistent.

Commentary

26. Parents are happy with the education and care their children receive at the school. The school works hard to maintain its good partnerships with parents. Parents receive effective information through regular newsletters, personal contact with staff and the daily contact books. Useful information on what children will be learning is sent home each term. The school's prospectus and governors' annual report are clearly written and meet all the legal requirements for their content. Consultation meetings are both well supported and appreciated by parents. Annual reports are issued in the summer term. These mostly provide detailed information on work pupils have covered, progress made and suggestions of ways they could improve. Some, however, were found to be too general in nature and did not give clear guidance on how a pupil could improve. There are regular reviews of the individual education plans for pupils with special educational needs and parents of statemented pupils attend a very well planned and effective review about their children once a year. The school listens carefully to parents and actively seeks their views through surveys. Staff respond positively to any suggestions or concerns raised. The Friends' Association supports the school very well through regular fund-raising and social

events. These are very well attended by parents and the local community and help to raise important extra funds for the school. The association also organises the very useful coffee mornings held each month for parents. These give parents opportunities to raise issues, find out about different areas of the school's work and to meet with the headteacher in an informal setting. The coffee mornings are well attended by parents who value the opportunity highly.

27. The school continues to have very good links with the local community with pupils taking an active part in village life through, for instance, their annual *'Harvest Tea'* and the recent project on their village completed by older pupils. Good use of the local area is made for visits. Good links are being built with other schools in the area including a local secondary school whose staff have provided support with mathematics and French language teaching, as well as equipment for science week. Staff work together well to ensure that transition to secondary schools is effectively handled. The school is very supportive of local colleges in welcoming teacher training students. Very good use is made of external support agencies, including the educational psychologist who supports the school in its work with special educational needs. Similarly, the school makes very good use of the local education authority's expertise of pupils from a traveller's background.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher is a very good leader. She provides a very clear sense of direction and she is supported very well by staff. Governance of the school is good.

Main strengths and weaknesses

- The very good leadership of the headteacher provides a very clear agenda for school improvement and shapes a caring and supportive ethos.
- There is a strong and committed staff team who work well together.
- There are good systems and structures to ensure the school runs smoothly and effectively.
- Governors are very supportive and have a good view of how well the school is doing.
- Forward financial planning is restricted to one year.

Commentary

28. The headteacher is an inspirational leader and has developed a strong and committed teaching team in this small school. Her very clear leadership is rooted in raising standards, meeting the needs of individual pupils and providing a stimulating and interesting learning environment. All sectors of the school community have been involved in improving provision in the school since the headteacher's appointment just over a year ago. The headteacher works closely with colleagues as part of the teaching team. She has developed very good working relationships with teachers, support and administrative staff, pupils and parents that are based on mutual respect. Everyone is committed to ensuring all pupils achieve equally well. Parents and pupils recognise and value this. Standards throughout the school are rising as a result of the headteacher's diligent and very effective focus on pupils' achievement.

29. There are good systems to ensure the smooth day-to-day running of the school, to check how well the school is doing and to plan for the future. Good use is made of assessment data to check pupils' progress and of classroom observations to check the quality of provision. This ensures that all pupils achieve well and that teaching is consistently good. Subject co-ordinators play a very important part in the development and overseeing of specific subject areas, with all the team working closely with the headteacher to ensure information is shared. This overview creates a coherent approach. Staff regularly attend training and feed back new ideas into school. The headteacher actively supports these and encourages the commitment and enthusiasm of the staff. This makes a significant contribution to the vitality of the curriculum and the opportunities offered to pupils. Performance management systems are effective and individual targets for staff link well with the school's priorities. There are good induction procedures in place and new staff are welcomed.
30. The budget is planned carefully after considering needs and exploring possibilities. There are good financial controls in place. As the table below shows, the school has a large carry forward this year. This is because the school has taken care to ensure sufficient funds are retained for possible boiler and roof repairs. There are also plans to purchase sufficient laptops to enable whole classes to work on ICT skills at the same time. Funding is tight and may well reduce next year based on unpredicted numbers, but the staff and governors do not have any longer term financial planning which outlines a range of scenarios on staffing, pupil numbers and funding. Overall, the school makes good use of its finances and provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	251,380	Balance from previous year	22,015
Total expenditure	248,136	Balance carried forward to the next year	25,036
Expenditure per pupil	3,181		

