

INSPECTION REPORT

**SUTTON BENGER CHURCH OF ENGLAND AIDED
PRIMARY SCHOOL**

Chippenham

LEA area: Wiltshire

Unique reference number: 126486

Acting Headteacher: Mrs Valerie Henstock

Lead inspector: Mr Fred Ward

Dates of inspection: 28th - 30th June 2005

Inspection number: 268012

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	141
School address:	40 Chestnut Road Sutton Benger Chippenham
Postcode:	SN15 4RP
Telephone number:	(01249) 720 407
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Colin Minto
Date of previous inspection:	15 March 1999

CHARACTERISTICS OF THE SCHOOL

The school is smaller than other primary schools, catering for pupils aged four to 11. The number on roll has fluctuated slightly since the last inspection. All pupils are of white British heritage; no child uses English as an additional language. Pupils come from the village and from the surrounding area; most are from families with incomes above the national average. The number of pupils with special educational needs varies from year to year but is usually well below the national average. Currently, one pupil has a statement of special educational needs. The overall attainment of children starting school aged four is consistently above that expected for their age. The school has been through an especially turbulent period since February 2005 when the headteacher and senior teacher unexpectedly resigned without serving notice. An experienced acting headteacher has been in post since then and a new headteacher has been appointed to start in September 2005. At the last inspection, the school was grant maintained and is now voluntary aided. A rebuilding programme, begun in September 1996, was completed in 2003. The school gained the School Achievement Award in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18605	Mr Fred Ward	Lead inspector	Foundation Stage Science Music Personal, social and health education English as an additional language
19716	Mrs Katy Blake	Lay inspector	
32095	Mr Julian Thompson	Team inspector	Special educational needs Mathematics Information and communication technology Geography History
14711	Mr Philip Whitehead	Team inspector	English Art and design Design and technology Physical education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 25
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

In accordance with section 13 (7) of the School Inspection Act 1996, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school. There is considerable underachievement in the infants that has only recently started to be tackled. Some very good teaching in the Reception class and of older juniors has ensured pupils make a very good start to their schooling and achieve well above average standards on leaving aged 11. Recent changes to the senior management have given governors and staff a new drive to bring about much needed improvements. However, currently, the school is providing unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Standards for seven-year-olds are well below average in writing, below average in mathematics but well above average in reading and above average in information and communication technology (ICT).
- Reception children make very good progress and pupils in Years 5 and 6 achieve well.
- There is insufficient good teaching in Years 1 to 4 as, until recently, staff have not been effectively helped to develop their skills.
- Pupils behave well, take on responsibilities willingly and grow in maturity.
- More able pupils and those with special educational needs are not always given suitable work and make unsatisfactory progress when working independently.
- Pupils are well looked after but not effectively guided in their academic progress.
- Links with the local community and other schools are good but parents are not well informed about their children's education.
- Governors and staff with management responsibilities are not confident in checking and developing teaching and learning.

Since the school was inspected in 1998, improvement has been very unsatisfactory. Pupils still underachieve in the infants, curriculum plans do not meet the needs of pupils of different capabilities in mixed age classes and managers do not have the skills to check and develop teaching and learning. While standards have risen in Year 6, they have fallen in Year 2.

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	A	A	A
mathematics	C	A*	A	A
science	C	B	A	A

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.*

Overall, pupils achieve satisfactorily. The overall attainment of children starting school aged four is consistently above average. They make very good progress through the Reception class and nearly all have exceeded the early learning goals in all areas of learning; two-thirds are working within the first level of the National Curriculum. Pupils make unsatisfactory progress in Years 1 and 2 in important areas. Standards for seven-year-olds are well below average in writing and below average in mathematics; standards are well above average in reading, above average in ICT and average in science. Achievement in Years 3 and 4 is satisfactory but more able pupils do not do as well as they could. Overall, pupils make good progress through Years 5 and 6. Standards for 11-

year-olds are well above average in English and science and above average in mathematics and ICT. Unconfirmed test results for 2005 for seven and 11-year-olds confirm these inspection findings. Pupils with special educational needs in the infants and middle juniors often find work too hard and make unsatisfactory progress. Other subjects were sampled and no overall judgement about standards of achievement has been made. **Pupils' personal qualities are well promoted.** They acquire good social skills and moral values. Behaviour is good. They appreciate their own and other cultures. They willingly take on responsibilities and grow in maturity. However, many infants and lower juniors do not have a strong sense of their own capabilities and their spiritual awareness is undeveloped. Attendance is well above average.

QUALITY OF EDUCATION

The school provides an unsatisfactory quality of education, as there is not enough good teaching. Teaching and learning of the oldest and youngest pupils are generally good and often very good. Staff know their pupils very well and provide just the right balance of support and challenge. In other classes, teachers are less confident in identifying what pupils need to do to improve and do not adapt their teaching sufficiently to cater for the stage pupils are at and the different ways they learn. Some younger pupils learn very little as lessons are poorly planned and the teaching is less than satisfactory. The curriculum is unsatisfactory as it does not meet the needs of all pupils nor provide sufficient opportunities to develop literacy, numeracy and ICT skills across subjects. However, pupils benefit from a number of enriching experiences, additional to lessons. Pupils are well looked after but most are not given sufficient help to know how to improve their learning. Links with the community and other schools make an effective contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and governance are unsatisfactory and management is poor. In a short time, the acting headteacher has helped, very effectively, the governors and staff recognise their shortcomings. There is now a new impetus to move forward, tackle underachievement and ensure that statutory requirements are met. A new headteacher has recently been appointed and has already begun to work with staff to plan for the future. Currently, development plans do not focus on raising pupils' achievement and managers do not have the skills or experience to check the effectiveness of their actions or spending decisions in order to improve teaching and learning. Financial and administrative procedures are efficient.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally appreciative of what the school does but a number do not feel their views are taken into account; some say they are not well informed. Pupils say they like school and trust their teachers but feel some children behave badly. Inspection findings support nearly all these views but inspectors judged behaviour as good.

IMPROVEMENTS NEEDED

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

- Raise standards for seven-year-olds by improving teaching and learning in the infants.
- Help staff be more effective at checking and tracking pupils' progress so they can plan a curriculum and lessons that match the learning needs of pupils of different capabilities.
- Put in place effective management systems and procedures that clearly focus on raising achievement and enable staff and governors to acquire the skills to evaluate the impact of their development actions and spending decisions to improve teaching and learning, especially in Years 1 to 4.
- Keep parents informed of developments and take account of their views.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils achieve satisfactorily but there is considerable underachievement in the infants. Standards are below average for seven-year-olds and well above average for 11-year-olds.

