

# INSPECTION REPORT

## **WOODFORD VALLEY CE AIDED SCHOOL**

Middle Woodford, Nr Salisbury

LEA area: Wiltshire

Unique reference number: 126422

Headteacher: Mrs R Hart

Lead inspector: Eileen Chadwick

Dates of inspection: 5 – 7 July 2005

Inspection number: 268297

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:	152
School address:	Middle Woodford Salisbury Wiltshire
Postcode:	SP4 6NR
Telephone number:	01722 782361
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Appropriate authority:	Governing Body
Name of chair of governors:	Revd Ann Philp
Date of previous inspection:	8 February 1999

## CHARACTERISTICS OF THE SCHOOL

This is a small rural primary school. It has 158 pupils on roll, aged four to eleven, including the 13 pupils who are in the Valley Centre, which is a centre for autistic pupils. Pupils in the Centre are integrated, where appropriate, within main stream classes. Overall, there are slightly more boys than girls. However, in Reception and Year 3 there are twice as many boys as girls, whilst in Year 2 there are twice as many girls as boys. The school serves the immediate area of the Woodford Valley, although it attracts many of its pupils from neighbouring villages and towns. Very nearly all pupils are from white British backgrounds and none speak English as an additional language. The proportion of pupils known to be eligible for free school meals, at 0.7 per cent, is well below average. The school has 25 pupils on its register of special educational needs, which is broadly average. Of these 14 have statements of need, which is well above the national average. Thirteen of the pupils with statements are taught in two classes in the Valley Centre attached to the school. These pupils range in age from four to 11 and all have learning difficulties related to autism. In the rest of the school, pupils' difficulties are mainly moderate learning problems and social, emotional and behavioural difficulties.

The level of pupil mobility is above average. Many more join the school than leave at times other than the normal leaving or entry points. Most children have had some pre-school education before entering Reception either in the village playgroup or in private nurseries. Pupils' attainment on entry is above average, overall, but this ranges from very high to low. This includes the large proportion of later entrants to the school. Since the previous inspection there has been a new headteacher and most other teaching staff have changed. The school has also grown considerably as, at the time of the last inspection, there were 108 pupils on roll. In 2003 the school gained a Basic Skills Quality Mark. The school is currently involved in the Primary Leadership Strategy. The headteacher had shared responsibility for teaching a class until last September although she is now non-class based.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19115	Eileen Chadwick	Lead inspector	Science Design and technology Foundation Stage
62670	Graham Saltmarsh	Lay inspector	
30559	Jennifer Taylor	Team inspector	Art and design Special educational needs
32574	John Hobden	Team inspector	Mathematics Information and communication technology Geography History
32153	Maureen Panichelli	Team inspector	English Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is generally a good school** where pupils reach high standards by Year 6 in English, mathematics and science. Pupils are well prepared for secondary school. Much good and better teaching leads to pupils achieving well in Reception and in Years 4 to 6. Pupils' achievement in Years 1, 2 and 3 is satisfactory overall but not as good as in other years. The headteacher, in close teamwork with the governing body and all members of the school community, provides good leadership and direction. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are high in Year 6 as a result of consistently very good teaching in Years 5 and 6.
- Children in Reception are given a good start and reach high standards in literacy and numeracy.
- Pupils with special educational needs, including in the Valley Centre, make good progress.
- Very good provision for pupils' spiritual, moral, social and cultural education leads to their very good attitudes and behaviour and a climate where learning can flourish.
- Very good links with the whole community greatly enhance pupils' learning.
- Pupils' overall achievement in Years 1 to 3 is only satisfactory and standards of writing are unsatisfactory in Years 1 and 2. Pupils' handwriting is too often untidy throughout the school.
- Teaching quality is good, overall, but varies from very good to unsatisfactory.
- There is inconsistent challenge for more capable pupils, including the gifted and talented.
- The school hall is too small now that the school has expanded.