31. There are very good procedures for evaluating the work of the school and these are based on a carefully planned programme of monitoring that includes all staff and governors. Detailed analysis of pupils' performance in statutory tests provides important information of where improvement is required and this feeds into the school's improvement plan. Rigorous self-evaluation of other aspects of the school, including teaching and learning, ensure that additional priorities are clearly identified and action taken.
32. Governors are very supportive of the school and rightly proud of its achievements. They play a part in the life of the school, fulfilling their roles through regular visits and work on the committees. They ensure that statutory requirements are met in full. The headteacher keeps governors well informed about all aspects of school life including the results and analysis of testing. As a result, governors have a good awareness of the school's performance in the national tests in Year 2 and Year 6. Visits by governors to observe teaching and learning are relatively new although they appreciate that this would help them to develop their understanding of how the curriculum operates.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for Reception children is very good. There has been very good improvement in teaching, planning and assessment and in curriculum co-ordination since the last inspection. The teacher and teaching assistant make a very effective team and together they ensure that children of all abilities achieve well. There is one child from the travelling community who is currently in the early stages of part-time attendance. Staff have a good understanding of his needs and this enables him to achieve as well as other children in the Reception class. There are excellent opportunities for children to learn through purposeful play situations and all benefit from well organised adult support. Currently there are no children with special educational needs, although the school maintains good systems for early identification and addressing of special educational needs. All pupils are fully included irrespective of their gender, social background or academic ability. The school has worked hard and very successfully to improve outdoor learning opportunities for Reception children and there are a good range of resources to use in this area. The co-ordinator has a very good understanding of areas for further improvement and works hard to create a lively and stimulating learning environment. Leadership is very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are happy and confident at school because there are good induction procedures, secure routines and good early identification of needs.
- Children show great independence in their work and play because the learning environment is well organised and resources are accessible.
- Children behave very well and show a good understanding of expectations of staff.
- Very good relationships are evident between staff and children, who also get on very well with each other.

Commentary

33. Children achieve very well in this area of learning and all are exceeding the levels expected for children at this point in their Reception Year. Children make this very good progress because teaching is of a high quality. Staff carefully plan a series of visits before children start school and this enables them to settle quickly into class routines. As a result, children enter school confidently in the mornings, separating happily from their parents or carers. There are good opportunities for children to

engage in undirected activities which allow them to select their own tasks and resources. They do this confidently because the classroom is very well organised and equipment is accessible. Children clearly know how to behave during these times and are willing to share with others. In all lessons children are enthusiastic and keen to learn. They listen carefully to staff and readily contribute during class discussions. All children maintain good concentration and sit quietly and are confident to try new things. This is because relationships are very good. Staff have a good understanding of the needs of young children. They make their expectations clear and consistently reinforce this throughout the day.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are very well planned opportunities for children to develop and extend their language skills and as a result, standards exceed the levels expected for children of this age.
- Children display good attitudes to reading because there are very well planned activities which sustain their interest and their enjoyment of books. They are also well supported at home.
- Children's writing is stimulated by lively and enthusiastic teaching.

Commentary

34. Staff have a very clear understanding of the needs of young children and plan for a range of exciting activities that motivate them. Teaching in this area is very good. Planning is also very good because it builds on very well from previous learning. As a result all children achieve well and make good progress. The vast majority of children are in line to meet the levels expected in reading and writing by the end of their Reception Year.
35. In speaking and listening most children are exceeding these levels because staff insist that children speak in sentences. They consistently reinforce new vocabulary and plan for children to interact with one another. For example, in role-play children decide which jobs need doing on the farm and use appropriate language to recreate their roles. Staff have identified those children with poor language skills and ensure that they receive appropriate support. All children have made a good start in their reading. From the earliest stages, children have planned opportunities to share books with one another or with an adult at home. There is good guidance to support reading at home and this helps children to develop their skills. For example, children were engrossed in the story of *'Rosie's Walk'* because the teacher is a skilled storyteller. They learnt about the characters and understood the story through very well planned opportunities to follow Rosie's walk in the school grounds. Children are

stimulated to write for a range of purposes. For example, they hurry back from the 'school farm' to list the things they need to take on their next visit. They all attempt their own writing and some make good use of their phonic knowledge to spell simple words. Children are gaining tremendous confidence in their writing. They make good use of the writing area and the range of wipe boards, coloured paper and different writing tools. Children also develop their writing skills on the computer.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff question children very well and use a variety of activities to support learning.
- There is good emphasis on helping children to develop mathematical language.
- On occasions, practical tasks are not as well matched to the learning goals as they might be.