Main strengths and weaknesses

- Children in the Reception class achieve very well and nearly all have already exceeded the early learning goals set for them.
- Pupils underachieve in Years 1 and 2 and achieve well in Years 5 and 6.
- Pupils with special educational needs and the more able make unsatisfactory progress.
- Standards for seven-year-olds are well below average in writing, below average in mathematics and well above average in reading.
- Standards for 11-year-olds in English, mathematics and science are being sustained at well above average.
- Reception children and older juniors have very well developed speaking and listening skills.
- Standards for both seven and 11-year-olds are above average in ICT.

Commentary

1. Four-year-olds start school with overall attainment higher than expected for their age. They make very good progress and achieve very well because staff help them settle quickly and enjoy their learning. Nearly all pupils have reached the early learning goals set for them and two-thirds are working within the first level of the National Curriculum. This is an improvement since the last inspection when progress was good.
2. There is considerable underachievement in Years 1 and 2 that has been exacerbated this year by the sudden resignation of a class teacher and unsatisfactory teaching in Year 1. Pupils are not being helped to develop and consolidate their learning, as much of the work they are given does not take into account the stage they are at and the way they learn. They are not acquiring the appropriate skills, knowledge and understanding to make good progress, especially in their use and development of literacy, numeracy and problem-solving skills.
3. Overall, pupils achieve satisfactorily in Years 3 and 4, as more attention is given to making sure that their learning builds progressively. However, too often more able pupils and those who learn at a slower rate, including pupils with special educational needs, are not given appropriate tasks when working on their own and make unsatisfactory progress. When being taught directly in small groups or individually by staff, pupils with specific special educational needs are given effective support and make good gains.
4. Pupils achieve well in Years 5 and 6 as a result of good teaching. They begin to realise their potential because the teacher is very good at setting them challenges and providing the right amount of encouragement and advice. Consequently, they want to apply themselves and have the means to do so effectively, and they are confident in using their literacy, numeracy and problem solving skills. Across the school, the achievement of boys and girls is no different from those with similar capabilities in their class. The few gifted and talented junior pupils are very well provided for, being given specialist tuition, especially in music and mathematics, and make very good progress.

5. This underachievement in the infants is evident in the trend in standards achieved. Since the last inspection, standards for seven-year-olds have declined overall and not kept pace with other schools nationally. This has been most marked in writing. Results of the teacher assessment trials in 2004 indicated that, while standards were above average in comparison to all schools, they were average compared to similar schools. Unconfirmed results for 2005 and inspection findings show that standards in writing have continued to fall and are now well below average. In 2004, standards in mathematics were average compared to all schools and below average in comparison to similar schools. Inspection findings and unconfirmed teacher assessment trials for 2005 indicate that there has been little improvement as standards are still below average. Standards in reading have consistently been sustained at well above average compared to all schools and above average in comparison to similar schools, in part because of the very good home support. Unconfirmed results for this year and inspection findings show standards are still well above average. Science standards in 2004 were average in comparison to all schools and well below average compared to similar schools, with no pupils reaching the higher Level 3. There has been no improvement this year as inspection findings show that standards are still average.
6. In contrast, the good achievement of older juniors shows itself in the way standards for 11-year-olds have risen at a faster rate than other schools nationally and are being sustained at well above average. Results in 2004 tests for English, mathematics and science were well above average in comparison to all and similar schools nationally. Unconfirmed results for 2005 and inspection findings show standards in these three core subjects are still well above average.
7. These tables show clearly the comparisons with national results:

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

Standards in:	School results	National results
reading	17.5 (18.1)	15.8 (15.7)
writing	15.8 (15.5)	14.6 (14.6)
mathematics	16.7 (18.1)	16.2 (16.3)

There were 20 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	28.8 (28.4)	26.9 (26.8)
mathematics	29.1 (30.2)	27.0 (26.8)
science	30.0 (29.8)	28.6 (28.6)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

8. The very good progress in speaking and listening started in the Reception class is not sustained in the infants. Pupils are not given sufficient opportunities to talk with each other or in class sessions. They do not develop their ideas as they are usually only expected to reply to adults' questions. As a result, standards for seven-year-olds are average. In Years 5 and 6, discussion is a strong feature of all lessons and the teacher takes every opportunity to stimulate pupils to ask questions, discuss their views and challenge others. They talk and listen with assurance. Standards are well above average for 11-year-olds.
9. Pupils and staff make effective use of new technologies to support teaching and learning. Nearly all pupils are able to consolidate their learning at home using computers. As a result,

standards for both seven and 11-year-olds are above average. Other subjects were sampled and no overall judgement about standards has been made. However, the artwork seen in the juniors was as expected for their age, which is an improvement since the last inspection when standards were below average. All 11-year-olds can swim 25 metres and are aware of the principles of water safety.

Pupils' attitudes, values and other personal qualities

Pupils enjoy school, behave well, take on responsibilities willingly and grow in maturity. Their spiritual development is unsatisfactory.

Main strengths and weaknesses

- Parents and pupils report school is enjoyable.
- Attendance is well above average.
- The youngest and oldest pupils have very positive attitudes to learning but many infants lose their enthusiasm.
- Pupils play and work happily together.
- Pupils' social, moral and cultural development is good but their spiritual awareness is unsatisfactory.

Commentary

10. Parents report that their children eagerly come to school, a view supported by pupils in questionnaires and through discussions. As a result, attendance rates have been sustained at well above the national median and there were no unauthorised absences last year. There have been no exclusions since the last inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	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.

11. Children in the Reception class and Years 5 and 6 pupils are enthusiastic about their learning. They eagerly participate in all activities as they find work interesting and well matched to their capabilities. Pupils in Years 1, 2, 3 and 4 are given fewer opportunities to contribute in lessons and sometimes find work inappropriate. The youngest pupils quickly lose their desire to learn, often waiting to be told what to do. Although their attitude improves in subsequent years, as lessons are more interesting, it is not until Years 5 and 6 that their natural curiosity and love of learning are rekindled by consistently good teaching.
12. There is a strong family atmosphere in the school. Pupils grow in maturity and willingly take on responsibilities. They are polite and courteous. Whilst some pupils recorded in questionnaires that individuals behaved badly, inspection findings show that pupils play and work happily together. The school reports that bullying incidents are rare and parents are very happy with the sensitive way incidents are dealt with.
13. Pupils have well developed social skills and clearly understand right from wrong. Their sense of fairness and tolerance are well promoted. The school has effectively helped widen pupils' understanding and appreciation of their own and other cultures and the contribution of different ethnic groups to British society. However, while the oldest and youngest pupils feel good about themselves and are eager to express their feelings and views about the world, this is far less apparent elsewhere, and especially in Year 1. This is because the school has given

insufficient thought to ensuring pupils' spiritual development is planned across all lessons. Children in the Reception class make very good progress in their personal, social and emotional development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is unsatisfactory. Teaching and learning are not good enough; assessment is unsatisfactory and the curriculum does not meet requirements. Pupils are well cared for and parents are supportive, but both receive unsatisfactory information.