The school has made good progress since the previous inspection in February 1999. Standards are higher in most subjects for Year 2 and Year 6 pupils than those reached in national tests just after the last inspection because of improvements this year. The overall quality of teaching is similar. The school has made good progress in addressing the weaknesses identified.

### 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	C	A	A
Mathematics	B	B	D	E
Science	B	A	A	C

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

**Pupils' overall achievement is good.** Inspection, supported by the 2005 National Curriculum tests, shows standards are now more even for Year 6 pupils than in the table above. They are well above average in English, mathematics and science. In 2004, compared with similar schools, standards were too low in mathematics. However, in 2003, standards in Year 6 were excellent compared with the standards pupils reached in their Year 2 national tests in 1999. Standards are above average in ICT and physical education. Pupils' overall achievement is good in Years 4 to 6.

In Year 2, standards are above average in reading, mathematics, science, ICT and physical education. They are average in writing. As these pupils reached above average standards by the end of their Reception year, their overall achievement is satisfactory but unsatisfactory in writing. Overall, standards are better this year in Year 2 than for many years but the school still has work to do to ensure pupils achieve as well in Years 1, 2 and 3 as in the rest of the school. Children in Reception achieve well. Standards have improved this year and children reach well above average

standards in reading, mathematics and personal development. They reach above average standards in all other goals, including in writing. Pupils with special educational needs, including those in the Valley Centre, make good progress but the gifted and talented pupils' progress is unsatisfactory.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Pupils' attitudes to school are very good and they behave well. Despite the school's good procedures, pupils' attendance is below average because a small number of families take holidays during term time. Pupils are punctual. Pupils are very proud of their school and have a thirst for learning.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is good.** Teaching is good overall. It is good in Reception, Years 4 to 6 and in the Valley Centre. It is satisfactory in Years 1 to 3 but the teaching of writing is unsatisfactory in Years 1 and 2. Lessons are interesting and pupils' work is often well matched to their previous learning, although the level of challenge for more capable pupils is inconsistent in Years 1 and 2. Throughout the school, teachers ensure pupils learn through problem solving as well as through listening and watching. The curriculum provided is good in Reception and Years 3 to 6. It is satisfactory in Years 1 and 2. Higher level thinking skills, including problem solving, are very well planned in Years 5 and 6. Extra-curricular activities are very good. The school takes good care of its pupils. Links with parents and the community are very good. The school makes good use of the space available but the hall is too small now due to the increase in the number of pupils.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are both good.** The headteacher provides clear direction for improving pupils' achievement. Her pastoral leadership is very good. Management structures have soundly developed since the school expanded. Senior staff, including the assistant headteacher, set very good examples by their own high quality teaching. Governors provide much support and are effective in helping to steer the school's direction. All staff work together as an effective team for the benefit of the pupils. The school fulfils statutory requirements.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are often very pleased with the education the school offers. A small minority of parents would like more information about their children's progress. The inspection finds that information for parents about progress is good. Pupils are very pleased with the school and enjoy their lessons.

## **IMPROVEMENTS NEEDED**

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

- Raise pupils' achievement in Years 1, 2 and 3, including in writing, and improve pupils' handwriting and presentation skills throughout the school.
- Improve the quality of teaching in Years 1 to 3 so it matches the quality in the rest of the school.
- Ensure more capable pupils, including the gifted and talented, are consistently challenged.
- Seek to increase the capacity of the school hall so it is of adequate size for physical education.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils' overall achievement is good. It is good in Reception and in Years 4, 5 and 6. It is satisfactory in Years 1, 2 and 3. Standards are well above average by Year 6 in English, mathematics and science.

#### **Main strengths and weaknesses**

- Good teaching in Years 4 to 6 raises standards in English, mathematics and science.
- Standards are rising in Reception because of strong teaching in literacy and numeracy.
- Pupils with special educational needs achieve well, including those in the Valley Centre.
- Standards in reading and mathematics are showing signs of improvement in Year 2.
- Pupils do not achieve well enough in writing in Years 1 and 2. Pupils' handwriting is untidy.
- More capable pupils make inconsistent progress in Years 1 to 3 in investigative mathematics and science.