Commentary

36. Teaching and learning are very good and most children are in line to meet the learning goals expected at the end of the year. Staff take every opportunity to develop children's mathematical skills and to extend their mathematical language. The teaching is lively and fun and adults make very good use of questioning to encourage children to use thinking skills in different situations. For example, during registration they encourage children to count the number present in the class and calculate how many lunches are required. In number rhymes, children learn to add and to take away and reinforce their understanding of number sequence. Children demonstrate good use of appropriate language such as 'larger' and 'smaller' when comparing numbers. They talk about their shape patterns and use the story of *'Rosie's Walk'* to describe a simple journey. All children are achieving well because staff plan for the consistent use and reinforcement of this new language.
37. Children learn how to compare sets and numbers through very good teaching and from good resources but this is not always reinforced as well as it might be in some practical tasks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is a range of very good activities to enhance children's learning in this area.
- Planning is very good and identifies links with other subjects.
- Very good use is made of the outside area to enable children to learn from first-hand experiences.
- There are a limited number of computers.

Commentary

38. By the end of their Reception Year most children are expected to exceed the levels in most aspects of this area. They achieve well because staff plan for a range of first-hand experiences that help them to make sense of the world. In a science session, the very good teaching encouraged children to make simple predictions. They guessed how sound was activated from a music box and a small barking dog. There was very good emphasis on all children answering in sentences. For example, the teacher insisted they start their sentence with '*I think...*' and all children were sufficiently motivated to share their ideas. Children confidently use computers and can operate simple programs. They manipulate the mouse to click and drag pictures on screen. Children showed good interest in the computers and were keen to use them. However, there are a limited number available within the classroom and this restricts the number of occasions each child can access a computer. Photographic evidence and planning indicate the wide variety of activities planned to support children's learning in this area. Children have explored the local area, made fruit salads and used their imaginative play to learn about the needs of other living things. There are very good links between other areas of learning and this helps children to make very good progress.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- There is a good range of outdoor equipment which helps children to develop their physical skills.
- Good use is made of the hall to develop children's control and co-ordination.
- There are very good opportunities for children to develop their manipulative skills.

Commentary

39. Children achieve well in this area because teaching is very good. Most are on line to meet the goals expected for them by the end of their Reception Year. Children use the good range of equipment in the outdoor area with confidence and show a good awareness of others whilst using the resources. They are very well behaved and move about in a controlled and considered way. In the hall, children show very good attitudes because they are continually challenged by the high expectations of the teacher. They learn to copy, create and perform their own movements and are very well supported. All children develop their manipulative skills well by handling dough, scissors and small toys. There are very good opportunities to explore a wide range of tools and to observe their effect on materials. For example, they cut, scoop, peel and chop fruit and make markings on clay to make self-portraits.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Excellent provision for role-play helps all children to develop good imagination.
- There are very good opportunities for children to engage in all aspects of this area.
- Behaviour is very good.

Commentary

40. Teaching is very good in this area of learning. Children achieve very well in imaginative play and most are already meeting the goals for this area. This is due to the excellent provision for role-play activities. Staff have worked very hard to introduce an imaginative theme linked to other areas of learning. The school 'farm' has fully captured the children's imagination and they sustained excellent focus whilst visiting the 'farm' during the inspection. The teacher has very good knowledge of teaching music and this helps all children to make good progress towards achieving the learning goals for this area. They 'invent' new body sounds and use instruments to accompany songs. Children are very well behaved in all aspects of their creative learning. They show very good co-operation and work very well together.

Example of outstanding practice

An excellent lesson involving Reception children engaged in role-play.

I had been told to wear boots and warm clothing to join the children on their weekly visit to the school farm. There was a bustle of excitement as the children prepared for this visit organising themselves into groups and collecting the tools they needed. As we walked into the field, one child hurried us through the gate afraid that the animals might escape. Children wasted no time in setting about their tasks, saying '*There's a lot to do*'. They fed the horses, milked the cows, collected eggs from the hens and cleaned the pig sty. The children fondly called the hens by saying '*peep-peep*' and the hens came running to get some corn. Other children went to find Daisy, who had wandered away from the other cows. '*Is it only me who can't see the animals?*' I think to myself. All the children and staff were fully engrossed playing in an empty field! At the end of the session I realised I was not alone. One very puzzled child asked '*How did we find real eggs when there are no hens here?*'

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision in English is good.