Teaching and learning

Teaching and learning are satisfactory overall; assessment is unsatisfactory.

Main strengths and weaknesses

- Teaching and learning are very good in the Reception class and good in Years 5 and 6.
- Teaching and learning are less than satisfactory in Year 1 and there is insufficient good teaching in Years 2, 3 and 4.
- There is no school approach to assessment, which varies in effectiveness from class to class.

Commentary

14. Teaching and learning are satisfactory overall; they are very good in the Reception class and good in Years 5 and 6, but unsatisfactory in Year 1. This is a decline since the previous inspection as the proportion of teaching and learning that is less than satisfactory has risen. Parents report they are pleased with the teaching their children receive.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	10 (28%)	8 (23%)	13 (37%)	2 (6%)	2 (6%)	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. Teaching and learning in the Reception class are very good. The teacher and assistant get to know their children before they start school and have established very good relationships. There is a very friendly and warm atmosphere in the classroom so children feel confident and secure. The staff are always checking individuals' progress and quickly identify and remove barriers to their learning. Children are given plenty of interesting and practical activities that enthuse and engage them, such as a farm visit. As a result, children are very productive, grow in independence and achieve very well.
16. Pupils' education in Year 1 has been disrupted this year with the sudden resignation of the class teacher. Overall, teaching and learning are unsatisfactory and sometimes poor. Little thought is given to planning lessons that meet the needs of this age of pupils as they have few opportunities to put forward their ideas, there is little practical activity and often the topics are inappropriate. As a result, pupils have considerable gaps in their knowledge and understanding, their skills, particularly in literacy, numeracy and problem solving, are undeveloped and they have become unresponsive. However, their reading and ICT skills are effectively reinforced at home and, in these subjects, they achieve well. Observation of work indicates that this problem pre-dates the arrival of the new class teacher.
17. Teaching and learning in Years 2, 3 and 4 are satisfactory. Teachers have good relationships with their class, setting and achieving good standards of behaviour. However, they do not have a wide range of teaching methods as they have received little professional support to consider and introduce new approaches, such as suggested by the National Literacy and

Numeracy Strategies. Staff do not provide enough opportunities for pupils to share and discuss their thoughts and rely too much on worksheets to prescribe the way of working. As a result, there is not enough good or better teaching and learning. Pupils are over-dependent on adults for direction and do not develop their thinking sufficiently.

18. In Years 5 and 6, the teaching and learning are generally good and sometimes very good. The teacher plans interesting lessons that link common topics that appeal and motivate pupils to be inquiring and inquisitive. She is very confident and secure in her subject knowledge, which enables her to initiate and support pupils in their thinking. In this, she makes very effective use of good resources, including the interactive computerised screens and pupils' laptop computers to illustrate and clarify difficult topics, such as the heart cycle in science. Pupils are very active and productive learners when working independently or with others. They are keen to carry on working at home to follow up topics.
19. The school has no consistent assessment procedures. The way teachers check pupils' progress to identify and help them overcome barriers to their learning varies between classes. Information from national and school tests is collected but not examined in detail to inform teachers' lesson planning. As a result, more able pupils and those that learn at a slower rate, especially individuals with special educational needs, are often not given appropriate work to do on their own and they make unsatisfactory progress. Also, most teachers' marking does not help pupils to know what they need to do to improve. As a result, many pupils are not confident about checking and self-correcting their work. The lack of effective assessment procedures in Years 1 to 4 is a serious weakness, holding back teaching and learning.

The curriculum

The curriculum is unsatisfactory.

Main strengths and weaknesses

- The curriculum does not meet the needs of pupils with different capabilities other than in the Reception class.
- Pupils with special educational needs make good progress with adult help but struggle on their own as work is often inappropriate.
- There is a good range of enrichment activities beyond the classroom.
- The very good accommodation and new technologies effectively support pupils' education but recent staff changes have disrupted teaching and learning.

Commentary

20. The curriculum has not been adequately adapted to meet national and the school's requirements. Staff have not had sufficient opportunity to review and discuss how they can make sure the curriculum is broad, balanced and relevant for all pupils. This was a key issue at the last inspection that has not been addressed. As a result, teachers have difficulty planning lessons for a range of capabilities in the mixed age classes and pupils' learning does not progress smoothly through the school. However, the curriculum for the early years is rich, relevant and appealing to children in the Reception class, who, as a result, achieve very well.
21. Most teachers use published planning guidance which provides an overall school structure for English, mathematics and science, but this has not been adapted sufficiently to meet the different ages and capabilities of pupils in some classes. This leads to pupils repeating or missing out aspects of the curriculum. In addition, more able pupils and those that learn at a slower rate are not given appropriate work and make unsatisfactory progress when working on their own. When pupils with special educational needs are given adult support in groups or individually, the tasks are broken down into more manageable steps and they then make good progress. The provision for the few gifted and talented pupils is very good and for those with

specific special educational needs is good. However, overall, the curriculum is not accessible to all pupils.

22. The school has adopted national guidelines for most other subjects but these have not been reviewed in recent years. As a result, little attention is paid to ensuring that the basic skills of literacy, numeracy, ICT and problem solving are planned into the curriculum. Similarly, although staff are good at using informal ways of helping pupils with their personal development, there is no agreed school programme. Sex and relationship education is covered satisfactorily in Years 5 and 6. Apart from recent introduction of new technologies, which are proving effective in helping teaching and learning, there has been little innovative curriculum development. Consequently, pupils are not having sufficient opportunities to develop and apply their skills in everyday situations.
23. The school provides many good activities to broaden and enrich pupils' experiences beyond the classroom. All classes take part in educational visits; Years 5 and 6 recently spent an enjoyable day at Slimbridge Bird Sanctuary. A recent arts focus week led by a skilled artist produced high quality work from pupils. A high proportion of the juniors benefit from instrumental tuition and all classes take part in an annual musical production. After-school clubs, covering mainly the sports and the arts, are well attended. All these experiences make a very positive contribution to pupils' education.
24. The school benefits from very good accommodation as a result of a rebuilding programme. The hall is in constant use for practical activities, assemblies and lunches. Pupils do not often visit the library but they have access to a good range of books in classrooms. The grounds are attractively laid out and provide very good sports and play facilities. Resources are generally good. They are very well used in the Reception class to give children plenty of practical and creative experiences. Throughout the rest of the school, appropriate resources are not always available as insufficient thought is given to planning where they would be most effective. However, staff and pupils are becoming more confident in making use of new technologies to support teaching and learning.
25. The sudden resignation of the former headteacher and senior teacher has put a strain on staffing. While teachers have willingly taken on new and additional duties, this has disrupted teaching and learning throughout the school. Classroom assistants generally work effectively to support teachers and provide effective help to pupils with special educational needs.