#### **Commentary**

1. Year 2 pupils' results in the 2004 National Curriculum assessments were below average in reading, writing and mathematics. Compared with similar schools, these standards were well below average. The average point scores for 2004 standards are shown in the table below.

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

Standards in:	School results	National results
Reading	15.6 (15.7)	15.8 (15.7)
Writing	14.0 (12.4)	14.6 (14.6)
Mathematics	15.9 (15.1)	16.2 (16.3)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

2. The overall trend was below the national trend and, apart from a very sharp rise in 2000, has been declining since well before the last inspection in 1999. This has meant that teachers in Years 3 to 6 have had to work even harder to raise standards.
3. Results in 2004 national tests in Year 6 were well above national averages in English and science but below the national average in mathematics. These standards were well above average compared with similar schools in English and average in science but well below average in mathematics. The school attributes the lower standards reached in mathematics to unfortunate disruptions when the pupils were sitting their mathematics tests. There was insufficient evidence for the inspection team to comment.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2004***

Standards in:	School results	National results
English	30.0 (27.4)	26.9 (26.8)
Mathematics	26.3 (27.9)	27.8 (26.8)
Science	30.0 (30.4)	28.6 (28.6)

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*There were 18 pupils in the year group. Figures in brackets are for the previous year*

4. The overall trend is below the national trend in all three subjects. However, in English and science the trend has been improving since 2002. In mathematics, the drop in 2004 halted an improving trend.
5. In 2003, compared with Year 6 pupils' prior attainment in Year 2, standards were well above average in English and mathematics and very high in science. Further analysis of the school's results show that Year 6 pupils in 2001- 2003 entered Year 3 having reached no better than average standards in their Year 2 national tests. All indications are that, from 2002, Year 6 pupils have often been achieving well compared with their attainment in Year 2.
6. The inspection, backed by the unvalidated results of the 2005 assessments and tests, shows that some standards have improved this year in both Years 2 and 6. The school's sound management of the subject training provided by the local educational authority and the rigorous monitoring by the headteacher and subject managers have brought about improvements to the quality of teaching in Years 1 and 2. In Year 2, compared with the standards reached in 2004, there have been significant improvements in reading and mathematics. For instance, in 2005 assessments, in reading very nearly one in two pupils reached Level 3 compared with less than one in five in 2004.
7. Assessments for the current Reception children also show significant improvements in reading and numeracy compared with the standards reached by the current Year 2 pupils in their assessments at the end of Reception. Standards by the end of Reception are now well above average in communication, language and literacy, mathematical development and personal development. They are above average in all other areas of learning. Children begin school with above average attainment on entry and, overall, achieve well.
8. Standards by the end of Year 2 are above average in reading, mathematics, science, ICT and physical education. Standards are average in writing. Pupils' overall achievement is satisfactory, but unsatisfactory in writing. These pupils reached above average standards in reading, writing and mathematics at the end of their Reception year. Although standards are showing improvement by the end of Year 2 compared with those reached in recent years, pupils' achievement in Years 1 and 2 is not as good as in Reception and in Years 4 to 6. .
9. By the end of Year 6, standards are well above average in English, mathematics and science. Pupils achieve well in these subjects compared with their above average attainment on entry to the school. Standards are also far higher than the standards they reached in Year 2, which were only average, overall. This indicates pupils have achieved very well since then. Standards are above average in ICT and physical education. Pupils' achievement over time in these subjects is satisfactory.
10. Overall, pupils with special educational needs achieve well. Achievement is good for those who attend the Valley Centre and, occasionally, very good for older pupils. In the rest of the school, it is good in Reception and in Years 3 to 6. It is satisfactory for pupils in Years 1 and 2. The specialist knowledge of the Valley Centre manager, who is also special educational needs co-ordinator, has made a significant contribution to the high quality and use of individual educational plans for all pupils. Throughout the school, teachers often adapt work well to match the needs of lower attaining pupils. Pupils in the Valley Centre have very specific targets and their work is very closely matched to their age and ability. Emphasis is placed on the acquisition of communication, personal and social skills and pupils achieve well in these areas. The very effective team approach between teachers, teaching assistants and expert voluntary helpers in supporting all pupils with special educational needs further enhances provision for all pupils. However, in Years 1 and 2, during whole class teaching, pupils do not achieve well enough in writing because there is not enough teaching of the smaller steps in writing and spelling. When children leave Reception, a small proportion have not yet reached their learning goals for writing. These children are often boys with summer birthdays. There is not enough close monitoring and effective support for these pupils in Year 1 so they can catch up.