Main strengths and weaknesses

- Standards are above expected levels by the time pupils leave school.
- Pupils develop their speaking and listening skills well.
- Throughout the school pupils achieve well because the teaching is good.
- Pupils with special educational needs are supported well.
- Pupils do not always take enough care with the presentation of their written work.
- Pupils are not always clear about what they need to do to improve.

Commentary

41. Standards have fluctuated in Year 6 national tests in the past, largely because of small cohorts and the impact of a high proportion of special educational needs in some year groups. In 2004, standards were well above expected levels when

compared to all schools nationally. Standards are above expected levels in the current Year 6, slightly lower than last year because of the number of pupils who have special educational needs. Standards in Year 2 national tests were well above expected levels last year and in 2003, standards were in the top five per cent of all schools. Currently standards in this year group are broadly in line with expected levels overall, although in reading, they are above those expected.

42. All groups of pupils are challenged effectively, with teachers taking care to plan learning activities that will interest them and extend their learning. Boys and girls respond and achieve well. Pupils with special educational needs are supported well. Sometimes these pupils have extra support in class and work on suitably challenging activities with extra help, or individuals and small groups are withdrawn for focused support on their particular difficulties. They make good progress at these times and the school ensures that no pupils miss important aspects of the curriculum when they are withdrawn from lessons.
43. Pupils are given good opportunities to develop their speaking and listening skills. These occur both within whole-class sessions, when pupils respond well to the teacher's questioning and in activities where pupils are asked to discuss work with each other. As a result, most pupils speak confidently, with older ones using Standard English and taking good account of their audience.
44. Reading is taught well. Consequently the development of pupils' skills in tackling increasingly difficult words goes hand in hand with their enjoyment of books and stories. Pupils are quite clear about the strategies that they use to tackle new words. In Year 2, for example, they use 'sounding out', breaking words down into syllables and context cues, when they meet an unfamiliar word. Pupils generally enjoy reading and from a young age have clear preferences for certain authors or genres. The key factors in pupils' good achievements are good teaching, good support for individuals and small groups, a good emphasis on the development of pupils' phonic skills and encouragement from parents at home. In the context of this good provision, there is scope for improving the use of the home-school reading diary to extend the dialogue between parents and teachers.
45. The school is working hard to improve writing standards throughout the school and especially in the younger pupils' classes. Generally writing tasks are interesting and serve some purpose. This helps pupils to feel that there is a point to their writing tasks. Another recent innovation, which is having a positive impact on pupils' learning, is the introduction of individual targets for improvement. However, pupils are only just beginning to use opportunities to evaluate their own work to see how well they are doing and how they might improve. Teachers have already recognised this and have made a good start to improving pupils' self-assessment. Pupils throughout the school quickly master joined writing, but they do not always take enough care over the presentation of their written work. Pupils have yet to realise the importance of tidy presentation so that meaning is effectively communicated.
46. The subject co-ordinator provides very good leadership and management. She oversees effective arrangements for checking on pupils' progress across the school. With the headteacher, she analyses pupils' performances in regular testing to highlight specific areas for development and provides clear guidance for colleagues.

Language and literacy across the curriculum

47. Pupils have every opportunity to use their speaking and listening skills in other subjects and they make good use of their writing skills in history and geography. At the moment there is no long-term planning framework to outline the skills that could be developed in different subjects and different year groups. Consequently, on occasions, opportunities are lost to move pupils on more quickly. The school is aware of this and is developing ways to include this in planning.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain above expected levels by the time they reach Year 6.
- Good teaching and learning enable pupils to make good progress and achieve well.
- There are good systems for checking pupils' progress.
- The co-ordinator leads the subject very well.
- There is insufficient emphasis on pupils using their numeracy skills to solve problems.
- The introduction of interactive whiteboards has had a positive impact on provision.