Care, guidance and support

Pupils are well looked after but not effectively guided in their academic progress; their views are taken into account.

Main strengths and weaknesses

- Provision for child protection meets requirements, although some of the midday supervisors have not yet received training.
- All pupils have a good and trusting relationship with one or more adults in the school and their views are taken into account.
- While pupils with specific special educational needs are very well supported, others' needs are not always met.
- Staff know pupils very well but teachers do not always provide pupils with sufficiently helpful guidance in their studies.
- Children settle quickly into school as a result of the very good induction arrangements.

Commentary

26. Individuals' medical and welfare needs are well provided for as staff are vigilant about the pupils in their care. Health and safety checks are regularly carried out but not always recorded

properly. There are good child protection procedures in place but some of the midday meal supervisors have not yet received training. Pupils have good relationships with staff and report that they know who to turn to when they have problems.

27. Pupils with specific special educational needs are given very good support from assistants who help them participate fully in all the school offers. However, when others with more general special educational needs are working independently, they are not always given appropriate work and make unsatisfactory progress. The special educational needs co-ordinator has worked effectively to make sure that pupils' individual educational plans are up-to-date but she has had little time to check how these are used in lessons. An examination of pupils' recorded work indicates that not all pupils are being given sufficient help to meet their targets. Although most parents participate in annual reviews, it is not clear how they are guided to help their child progress.
28. Staff know their pupils very well and individuals receive good advice and support on matters related to their personal development. Pupils report they are listened to and their views are taken into account, such as through class discussions and the newly set-up school council. However, pupils are not always guided sufficiently in their academic work. Most staff do not use the information they have on pupils' strengths and weaknesses effectively to help individuals know what they need to do to make progress in their learning.
29. The Reception staff work very closely with the local playgroup and plan a very good induction programme for children starting school. The playgroup uses school facilities and attends suitable events, such as plays and sports days. Children are made very welcome and helped to become familiar with the various routines of school life by taking part in joint activities. The Reception teacher works closely with the playgroup leader to ensure that she knows the needs of each child. These procedures ensure that the young children settle quickly into the everyday life of the school.

Partnership with parents, other schools and the community

Parents are not well informed about the school's provision for their children or how well they are doing. However, they are supportive and involved with their children's education. Links with other schools are very good and with the community good.

Main strengths and weaknesses

- Parents are unaware of the school's serious weaknesses and annual reports do not clearly show children's progress and areas needing improvement.
- Parents find the staff very approachable but some report their views are not taken into account.
- Parents are actively involved in the life of the school and support their children's continuing education at home.
- Parents with children having special educational needs feel very well supported.
- Links with other schools and the community are making an effective contribution to pupils' learning.

Commentary

30. Questionnaires and responses at the parents' meeting were generally very positive, with no mention of the serious weaknesses the school is currently showing. Comments from parents echoed the strong message in the school's prospectus and the governing body's annual report that the standard of education was very good. Parents felt that their children were achieving well, despite the lack of specific information in the annual reports on their children's progress on what they need to do in order to improve. However, parents find staff very approachable and helpful, especially when dealing with any issues and concerns. Around a fifth of those completing questionnaires felt their views were not taken into account. Parents spoken with during the inspection did not agree, reporting that meetings held to discuss

important matters were well attended and many of the parents' suggestions were acted on. However, evidence from the inspection indicated that individual concerns raised by parents were not always dealt with effectively.

31. The school encourages parental involvement and parents are actively involved in the life and work of the school. A number help in classes and assist on educational trips, as well as participating in extra-curricular activities. The 'Friends of the school' raises considerable funds through social events to provide additional resources, such as new technology equipment. Parents also help their children continue their studies at home very effectively, making a significant contribution to the well above average standards achieved in reading throughout the school. Parents interviewed who have children with special educational needs also felt very involved in procedures to review and set individual targets. This support and participation are much appreciated by the school and make a valuable contribution to the education of pupils.
32. The school has very good links with local primary and secondary schools. Transfer arrangements are well established and pupils make a smooth move to the next stage of their education at 11-years-old. Reports on their progress during the first secondary year are copied to the school and secondary staff comment favourably on how well pupils have been prepared.
33. The school makes effective use of the local community. There are especially good links with the parish church and the vicar is a frequent visitor. The school is involved with initial teacher training institutions, providing experience for students and professional development for assistants. There are few links with local industry. These contacts and activities help pupils have a better understanding of their locality and enrich their learning. Overall, however, these findings show that links are not as good as at the time of the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership and governance are unsatisfactory and management is poor.

Main strengths and weaknesses

- The recently appointed acting headteacher has helped governors and staff recognise their shortcomings very effectively.
- Governors and the former leadership failed to identify, tackle and fund the most important priorities.
- Staff with management responsibilities have not been trained or given the opportunity to check and develop teaching and learning.
- Overall, management is ineffective.
- The school gives unsatisfactory value for money.

Commentary

34. In a very short time since the sudden resignation of the former headteacher and senior teacher, the very experienced acting headteacher has helped, very effectively, governors and staff recognise and come to terms with the serious weaknesses in the school. She has received very good support from the local education authority's link adviser, who confirmed the range and number of shortcomings and their effect on the quality of education and the standards achieved by the pupils.
35. Governors and the former leadership failed to tackle the key issues identified at the previous inspection: the infants are still underachieving, curriculum plans do not meet the needs of pupils of different capabilities and managers do not have the skills to check and develop teaching and learning. In addition, while standards have risen for 11-year-olds as a result of good and better teaching, standards have fallen for seven-year-olds, especially in writing, where they are well below average. Currently, this is not a fully inclusive school as more-able

pupils and those with special educational needs are not able to access an appropriate curriculum.

36. The governing body relied heavily on the former headteacher's reports and, although governors questioned and challenged available information that indicated things were not as they should be, they were assured that matters were being addressed. However, there is now a strong determination and commitment from governors to work more closely with a wider range of professional staff, including teachers with management responsibilities, the local education authority and the Bristol Diocese. These developments are only just being put in place. Therefore, despite improvements in governance, it is still unsatisfactory.
37. Governors have firm control of their finances with regard to the everyday running of the school, the major rebuilding programme and the improving facilities for new technologies. However, they have not ensured funds have been targeted at the most important areas to tackle underachievement and improve teaching, learning and the curriculum. Nevertheless, governors' administration of the school's finances has been efficient.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	421,810	Balance from previous year	20,005
Total expenditure	412,555	Balance carried forward to the next year	29,260
Expenditure per pupil	2,885		