11. The large proportion of higher attaining pupils have often achieved well by the time they leave the school. However, their progress is inconsistent from Years 1 to 3. In Years 1 and 2 these pupils do not achieve well enough in writing, mathematics problem solving and scientific investigation as there are too few opportunities for them to learn at higher levels. An identification process has been started for gifted and talented pupils, but their progress is unsatisfactory because the curriculum provided is often similar to other pupils in Years 1 to 3. Provision for gifted and talented pupils improves in Years 4, 5 and 6 but the lack of rigorous teaching of the subject skills and knowledge in art and design and design and technology prevents them fully developing their creative, artistic and practical talents.
12. Over the last three years, girls have reached higher standards than boys in reading, writing and mathematics in both Year 2 and Year 6 national tests and assessments. During the inspection nearly all pupils on the special educational needs register in the main school were boys. No other significant differences were observed during the inspection between the achievement of girls and boys.
13. The inspection shows that this is an improving school after a long period when standards have not been high enough in Year 2. Since the last inspection, the school has made good overall progress in improving standards. Compared with the standards reached in 1999 national tests, taken soon after the last inspection, standards are similar in English and higher in mathematics and science in Year 6. Standards this year are higher than the 1999 Year 2 tests in reading and mathematics but pupils' achievement is unsatisfactory in Year 2 in writing. The school has made satisfactory progress in improving standards in ICT.

### **Pupils' attitudes, values and other personal qualities**

Pupils' personal qualities, including spiritual, moral, social and cultural development are very good. Pupils' attitudes and behaviour are very good. Attendance is below the national average but punctuality is good.

### **Main strengths and weaknesses**

- Pupils have very good attitudes towards learning and behave very well.
- Relationships are very good; pupils get on very well with teachers and each other.
- The school teaches moral values and social skills very well.
- Too many parents take their children out of school for holidays during term time.

### **Commentary**

14. Pupils respond very well to the high expectations of members of staff. The school has maintained this very good quality provision since the last inspection. It has addressed the key issue well, for improving pupils' awareness of other cultures, from the last inspection.
15. Behaviour is very good. Pupils are polite, co-operative and behave very well in lessons and at other times during the school day. Relationships are very good. Pupils are happy at school and find members of staff are approachable and feel comfortable about talking to them if they have a problem. Pupils play and work together happily and support each other effectively in lessons. Pupils show sensitivity towards those with special educational needs, especially those in the Valley Centre, helping them when necessary and involving them in the full range of school activities.
16. Pupils have very good attitudes to learning. Most work hard, have a thirst for learning and are very keen to take part in the wide range of activities provided by the school. The school has very good procedures for promoting social and moral values and for developing spiritual and cultural awareness. There is very close co-operation with the local church and community. Pupils develop spiritual awareness through their subjects well. For instance, in science, ICT and design and technology, they develop a very good understanding and sense of wonder in

the technological advances in our society. Pupils are well taught to appreciate the features of other cultures and have a link with a school in South Africa attended by children in much less fortunate circumstances than their own. There are a good number of visits and visitors, including a residential visit for pupils in Years 5 and 6.