Commentary

48. Results in the national tests for Year 2 have been above or well above the levels expected nationally for the last few years. Standards this year are above the expected levels, matching test results for 2004. In both of these groups there was a significant proportion of pupils with special educational needs so these results represent good achievement. Most pupils develop a good knowledge and understanding of basic number, shape and measurement. They are introduced to the basic skills of data handling. In Year 6, results in the national tests have fluctuated more but have been above or well above expected levels for the last few years. In the current Year 6 pupils achieve well and attain standards above those expected nationally. This represents good progress as the current Year 6 has a higher proportion of pupils with special educational needs than usual.
49. Teaching and learning are good throughout the school. Teachers make good use of a commercial scheme and of the National Numeracy Strategy's unit plans to ensure lessons provide suitable challenge, continuity of approach and progressive development of skills and understanding. Quick-fire mental arithmetic starter sessions are well used to sharpen mental skills. Teachers are using the new interactive whiteboards as a teaching tool in mathematics lessons and this fires pupils' enthusiasm. In a session in the Years 4, 5 and 6 class, the teacher made good use of '*Moon Maths*' to reinforce multiplication facts at a rapid pace. All pupils were well motivated in this session and thoroughly enjoyed their learning. Good use is made of the well-briefed teaching assistants to work with groups of pupils or to support individuals. As a result, pupils with special educational needs achieve well. Boys and girls respond and achieve equally well. Teachers alert pupils to the purpose of lessons and revisit learning at the end of the lesson. Marking is constructive,

encouraging and sometimes indicates how to improve. Good use is made of ongoing assessment to check pupils' progress and inform planning for future lessons.

50. Teachers show pupils different methods of mental calculation so that pupils can select the most appropriate method when given problems to solve. Teachers promote the use of a range of strategies but have yet to encourage pupils to assess the effectiveness of the different methods used by themselves and others. The development of number skills is good throughout the school. However, there is insufficient emphasis on pupils using their numeracy skills to solve problems.
51. The co-ordinator's very good leadership and management of the subject and a well thought-out programme of development have been central to the drive to raise standards. Careful tracking of pupils' progress has been well used to compare and evaluate results and set targets for improvement.

Mathematics across the curriculum

52. Pupils often use mathematics as part of their work in other subjects giving them an opportunity to use their skills in a variety of practical situations. For example, they use graphs and tables to record data in geography, record temperatures in science investigations and measure materials in a range of assignments in design and technology. Teachers take advantage of these opportunities as they crop up but they are not yet identified in the planning frameworks for these subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The subject leader is very effective in monitoring, evaluating and planning for further improvements.
- Good attention to the teaching of scientific enquiry skills results in above expected levels in this aspect.
- There are very good links with other subjects and the use of ICT is particularly effective.
- Good teaching enables all pupils to achieve well.
- Some pupils require more opportunities to engage in collaborative work.
- Marking does not make pupils sufficiently aware of their learning or how to improve their work.

Commentary

53. Standards are currently at the levels expected for pupils in Year 2 and Year 6. However, the school expects a significant number of pupils in Year 6 to achieve standards higher than this by the end of the school year. Although standards have remained consistently high since the last inspection, the small cohort in each year group makes year on year comparisons difficult to make. In the work sampled and lessons seen, pupils of all abilities, including those with special educational needs, achieved well.