38. The leadership of the Foundation Stage is very good and for ICT good. The two co-ordinators have ensured they have kept themselves fully informed of local and national developments, attending courses and providing training and advice to colleagues at school. They have worked hard to inspire other staff and lead by example, showing what can be achieved. As a result, children are given a very good start in the Reception class and standards in ICT are above average.
39. Leadership in English is poor. The co-ordinator has not received appropriate training and has only recently been appointed. She does not have a clear vision of how to improve standards and lacks confidence in her own teaching. Leadership in other subjects is generally unsatisfactory as staff have not been given the training or support to enable them to carry out their responsibilities. There has been little discussion about how to raise standards and teachers have not been encouraged to try out new ideas. As a result, there is not enough good teaching and learning in the school and there is underachievement in English, mathematics and science in the infants.
40. Overall, management is poor. There has been no systematic and rigorous self-evaluation of the school's performance until recently. The limited amount of checking and developing of teaching and learning has not led to professional discussions about how to improve the quality of education and tackle underachievement. Only the former headteacher has undergone a full and thorough performance management review. The newly qualified teacher, appointed in September 2004, has not received her entitlement for non-teaching time and mentor support. She was also required to take on management responsibilities for religious education and personal, social and health education, a breach of her contract of employment. The professional development of staff has not been planned to meet the most important school needs. Insufficient attention has been given to reviewing the workload of staff to meet the new requirements from September 2005.
41. There is no effective school improvement plan. Governors and staff drew up an incomplete list of actions with dates for completion but this gives no indication of their importance and their

effect on raising standards. Consequently, the school has no focus for its activities and no means of evaluating the effectiveness of its actions or spending decisions. Currently, the school does not have the capacity to improve without considerable support. A new headteacher has recently been appointed to take up her post from September 2005. She has already started discussions with staff to clarify and agree a vision for the school that tackles the serious weaknesses and raises all pupils' standards of achievement to those realised by the older juniors.

42. The principles of best value are only partially applied. In the major rebuilding programme and other refurbishments, costs are carefully considered, compared and wide consultation undertaken. However, there has been little or no consideration of expenditure with regard to improving standards and the quality of education. Too many pupils are underachieving, teaching and learning are not good enough and leadership and management are unsatisfactory. Therefore, the school is providing unsatisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the Reception class in the September before their fifth birthday. Their overall attainment is above average and they quickly settle because of the very effective induction arrangements and close links with the village playgroup. Children achieve very well because of the very good teaching they receive. Nearly all have reached and two-thirds have exceeded the early learning goals set for them.

Teaching and learning in the Reception class are strengths of the school. The teacher and assistant work very effectively together to plan very well thought-out lessons, providing just the right amount of challenge and support for each child. They know their children extremely well as they are constantly checking and recording individuals' progress in order to make sure all barriers to learning are removed.

The teacher has only taught Reception children for just over two years. She has been most diligent in keeping up-to-date with developments and seeking out professional advice. She is a very good leader and very effective manager, with a clear view and high expectations. Although she has had to work in isolation, she has played a key role in creating and providing a high quality standard of education for children starting their schooling. This is a significant improvement since the previous inspection when teaching and learning were only judged satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children enjoy school and behave very well.
- They develop great independence and grow in maturity.
- They play and work happily together.
- Teaching and learning are very good.

Commentary

43. Children enthusiastically start working as soon as they enter the classroom in the morning. Staff have established very good relationships with the children; consequently, children feel confident, secure and achieve very well. They show great independence and maturity, selecting and tidying away games and equipment, changing for outside activities and looking after their toilet needs and personal hygiene, with the minimum of fuss and adult help. Staff

have created a warm family atmosphere where children are very aware of how they are expected to behave. As a result, they play and work happily together, sharing and taking turns, and have a well-developed sense of fairness. They are very accepting of the differences of others and are beginning to appreciate the richness and diversity of other cultures. They have been effectively helped to feel good about themselves and reflect on the wonder of the world around them. The consistently very good teaching and learning have enabled nearly all children to reach, and two-thirds to exceed, the early learning goals set for them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's very good speaking and listening skills on entry are very well developed.
- Children are developing good reading habits.
- Nearly all can write and produce simple sentences.
- Teaching and learning are very good.

Commentary

44. Children achieve very well in using their communication skills, as there is a very strong focus on encouraging them to discuss their thoughts and listen carefully to each other. This is very apparent when small groups of children are working without direct adult supervision. They confidently talk about what they are doing, asking questions and responding appropriately. Staff extend their vocabulary effectively by introducing and explaining new words at every opportunity. Letter sounds and blends are carefully enunciated and reinforced in the regular daily sessions developing reading and writing. Staff use very attractive and well-illustrated large-scale books to focus children's attention on how print conveys meaning and to help them learn key words and sentences, such as they did so well when reading 'Quick as a cricket' together. The few children who learn at a slower rate are helped to understand and use more interesting words through practical activities, for instance, acting out how different animals move. As a result of so many stimulating and interesting activities, children want to record their thoughts in writing. Nearly all have good control when forming letter and many are able to write simple words and, with help, construct sentences. Teaching and learning are very good and nearly all children have reached the early learning goals set for them and a third are already working within the early stages of the National Curriculum.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children have very good knowledge and understanding of number.
- Their mathematical thinking is very well developed in many practical situations.
- Teaching and learning are very good.

Commentary

45. Children are particularly adept at recognising and using numbers, many able to count up to 100. The more able are developing a sense of place value as they can identify repeating

patterns when counting in tens. Nearly all can compare and contrast different quantities, explaining their thinking and recording their calculation using a standard form. Staff plan a range of interesting practical activities for individuals and small groups to develop and reinforce children's mathematical thinking when measuring, weighing or using money. Effective links are made when children are engaged in other topics to develop further their understanding, such as when using geometric shapes for printing or sorting and matching letter and envelopes as part of the 'Jolly Postman' topic. As a result of this very good teaching and learning, nearly all children have exceeded the early learning goals set for them and two-thirds are working in the early level of the National Curriculum.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

These areas of learning were sampled.

46. Staff very effectively draw on children's personal experiences as a starting point to extending their **knowledge and understanding of the world**. Over the year, a number of half-termly themes enable children to build on and develop their learning progressively. Effective use is made of new technologies by both staff and children. The topic on 'homes' helped children identify similarities and differences between themselves and other parts of the world, as well as introducing them to the early stages of mapping. Wherever possible, their experiences are enriched by educational trips, visitors and special events, such as the 'world week', when they dressed up in national costumes from different countries. This topic approach also very effectively links to learning in other areas, especially to promote children's **creative development**. Staff provide a wide range of activities to encourage children to be imaginative in expressing themselves. A 'scrap book' of their achievements shows children fully engrossed in art work making a display of underwater animals, designing rangoli patterns, role-playing in a 'Healthy eating shop', and producing model animals after a farm visit. The classroom walls are very attractively displayed with children's creative work. Children's **physical development** is very well provided for. They move around confidently in the classroom and when playing outside on apparatus and equipment. They are very adept at handling small tools and resources, such as when cutting, drawing and painting.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards for seven and 11-year-olds in reading are well above average.
- Standards in speaking and listening are above average for 11-year-olds and average for seven-year-olds.
- Standards in writing are above average for 11-year-olds but well below average for seven-year-olds.
- Overall, teaching and learning are unsatisfactory in the infants and good in the juniors.
- The curriculum does not always meet the needs of pupils with different abilities in mixed age classes.
- Leadership and management of the subject are poor.
- Language and literacy are not sufficiently reinforced through other subjects in the infants.