17. Pupils are given good levels of responsibility and are able to contribute to the running of the school in various ways, including older pupils providing support to younger ones in other classes. A school council meets regularly and is able to influence decisions, especially those relating to well being.
18. Since the previous inspection, attendance has fallen below the national average. This is the result of a small number of parents taking their children out of school for holidays during term time. The school has taken good steps to redress this by the application of a rigorous system of analysis and record keeping. The school has provided unambiguous declarations of its expectations in letters to parents and the consistent following up of issues now appears to be bringing about some improvement. Despite this, there is still a small core of parents who remove their children from school during term times.

## Attendance

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.5
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.*

## Exclusions

There were no exclusions in the last academic year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching and learning are good. The school provides a good curriculum, which is very effectively enriched by visits and extra-curricular activities. The care, guidance and support given to pupils are good, whilst the partnership with parents and links with the community and other schools are very good.

### Teaching and learning

The overall quality of teaching is good. It is good in Reception and Years 4 to 6 and satisfactory in Years 1, 2 and 3. Assessment is good.

### Main strengths and weaknesses

- Much very good teaching in English and mathematics in Years 4, 5 and 6 raises standards.
- Good teaching in Reception enables children to make a good start.
- The good quality of teaching raises attainment for pupils with special educational needs.
- In Years 1 and 2 there is not enough challenge for more capable pupils in writing and in aspects of investigative mathematics and science.

## Commentary

### Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (33%)	12 (37%)	9 (27%)	1 (3%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.*

19. Improvement since the last inspection is satisfactory. The proportion of very good teaching is slightly higher whilst the proportion of good teaching is slightly lower. The school's measures for improving teaching and learning in Years 1 and 2 are having a positive impact on reading and mathematics. However, they have not yet had enough impact in writing. Although teaching and learning are satisfactory in Years 1, 2 and 3, they are not as good as in the rest of the school.
20. The Reception teacher, in post for only two years, is demonstrating that good teaching leads to rising standards in reading, writing and mathematics by the end of Reception. Strong teaching in Years 4 to 6 also raises standards for cohorts that underachieved in national tests when in Year 2. The headteacher's monitoring of teaching and learning has been more rigorous since last September when she became non-class based. Improved management systems are now leading to satisfactory teaching and learning in Years 1 and 2, although work remains to be done to bring teaching and learning up to the same level as the rest of the school. The teacher in Year 3 is only just becoming established. She was appointed at the beginning of this term due to the serious illness of the previous teacher who began only months previously. The school has made good progress in establishing the Valley Centre for pupils with autism, which did not exist at the time of the previous inspection.
21. Children are very well managed in Reception. The teacher and support assistant have high expectations and are an effective team. They successfully adjust their roles and teaching approaches in order to meet the needs of the very wide range of attainment in their mixed age Reception/Year 1 class. Planning is good and based on effective assessment of children's prior attainment. The more capable children progress rapidly in reading because of the very good match of activities to their needs. National Curriculum is taught alongside the Foundation Stage curriculum so that the more capable move along more rapidly.
22. In the rest of the school, teaching is mainly good. It is satisfactory in Years 1, 2 and 3 and good in Years 4 to 6. In good or very good lessons, teachers are able to put their high expectations into practice because of their good subject knowledge and skilled management of pupils. They inspire pupils to learn through lively presentations that capture pupils' interest and attention from the start of the lesson. Through careful planning and use of assessment, work is well matched to the range of ability so all ability groups can achieve very well in all parts of the lesson. These teachers successfully use a wide range of teaching styles and are equally effective when teaching by direct instruction, interactive whole class teaching and by pupils' own investigation and problem solving.
23. Teaching and learning in English are good, overall. They are satisfactory in Years 1 and 2 and very good, overall, in Years 3 to 6. In Years 1 and 2, there is sound attention to teaching reading and phonics. However, not enough time is spent teaching handwriting and there are not enough opportunities for pupils to write at length in English or across the curriculum. In Years 3 to 6, both reading and most aspects of writing are very well taught. This raises standards. However, handwriting is untidy up to Year 6. Teaching turbulence when pupils were younger has meant that approaches to handwriting and presentation have been inconsistent throughout the school. There is work to be done to ensure the same approach and attention to neatness and good presentation is followed throughout the school.