54. In Years 4, 5 and 6, good attention is placed on teaching investigative skills. Pupils successfully investigated how to muffle sound and they used a range of materials to construct sound chambers. Through well planned activities and good resources, pupils learned that by altering one variable the results will change. They also learned the importance of fair tests. Very good use was made of ICT to monitor and record the differences in sound level. This helped pupils to evaluate their work, to make comparisons and to draw conclusions. In Years 2 and 3, pupils learned about how their bodies move by attaching bones onto a skeleton. Most pupils could name the main bones, for example '*skull*', '*ribcage*', and '*pelvis*' because appropriate vocabulary was introduced and consistently reinforced throughout the lesson. Pupils demonstrated good recall of previous work and activities were carefully planned to reinforce and extend their learning.
55. Teaching and learning are both good. Pupils are appropriately challenged through directed questions, group work and good adult intervention. The teaching assistants in both classes are particularly effective in supporting pupils with special needs. This ensures that they are fully involved in the lesson and make the same gains in their learning as others. Most pupils in Years 4, 5 and 6 collaborate well but a small minority require more planned opportunities to learn how to co-operate and organise themselves in order to fulfil a specific task. In both lessons seen, the teachers ensured there was a good balance between gaining knowledge and practical experimentation and investigation. Very good use was made of interactive whiteboards to involve pupils in their learning and to demonstrate new skills. Teaching is enhanced through other subjects and from well planned initiatives such as '*science week*'. Links with personal, social and health education, mathematics and English are particular strengths and pupils use ICT to research, to record, interpret and sometimes to display work. There are good opportunities for pupils to learn from first-hand experiences. For example, they go bug hunting, pond dipping and use the school grounds extensively to support their learning. Older pupils benefit from specialist science teaching from the local secondary school and from sharing good quality resources.
56. Pupils display good attitudes to this area of learning. They respond well to practical investigations, are enthusiastic and are keen to work hard. They are consistently very well behaved and meet the high expectations of staff.
57. The school has made good improvements since the last inspection, particularly in the leadership and management, which is now very good. There are very good systems for monitoring planning, teaching and levels of achievement and these are used well to identify areas requiring improvement. The co-ordinator is aware of the difficulties of planning for mixed-age classes and is carefully monitoring the science activities offered to pupils in these classes. The inspection found some learning objectives to be inappropriate for some pupils. The effective use of regular assessments is helping all staff to make accurate judgements and to identify areas needing further focus. Marking however, does not always make pupils sufficiently aware of their own learning and their next steps for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Pupils are enthusiastic and reach good standards by the end of Year 6.
- There has been good improvement in resources since the last inspection.
- There is increasing use of ICT to support learning as an integral part of lessons in other subjects.
- The subject is led and managed very well.
- Pupils are not always aware of what they have achieved and how they can improve.
- Direct whole class teaching of ICT skills is limited as there are insufficient, compatible computers for a whole class.

Commentary

58. During the inspection, only one direct teaching session was seen. Work from the previous year and talking with pupils shows that, at least in the areas for which there was evidence, pupils in Year 2 were working at the expected levels. Pupils in Year 6 were working above the levels expected for their age. Pupils develop a range of skills and learning to use ICT for word-processing, handling and presenting data, graphics and the Internet as well as control, monitoring and modelling. Existing resources are much better than at the time of the last inspection, but there are insufficient compatible computers to allow for direct whole class teaching and learning.
59. The quality of teaching and learning is good overall and all pupils achieve well. This is because teachers work hard to make the best use of their interactive whiteboards and the computers they have available. They have successfully developed their own technical skills and confidence. As a result, they explain tasks clearly and demonstrate skills carefully so that pupils know exactly what is expected of them. Selected activities build well on previous skills. Pupils with special educational needs are supported very well and make good progress as a result. All pupils are enthusiastic, very well behaved and willing to share ideas. At present, most pupils find it difficult to appraise their own work. They are not aware of what they have achieved or how to improve.
60. The subject has been well developed since the previous inspection with the subject co-ordinator making a very good contribution to the process by overseeing installation of equipment, supporting colleagues and developing her own expertise. She has developed good systems for checking pupils' progress and gathering samples of pupils' work to clarify expectations for each year group. She is aware of the need to involve pupils in some self-assessment.

Information and communication technology across the curriculum

61. ICT is often used to support or introduce work in other subjects with good use already being made of the interactive whiteboards as a teaching tool. This captures pupils' attention and brings learning alive whether it was to record pupils' ideas, display their calculations or display digital images or text. Pupils have regular, direct access to computers and make good use of them for research and to complete and present work across a range of subjects.