Commentary

47. In 2004 teacher assessment trials for seven-year-olds, standards in reading were well above average and in writing were above average. Unconfirmed results for 2005 show that standards

in reading are the same but have dramatically fallen in writing. In the 2004 national test for 11-year-olds, standards in English were well above average; unconfirmed 2005 test results show these high standards have been maintained. This is an improvement since the last inspection for 11-year-olds but a significant fall in writing for seven-year-olds.

48. Reading standards are well above average in Year 2 and Year 6. Reading is given a high profile across the school and pupils have regular and frequent practice in developing their reading skills, achieving well. In Year 2, pupils are well launched into reading and confidently tackle new texts. By the time they reach Year 6, they are fluent readers with a great appetite for books and spend sustained periods of time reading both at home and at school. They discuss enthusiastically favourite authors and competently retrieve information from a variety of sources, including the school's sophisticated computer network. An important contribution to the high standards achieved is the regular reading pupils do at home, either practising by themselves or reading with parents. However, guidance on the appropriate choice of text for pupils who are off the reading scheme is not always given. A few pupils in the juniors reported that there were not enough interesting books available in classes and that the library was not always made available to them.
49. Standards in speaking and listening are as expected in Year 2 but are well above average by the time pupils reach Year 6. Very effective teaching in the upper juniors helps pupils to build on their capabilities in reading, whilst providing them with many very good opportunities to discuss their work and share ideas. In the infants, there are insufficient opportunities for pupils to discuss their work in pairs and groups. Instead, pupils spend too much time listening to teachers during class sessions with few opportunities to contribute ideas. Pupils in both the infants and juniors have insufficient opportunities for regular drama work as an important area of speaking and listening.
50. Standards of writing in the juniors have remained above average but have declined in the infants and are well below average. This is most clearly seen in Years 1 and 2 where the same worksheets and tasks are given to all pupils irrespective of their capability. Pupils' handwriting is untidy and not well formed. Much of the work in books in Year 1 and Year 2 is left unfinished and some pupils barely make any progress through the year. There is a significant level of underachievement. Pupils make satisfactory progress in Years 3 and 4 but really take off and make very good progress in Years 5 and 6. Pupils discussing a soliloquy from Macbeth in Year 5/6 produced some very sophisticated and rich language. They traced the root of the word, explored other similar words and eventually wrote and presented their own Shakespearean style soliloquies.
51. Teaching and learning are unsatisfactory in the infants but good overall in the juniors. In the infants, staff do not check pupils' progress effectively or use any information gained to plan work to move them on. Teachers do not always mark pupils' work and when they do, the comments are not written in a way that will help pupils improve. There are no consistent approaches across the infants to teach handwriting or spelling and too few opportunities for pupils to practise different kinds of writing in a sustained way. There is some very good teaching in Years 5 and 6. The teacher plans thoroughly, uses good resources very effectively to aid learning and challenges pupils of all capabilities with questions that make them think, reflect and discuss at a high level. She has high expectations for all pupils and they achieve very well.
52. Assistants know the pupils well and provide effective support to individuals, especially those with specific special educational needs, who make good progress. However, pupils with special educational needs only make good progress when working with adult support, otherwise their progress is unsatisfactory because work set is often inappropriate. In addition, more able pupils are not always given hard enough work to extend their thinking and underachieve. Staff are using published schemes of work without adapting them to meet the wide range of capabilities in mixed age classes. Consequently, the curriculum does not meet requirements.

53. Leadership and management of the subject are poor. The subject leader is new to the role and has insufficient knowledge and experience of national priorities in literacy. There has been no systematic collection or analysis of information on pupils' progress, making it difficult to identify specific areas to improve. Also, there has been no checking and developing of teaching and learning.
54. Resources are good. There is a wide range of quality reading books in class libraries and the resources for new technologies are good. Teachers have access to a range of resources for their interactive computerised screens, which they use to good effect to support learning in reading and writing. These are helping pupils in the juniors to achieve well. The library is not used effectively, particularly by older pupils. Overall, the quality of provision has dropped since the last inspection.

Language and literacy across the curriculum

55. Pupils in the juniors frequently discuss their work in pairs and as a class, for example, in a Year 3/4 lesson, they talked about the different qualities of shapes and lines and the concept of abstract in relation to the work of the artist Kandinsky. In Year 5/6, pupils applied good writing skills to evaluate their toy making design and technology work. Pupils in the infants are confident speakers but there are too few opportunities in all lessons to discuss work in pairs and small groups to further their understanding. They do not record their work using a wide enough range of methods and mostly write on worksheets. Their language and literacy skills are undeveloped.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average in Year 2 and above average in Year 6.
- Teaching and learning in the infants are unsatisfactory.
- Pupils in Years 5 and 6 achieve well as a result of good teaching.
- More able pupils and those with special educational needs make unsatisfactory progress.
- Older pupils enjoy solving problems and investigations.
- Leadership and management are unsatisfactory.
- Numeracy is not sufficiently reinforced through other subjects in the infants.

Commentary

56. Pupils' achievement in the infants is unsatisfactory. In 2004 national teacher assessment trials, standards for seven-year-olds were average. Unconfirmed results for 2005 and inspection findings indicate that standards have fallen further to below average. In particular, the numbers of pupils achieving the higher Level 3 is below expectations. This is a significant fall in standards from the last inspection when pupils' attainment was above average. Year 2 pupils enjoy mathematics and most are good at recalling and using number facts to help them with simple addition and subtraction calculations. However, higher attaining pupils are not given enough opportunities to discuss and apply their thinking and are often given work which is too easy for them. As a result, they are not achieving the standards of which they are capable. Pupils with special educational needs also make unsatisfactory progress, as the work is often too hard.
57. Pupils achieve well in the juniors. In 2004 national tests for 11-year-olds, standards were well above average. Unconfirmed test results for 2005 and inspection findings indicate that these high standards have been maintained. The pace of learning increases, particularly for pupils in Years 5 and 6, who achieve very well during their time in this class and make up some of the ground lost during the infants. The learning for pupils in Years 3 and 4, while satisfactory, is

not always sufficiently well matched to their individual needs. Consequently, they are unable to make the very good progress that they achieve in the Years 5 and 6 class.