24. Teaching and learning in mathematics are good, overall. In Years 4, 5 and 6 the quality of teaching is often very good. In very good lessons, teachers are very skilled in providing very well matched work to pupils' wide range of attainment. Teaching assistants, as well as teachers, provide very good support during group work for developing pupils' understanding of number. The teaching in Year 3 is generally satisfactory. However, an unsatisfactory lesson was observed when organisation of learning had weaknesses. This limited the time spent on mathematics and a loss of learning time for pupils. In Years 1 and 2, teaching and learning are satisfactory, although too many worksheets are used and more capable pupils have little opportunity to organise their own work and solve problems.
25. Support staff are skilled in managing pupils and provide effective help, especially in literacy and numeracy, due to good quality training. Their effectiveness is demonstrated in the good achievement of lower attaining pupils in English and mathematics by Year 6. Teaching of pupils with special educational needs is good with very good features for older pupils in the Valley Centre. Teachers incorporate the clear targets stated in the pupils' individual learning plans into their lesson plans. This helps teachers to successfully match pupils' work to their learning needs. Pupils with learning difficulties are fully included in all classroom activities, including the pupils who need additional support so that they can experience success.
26. In the Valley Centre, teachers ensure pupils of all ability levels are constantly and appropriately challenged so that they are working to the best of their ability. Teachers ensure all pupils with special educational needs play an active role in lessons and all pupils are fully included in the curriculum. The role of the support assistant within a lesson is carefully planned and they make a strong contribution to the teaching team. Assessment and tracking procedures of pupils identified as having difficulties in learning are very good and are used very well to monitor the rate and levels of achievements. The analysis of achievements is used very well to plan lessons so the needs of special educational needs pupils can be identified and addressed. In the Valley Centre, this includes very close of monitoring of emotional, behavioural and events that may impact on the pupils' development. There are effective links with a range of specialist support services provided by the local education authority. There is frequent contact between the professionals, their class teachers, assistants and pupils' parents so that consistent support is available.
27. The quality of teaching in science and ICT is good in Years 3 to 6 and satisfactory in Years 1 and 2. In Years 3 to 6, teachers' good subject knowledge is a major reason why expectations are higher and there is consistently a good level of challenge for the majority of pupils. In music and physical education lessons teaching was always at least good and, this, too is related to teachers' good subject knowledge.
28. Assessment systems are good in Reception, English, mathematics, science and ICT and very good for pupils with special educational needs. Assessment is effectively used in Years 3 to 6 for planning and matching pupils' work to their range of attainment during lessons. In Years 1 and 2, although there are good school assessment systems, teachers are less familiar with the requirements of National Curriculum level descriptions for higher level work in writing and aspects of mathematics and scientific enquiry. Homework is satisfactory. It is used as an effective tool for raising standards in Years 5 and 6, although this is only satisfactory in the rest of the school, apart from in reading, where there is good provision.

## **The curriculum**

The school provides a good curriculum overall. It is good in Reception, satisfactory in Years 1 and 2 and good in Years 3 to 6. There is very good enrichment through activities that extend pupils' experiences outside normal lessons. The school's accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- In Reception, very good planning for literacy and numeracy provides a strong foundation for teaching and learning.
- There is high quality curriculum planning for pupils in Years 4 to 6 to learn in depth.
- There are very good opportunities to learn from out-of-school activities, including sport.
- Provision in writing is unsatisfactory in Years 1 and 2.
- There is not a systematic whole-school approach to teaching handwriting and presentation.
- The hall is too small for older classes and resources in the Centre have limitations.