HUMANITIES

62. Work was sampled in **history**, **geography** and **religious education** and only one lesson was seen in each subject. It is therefore not possible to form an overall judgement about provision in these subjects.
63. In all three subjects, a range of well-planned visits and visitors play an important part in making the work interesting and relevant. In geography, for example, pupils visit a coastal area to compare a different location to their own. They also make very good use of their local area to identify features and to identify changes that have taken place over time. In history, older pupils question visitors to learn about aspects of the 1950s and also visit a museum to find out about the Victorian times.
64. Scrutiny of pupils' work in **history** shows good attention to developing pupils' skills in historical enquiry. There are good links with other subjects and ICT is used particularly well for researching topics. Pupils demonstrate an understanding of factual knowledge about events and people and, in Year 6, pupils can successfully describe changes and events. In Years 2 and 3, pupils make good progress in learning about the Romans and show a good understanding of appropriate vocabulary associated with the era. From evidence from work scrutiny, discussions with pupils and analysis of teachers' plans, there is every indication that pupils are meeting the levels expected for their age. Pupils with special educational needs are very well supported and all pupils are fully included in activities.
65. In **geography**, there was insufficient evidence to judge standards across the school. In a lesson seen in Year 1, pupils made very good progress in their learning because the teaching was very good and resources were used effectively. Pupils learned about the variety of features that form part of their local area and successfully developed basic map reading skills. Pupils with special educational needs were given very good additional support and they achieved very well in the lesson.
66. In the one lesson seen in **religious education**, teaching was good. The teacher's subject knowledge and expertise was a particular strength and good planning and preparation were also key factors to this good teaching. Good use is made of artefacts, Internet research and visitors to support learning and to stimulate discussion. For example, Year 6 pupils are currently successfully preparing for a visit from the Archdeacon of Malmesbury and are planning to question his beliefs on who Jesus was. They have already welcomed the leader of the local Muslim community and two 'YMCA' workers to discuss their faith. These visits are enabling pupils to learn about and respect the views of others. Teachers provide very good role models for this type of activity and they constantly reinforce the need for tolerance. As a result, most pupils feel very confident about sharing their ideas. There are good links with ICT. For example, in a lesson seen, Year 6 pupils contributed very well to a 'Power Point' presentation based on their research about Jesus. They also practised writing in persuasive text to promote their views. Pupils visit the local church regularly to learn about Christian symbols. They also visit the church for Christmas concerts and for a leavers' service where every child is presented with a Bible. The vicar leads school assemblies and takes some lessons throughout the year. The curriculum is well planned to accommodate the mixed-age classes and the co-

ordinator monitors teachers' plans to ensure a broad and balanced coverage of topics. Pupils with special educational needs are well supported.

67. Curriculum leadership in all subjects has improved since the last inspection and is now very good. Teaching, planning and assessment are now monitored well and there are clear and appropriate plans for further development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

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

Main strengths and weaknesses

- Standards are above the levels expected throughout the school.
- Teaching is good and resources are used effectively to develop pupils' knowledge and understanding of art.
- Teaching is enhanced through visitors and focus weeks.
- Curriculum leadership is very good.

Commentary

68. Standards are above the levels expected for pupils in Year 2 and Year 6. All pupils achieve well because lessons are very well planned and build on previous learning.
69. In Year 1, pupils learned about the properties of clay and developed their manipulative skills when making portraits of themselves. They showed good understanding of why clay needs to stay moist because the teacher continually asked challenging questions both to reinforce previous learning and to introduce new concepts. In Years 2 and 3, work was very well linked to pupils' history focus on the Romans and this increased the pupils' interest. Pupils showed a good understanding of different mosaic patterns from their history studies and from a range of resources which supported their learning. In Years 4, 5 and 6, pupils used the work of Peter Blake's '*Toy Shop*' to stimulate their own ideas for a mixed media picture. Again, good teaching ensured pupils made good links with their history study of the 1950s era. Pupils made good use of their sketching skills to design their pictures. Sketch books are used appropriately throughout the school to teach techniques and explore different materials including chalks and pastels.
70. Teaching and learning are good. Effective use is made of the interactive whiteboards to enable pupils to experience the use of different art programs to support and enhance their learning. Teachers have good subject knowledge and use a wide range of resources to stimulate pupils' interest. As a result, all pupils, including those with special educational needs, are enthusiastic and enjoy their work. The work of other artists is used consistently well throughout the school and pupils explore different styles as a stimulus to develop their own ideas. For example, pupils studied the work of Renoir and Degas to paint 'people in action'. In one very good lesson, Year 1 pupils made good progress because they were independent and sustained very good levels of concentration throughout the lesson. They were very well supported by the teacher who worked alongside them to model techniques. In other lessons, teachers

used their time well to provide support and teaching assistants were also deployed well to support pupils with special needs.

71. Teaching is enhanced through a well planned programme of visits and visitors. Pupils sketch features in the local village or parts of the church. They draw their own reflections and learn Indian fabric printing from experienced and skilled visitors. There are very good opportunities to explore art in other cultures and to learn about a range of styles and traditions. Teachers identify effective links with other subjects and use art particularly well to encourage pupils to express their feelings. Pupils also benefit from regular very well planned focus weeks and from extra-curricular activities like the very good pottery club. There has been very good improvements in the role of the co-ordinator since the last inspection and leadership is now very good. Planning, teaching and assessment are now regularly monitored to ensure that all children, including those with special educational needs, have a rich curriculum in art and design. This has resulted in very good provision in this area.