58. Teaching and learning in the infants are unsatisfactory because, too often, pupils of different capabilities and ages are given the same work to do. At the start of lessons, many pupils do not follow explanations and are given insufficient time to explain their thinking to the teacher and each other. When working independently, the activities chosen do not stretch the more able and are often inappropriate for pupils who learn at a slower rate. However, pupils with special educational needs make good progress when they are supported by adults, who are able to break the learning down into more manageable stages.
59. Pupils' learning improves in Years 3 to 6 because the work is more closely matched to their capabilities and the teaching overall is good. In Years 5 and 6 particularly, pupils are given interesting opportunities to use and apply their mathematical thinking in real situations. They applied their problem solving skills effectively, for instance, when investigating the different ways of sharing out a pirate's treasure.
60. There is a 'Maths Club' for gifted and talented mathematicians held before school starts, supported by a nearby secondary specialist school. This is very popular and well attended by more able Year 6 pupils. Pupils report how much they enjoy the club and tackling the different investigations. These experiences are very beneficial and enable these pupils to make very good progress in lessons.
61. Leadership and management are unsatisfactory because the co-ordinator has not been helped to acquire the skills or provided with the opportunity for checking and developing teaching, learning and the curriculum. This means she has been unable to identify and tackle underachievement. Although a commercial scheme of work is used by teachers, they have had little guidance on how to adapt it when planning lessons for mixed age classes. Also, there are no agreed assessment procedures, and teachers do not use the information they have on individuals' progress to help pupils know what they need to do to improve. Many teachers are making effective use of good resources, particularly the new interactive computerised screens, to make learning more interesting and meaningful.

Mathematics across the curriculum

62. Few opportunities are planned into other subject lessons in the infants to reinforce pupils' numeracy skills. Junior pupils develop their understanding of measure effectively in many subjects, such as when comparing plant growth in science, distances in geography and timescales in history. Their problem-solving and investigative skills are very well consolidated in practical activities in Years 5 and 6, as when working out the average rainfall in Bath as part of a geography project.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are average in Year 2 and well above average in Year 6.
- Younger infants underachieve as teaching is unsatisfactory.
- Pupils in Years 2 to 4 do not carry out their own practical investigations confidently.
- Pupils in Years 5 and 6 achieve well as their natural inquisitiveness is effectively channelled by good teaching.
- The curriculum does not meet requirements as more able pupils and those who learn at a slower rate are not always given appropriate work.
- Marking does not help pupils improve.
- Currently, there is no active co-ordinator and no development of teaching and learning is taking place.

Commentary

63. In 2004 teacher assessment trials, standards were average at Year 2 and no pupil reached the higher Level 3. Unconfirmed results for the current Year 2 show a slight improvement as a few more able pupils performed above the national average. Inspection findings indicate that standards overall are average for seven-year-olds, a significant fall since the last inspection when standards were well above average. National test results in 2004 and unconfirmed results for 2005 show standards in Year 6 are being maintained at well above average. Inspection findings concur with these results. This is an improvement since the last inspection when standards in Year 6 were above average.
64. In Year 1, nearly all pupils underachieve. Very little recorded work is retained and pupils have difficulty in recalling what they have studied. Topics chosen do not develop pupils' learning progressively and often the work is not planned to take into account what pupils know and can do. In a lesson on plant growth, pupils were expected to explain the idea of a 'fair test', a concept more appropriate in Year 5 or 6. As a result, their knowledge and understanding are fragmented. Teaching and learning are unsatisfactory and sometimes poor.
65. Teaching and learning are satisfactory in Years 2, 3 and 4. Pupils are introduced to more appropriate subjects, as lessons follow published guidance. They acquire a solid foundation of knowledge about living things, materials and physical processes, achieving satisfactorily. Pupils are quick to grasp how nature functions, as teachers are good at encouraging them to ask inquiring questions and often make effective use of new technologies in their lesson introductions. In a Year 2 lesson on the life cycle of the butterfly, for instance, the teacher gave a clear and helpful presentation using an interactive computerised screen. As a result, pupils were able to use the correct scientific terms, such as 'pupate' and 'chrysalis', when discussing how caterpillars change into butterflies. However, few pupils have well developed investigative and problem solving skills when carrying out practical work. They are not given sufficient opportunities to try things out, preferring to ask the adults what they should do.
66. Pupils achieve well in Years 5 and 6 as a result of consistently good teaching. There is a strong emphasis on encouraging pupils to ask thoughtful questions and then put forward their own ideas that are discussed by the class. Often, effective use is made of the Internet and the interactive computerised screen to provide stimulating presentations of scientific topics. The teacher is a skilful facilitator and very good at managing these sessions. In a lesson on the heart, she used a sequence of text and animated diagrams downloaded from a website to illustrate the function of different sections. Pupils were fascinated and every time she paused the presentation, they eagerly launched into suggestions and discussions, such as how the valves worked.
67. The science curriculum does not meet requirements. Staff make accurate assessment and predictions of pupils' learning but do not use this information effectively to adapt published lesson plans that focus on a narrow attainment level. As a result, many more-able pupils and those who learn at a slower rate, including pupils with special educational needs, are not given appropriate work, especially when carrying out tasks on their own. Consequently, these pupils make unsatisfactory progress.
68. Teachers' marking varies throughout the school. In Year 1, work is generally not marked or dated. In other classes, teachers' comments are usually appreciative and pupils are given little guidance as how to improve or learn from their mistakes.
69. The former headteacher was the co-ordinator, but provided unsatisfactory leadership and poor management. There has been little checking and development of teaching and learning for some years. The acting headteacher has only recently identified the shortcomings in teaching, learning, assessment and the curriculum. There has been insufficient time before the inspection to put in place development plans and actions to tackle these serious weaknesses.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources and staff expertise have improved since the last inspection.
- Standards are above average for Year 2 and Year 6 pupils.
- The co-ordinator has good knowledge and skills and a clear picture of how to develop the subject further.
- Teaching and learning are good.
- Pupils of different capabilities are not always given appropriate work.
- New technologies are increasingly being used to support teaching and learning.

Commentary

70. There has been good improvement since the last inspection when standards were average for seven and 11-year-olds. The introduction of resources, such as the wireless-linked laptops and the use of interactive computerised screens, has been an important factor in developing pupils' skills and enjoyment. As a result, standards are now above average at the end of both Year 2 and Year 6.
71. Two lessons were observed during the inspection. Evidence from these lessons, talking to pupils, looking at their work and discussions with teachers indicate that pupils are making good progress and achieving well as a result of good teaching. Seven-year-olds use a range of programs confidently, such as to access, edit and save their work, and they can import text and graphics from other applications or web sites. Years 3 and 4 pupils enjoy working in pairs, as they did when producing an illustrated storybook to share with the infants. Their learning is good because they are encouraged to discuss and review their work together and have the skills and support to make improvements. Years 5 and 6 pupils use programs effectively for a wide range of applications, including spreadsheets to record and study rainfall and weather data. They have also had experience of measurement systems to record light and temperature and control systems to operate models they made in design and technology. They are skilled at making visual computerised presentations, producing a persuasive display to attract tourists to a mountain resort of their choice. Pupils of all ages reinforce and practise their skills, with the encouragement of parents, at home.
72. Staff use national guidelines for planning lessons and this ensures that pupils' learning builds progressively. However, not enough attention is paid to matching activities more closely to the stage and rate of learning of different groups of pupils in mixed age classes. Pupils who learn at a slower rate find it difficult to complete work without help and more able pupils' thinking is not being extended. Whilst their progress is satisfactory overall, they could be achieving better with more appropriate work.
73. The co-ordinator has a clear view of what needs to be done next and is currently looking at ways to check and track pupils' progress more accurately. She has good knowledge and has worked well to provide the staff with training and support to help them use the new equipment effectively. This is having a positive effect on teaching and learning.