### **Commentary**

29. The curriculum is good overall because there are strengths in the Foundation Stage, Years 4 to 6 and in the provision for pupils with special educational needs. All statutory requirements are met. However, the impact of curriculum planning is only satisfactory in Years 1 to 3. There are weaknesses in curriculum planning in Years 1 and 2 for pupils to write at length and to apply their writing to other subjects. This results in lower standards in writing at the end of Year 2 than at the beginning of Year 1. In Years 1 and 2, planning for mathematics and science is generally satisfactory. However, there is not enough planning for more capable pupils to use higher level mathematics in investigative science or for them to undertake higher level problem solving activities in mathematics. In Year 3, curriculum planning is good although implementation of plans is currently only satisfactory. Overall, since the last inspection the school has made satisfactory progress in ensuring a good curriculum. It has made good progress in addressing its key issues related to increasing the amount of teaching time and ensuring there is progression in the ICT curriculum.
30. Provision for special educational needs pupils is good. The curriculum for those pupils who attend the Valley Centre is modified, when necessary, to meet their particular needs. All pupils within the main school have equal access to the curriculum and extra-curricular activities, and those who attend the centre are included in all aspects of school life. Pupils who attend the Valley Centre also visit the stables for Riding for the Disabled in Wilton for regular riding lessons. All statutory requirements are met.
31. Pupils' personal, social and health education is given high priority. The school rigorously plans all aspects of this subject, including sex and relationship education and drug education. Year 6 pupils are well prepared for secondary school. A very good range of after-school clubs and music activities enrich the curriculum. Sporting activities include football, netball, tag rugby and athletics. The school staff, as well as parents or qualified coaches, organise these activities. The sports teams compete with other schools and all achievements are celebrated as part of the life of the school. There are opportunities to learn musical instruments and to participate in a variety of musical activities such as the band, which is led by the music co-ordinator with assistance from a member of the community. Musicians, artists and dancers are invited into the school and the pupils perform at local community events. Residential and day visits take place on a regular basis and are linked to class topics.
32. Overall, teachers have a good range of experience and expertise for teaching this age range. Teaching assistants are effective, well trained and have a positive impact on pupils' learning. The accommodation is satisfactory, although there are some weaknesses. The school hall is too small to accommodate older classes for physical education. The indoor and outdoor role-play areas for Reception and the school library are small, although good use is made of available space. The accommodation for pupils in the Valley Centre has recently been improved and is now satisfactory. Both accommodation and resources in the Centre are now adequate. However, there is no soft play area or sensory room and, as yet, the Centre does not have a wide range of equipment.

## Care, guidance and support

The arrangements for pupils' care, welfare, health and safety are good. The provision of support, advice and guidance based on monitoring is good. The involvement of pupils in the school's work through seeking, valuing and acting on their views is very good.

## Main strengths and weaknesses

- The school provides a safe and very caring environment for pupils.
- There are excellent induction arrangements when children start school.
- Monitoring of personal and academic development is good and very good for pupils in the Valley Centre.
- Identification and support for gifted and talented pupils lacks rigour.