Design and technology

72. No lessons were seen in **design and technology**. Scrutiny of work and discussions with pupils indicates that curriculum coverage is appropriate and that the necessary skills are being taught. In Year 1, pupils make a fruit salad and learn successfully to use tools for peeling, cutting, scooping and chopping. There are very good links to other subjects and pupils use ICT to photograph their final design. In Years 2 and 3, pupils evaluate their stick puppets and are beginning to identify areas for improvement. Pupils in Year 6 talked excitedly about their moving models and explained how different cams work. They demonstrated effective models they had made of crocodiles with opening and closing jaws and caterpillars that move up and down. There is a good structure to the planning and teaching of design and technology. Staff make good use of printed resources and the evidence available indicated that pupils make good progress in their learning. Leadership is now good, an improvement since the last inspection. There are appropriate plans for further development.

Music

73. **Music** has a high profile in the school and the limited evidence available suggests the good provision noted at the last inspection has been maintained. The parents highlighted this at the meeting held for them before the inspection. They were particularly pleased with the music concerts and annual productions. Pupils have the opportunity to learn to play the recorder. A few pupils also have lessons on other instruments. In the lesson seen, the teaching was very good and pupils achieved very well. Most reached the standards expected for their age, with some doing better. Singing in assemblies is enthusiastic and tuneful, with pupils responding well to the lively songs and hymns selected for them. Provision for music is enhanced by voluntary out of school clubs. The whole school sings together for special occasions, often in two or three parts. Leadership and management of the subject are very good. The co-ordinator has very good expertise and supports her colleagues very well.

Physical education

74. As well as a discussion with the co-ordinator and talking to pupils, one lesson was seen in **physical education**. It is not possible to make overall judgements about standards or teaching based on this limited evidence. The school makes good provision for swimming with the majority of pupils swimming each term. This enables pupils to achieve well with almost all meeting or exceeding national expectations by the time they leave the school. There is also good provision for extra-curricular activities and pupils of all ages take part enthusiastically. Pupils with special educational needs are fully included in all activities and a statemented pupil with epilepsy is very well supported to ensure he has full access to the curriculum.
75. In the one lesson seen, younger pupils had very good opportunities to practise and develop a range of gymnastics movements. Teaching and learning were very good in this lesson. The small hall restricts whole class teaching of physical education and teachers currently take half a class at a time for their lessons in the subject. The grounds provide good facilities for the subject and a residential week caters for outdoor and adventurous activities. Good use is made of outside providers and specialists to coach specific games and a good range of after-school clubs develops pupils' games skills further.
76. Leadership and management of the subject are good. The co-ordinator is enthusiastic and has some good ideas about ways to develop the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

77. No lessons were seen in this area, but the school's planning and work seen suggests that provision is very good. All pupils benefit from a well planned curriculum that includes health and safety and drugs education. A sex and relationships education programme is part of the scheme of work and meets statutory requirements. Units of work on aspects of '*Feelings and Relationships*', '*The World of Drugs*' and '*Keeping Myself Safe*' recur from the Reception Year to Year 6. This ensures very good progression and understanding in these areas.
78. There have been good improvements to this area since the last inspection. PSHE is carefully monitored to ensure appropriate coverage of a balanced curriculum. Teachers are well supported by published materials and, as a result, pupils experience a very good variety of activities and tasks. All classes are involved in '*Circle time*' and parents have been involved in the school's recent focus on '*Healthy Eating*'. PSHE contributes well to pupils' learning in other subject areas and teachers plan very carefully for these links. For example, pupils effectively use persuasive writing to warn of the dangers of smoking, make posters and use '*spider charts*' to record their ideas. There are very good links with science and art is also used effectively to express feelings about bullying.
79. The school council provides opportunities for some pupils to experience citizenship and to play an important role in aspects of the decision making process of the school. They have successfully complained about school lunch portions, improved the markings on the playground and introduced '*cycling proficiency*'. The results of the school's policy, plans and practice are evident in the very good attitudes and

behaviour of the pupils observed during the inspection. Leadership and management are very effective in ensuring PSHE has the same status as other areas of learning.

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	3
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	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3

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

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

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