Information and communication technology across the curriculum

74. Opportunities to use new technologies to support teaching and learning in other subjects are increasing but vary, depending on the confidence of the teacher. Years 5 and 6 pupils drew together their river study work by creating pamphlets with maps, pictures and text as a guide to the nearby river Avon. Staff and pupils use their word processing skills effectively in displays throughout the school to celebrate achievements and highlight the key learning in a range of subjects. Considerable use is made of the digital camera to record pupils' experiences and visits to reinforce learning. Little use is made of video and music technology to extend pupils' experiences further.

HUMANITIES

Geography and history were sampled.

75. No lessons of geography and history were observed. Inspectors talked to pupils and staff and looked at recorded work and curriculum plans.
76. Pupils enjoy **geography** lessons and achieve as expected for their age. Pupils in Year 1 have studied their local area and produced a large display map of the village with street names identifying the location of their houses. In Year 2, pupils have looked more closely at their surroundings and can understand the role and placement of the main buildings, church, post office and school in the village. Years 3 and 4 have undertaken a tree study at Westonbirt Arboretum and in Years 5 and 6 pupils have examined rivers and can explain how they are formed and flow. Pupils' learning is enhanced by a series of environmental study visits as part of the school's activity week.
77. In **history**, the work seen indicates pupils are attaining as expected for their age. In Year 1, pupils link work about themselves and their village to develop an understanding of chronology. In Year 2, pupils have learnt about the life of Henry VIII and have discussed the reasons for his divorce from Catherine. Pupils in Years 5 and 6 study the Viking invasion of Britain and their destruction of the monasteries. They talk enthusiastically about the lives and discoveries of Sir Francis Drake and Sir Walter Raleigh. They are encouraged to research history topics for homework and reinforce their literacy and ICT skills by composing and word processing a letter home from a Tudor sailor.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

78. One lesson each of art and design, music and physical education was observed and none of design and technology. In addition, inspectors talked to pupils and staff and looked at recorded work and curriculum plans.
79. In **art and design**, the standard of work on display is as expected for the age of pupils. This is an improvement since the last inspection when standards for 11-year-olds were below average. Pupils achieve as expected, developing creative, imaginative and critical skills. They enjoy their lessons and are inspired particularly by enrichment activities such as artist visits and the annual Activity Week when they produce work of a very high quality. Throughout the school there are examples of painting, printing, sculpture work and collage. For example, pupils in Years 3 and 4 have drawn and painted portraits linked to history work and Henry VIII. They have also produced beautiful seascape pictures using pointillist techniques. The sculptural figures of musicians from around the world, made by pupils in the Year 5/6 class during a three-day artist residency, are of a very high standard and show just what is possible with inspirational teaching
80. In **design and technology**, pupils develop their designing and making skills progressively as they move up the school. Standards of work seen are in line with national expectations. Teachers ensure that pupils plan what has to be made, select appropriate materials, identify

what works well and carry out improvements. The moving toy models of Tudor ships produced by Years 5 and 6 pupils show they understand the process of designing, making and evaluating their work. The use of both the teacher's and pupils' evaluations effectively helped improve their work. There are after-school clubs in design and technology for older and younger pupils that further enrich their studies.

81. A published scheme of work is used for **music** to provide guidance for the non-specialist teachers. There has been little development of teaching and learning in recent years as other subjects have been given priority. As a result, some teachers lack confidence and their lessons have not provided sufficient coverage of the curriculum. Consequently, by the time pupils reach Years 5 and 6, their singing, playing of instruments and appraising music are not as good as they should be for their age. This was apparent in a lesson where they were studying and learning to perform a two-part song. They lacked control of their breathing when singing, found it difficult to listen attentively to the musical introduction and did not handle the percussion instruments appropriately. The teacher effectively helped them improve through careful and consistent guidance but the overall standard attained was still unsatisfactory. However, the school is good at providing enrichment activities. Around 20 juniors learn the guitar and another 20 the piano, their parents paying for specialist tuition. There are well-attended recorder clubs in the autumn and spring term. Staff also give considerable time and energy to organise an annual musical production in which all pupils take part. These additional activities are much appreciated by parents and make a positive contribution to pupils' education.
82. In **physical education**, standards of work seen are as expected. Most pupils in Years 2 and 3 enjoyed a games lesson on the school field, joining in enthusiastically. They developed skills in throwing and catching and played small team games of rounders, making appropriate progress in their learning. The teacher, through good explanations and questioning, ensured that the pupils understood about safe exercise. She demonstrated techniques effectively and encouraged pupils to reflect on their learning at the end of the lesson. Most pupils felt they had improved their skills and clearly enjoyed the lesson. The school provides a wide range of after-school sporting activities, including football, rounders and cycling proficiency, which are well attended. In addition, pupils take part in a number of competitions with other schools such as netball and football tournaments. Pupils in Years 3, 4 and 5 attend swimming lessons. All are able to swim 25 metres and understand about water safety.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This subject was sampled.

83. The school places considerable importance on creating a friendly, caring and supportive ethos and as a result pupils are confident, considerate and feel happy. This is generally a result of teachers' individual efforts and the many informal opportunities they take to ensure that pupils' personal development is given a high priority. However, little discussion has taken place to consider what would be an appropriate **personal, social and health education and citizenship** programme for the school, with the result that each teacher decides what should be covered in the weekly lessons. There has been no checking and developing of teaching and learning so the quality of provision and coverage varies considerably. Pupils' level of knowledge and understanding also varies, being poor in the infants, but very good in the juniors. In a Year 1 lesson considering the safety of playground equipment, pupils were unclear as to what was required of them and nearly all were inattentive when individuals were responding to the teacher's questions. A school council has been recently introduced and meets monthly to give pupils more involvement in the running of the school and increase their understanding of how organisations operate. Year 6 pupils enthusiastically spoke about how they had organised a charity event following discussions at the school council. Year 1 pupils were less clear about their involvement.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	5
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	6
Value for money provided by the school	5

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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

The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	6

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