## Commentary

33. Pupils are provided with a very caring and supportive environment. Pupils know that they are important, valued, and matter as individuals within the school community. Staff make every possible effort to get to know their pupils well so that they receive the help and support they need to ensure their very good personal development and adjustment to school. Conversations with pupils revealed that they have will almost always turn to one of them to discuss any problem or difficulty. Parents are very pleased with the care provided.
34. All pupils and their parents know that the school community will not tolerate bullying or any other form of oppressive or inappropriate behaviour. Consequently, there is very little evidence of bullying or any other form of harassment. Pupils confirmed that they would not hesitate to report any instances of inappropriate behaviour or language. Child protection procedures are well established and effective. Health and safety checks of the entire site and equipment are regular and thorough. However, the inspectors notified the headteacher and the governors of a health and safety issue that they noticed. This is already being addressed.
35. The school has very good procedures for acting upon pupils' views. This is mainly achieved through the highly successful school council and regular pupil questionnaires. Procedures are very good for supporting personal development and good, overall, for monitoring and supporting achievement. Assessment is good overall. However, in the main school, it is more effective in English, mathematics and science in Years 4 to 6 than in Years 1 to 3. The school carefully monitors individuals' progress as they move through the school and this has led to effective measures for raising standards at the end of Reception and for improving standards in reading and mathematics by the end of Year 2. However, this has not yet led to enough improvements in writing at the end of Year 2. The assessment and monitoring of the progress of gifted and talented has begun, but is insufficiently rigorous.
36. In the Valley Centre, pupils' wide range of educational emotional and behavioural difficulties demands that an extensive network of educational and medical expertise is fully utilised. Opportunities are created, and support is given, to enable pupils to integrate into mainstream classes, whenever practicable. The school very systematically monitors the progress of all pupils with special educational needs.
37. Inspectors confirm parents' observations that the school has excellent induction arrangements for new pupils, whether entering in Reception or later.

## **Partnership with parents, other schools and the community**

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

### **Main strengths and weaknesses**

- Links with parents are very effective in enhancing pupils' learning.
- Links with the local community are very good and greatly enhance pupils' learning.
- Very good links with other schools ease the transfer when pupils move schools.
- Home/ school reading records do not show clearly Reception children's progress.

### **Commentary**

38. Parents are very satisfied with what the school provides. The school has maintained the very effective links with parents found at the time of the last inspection. A few parents were concerned that there is not enough information about their children's progress. The inspectors confirm that the arrangements for providing information are good.
39. Parents are kept very well informed about life in the school and the curriculum. Information about pupils' progress is good. School reports to parents are detailed, informative and user friendly. They are well set out in plain English with individual targets, which are arrived at through discussions between teachers and pupils and in consultation with parents. Home/ school reading records provide very good opportunities for a regular dialogue between parents and teachers about reading in order to improve progress. However, records for Reception children do not clearly show how quickly the children are progressing in reading.
40. The school has very good regular systems for consulting parents and taking their views into account. All of the parents seen before and during the inspection wholeheartedly agreed that the school was a safe, caring place where their children thrived and grew in confidence.
41. Parents actively support the school in many ways. There is a home/ school contract and most parents help their children by hearing them read at home and by encouraging them to complete homework assignments. There is always total attendance at parents' meetings and school performances. The Parents' and Friends' Association has been successful in raising substantial funds through local links and local business sponsorship. School fetes and social events are a key part of local life.
42. The school's community links are very good. These include very close affiliation with the local church and links with the wider community. The school helps to unite the local community. Many residents make vital contributions to pupils' learning in school. The school is a leading member of a local cluster of schools. The cluster plays a vital part in strengthening curriculum development as training costs and subject expertise are shared for joint in-service days. There are excellent links with the local playgroup and very good links with secondary schools. Transfer arrangements are very good. Secondary teachers visit the school prior to transfer and visits are arranged for pupils to see their next school, take part in activities and sample lessons.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. This applies to the leadership provided by the headteacher, senior staff, subject co-ordinators and the systems for managing the school. The governance of the school is also good.

## Main strengths and weaknesses

- The headteacher provides a clear direction for improving the school.
- The assistant headteacher works in effective partnership with the headteacher.
- Leadership for Reception, English, mathematics, ICT, physical education and special educational needs is good.
- Governors are effective and hold the school to account for the standards it achieves.
- The school improvement plan does not contain enough numerical targets for raising standards.

### Commentary

43. The headteacher provides good leadership and management with a clear focus on ensuring that pupils' achievement improves. Since September, she has not had responsibility for teaching a class. This has led to more rigorous management systems, including those for monitoring teaching and learning. As a result, there have been improvements in standards in reading and mathematics in Year 2. Soon after the previous inspection, the school entered a period of staffing turbulence, which included the Valley Centre. This had an adverse impact on raising achievement. This situation stabilized and the headteacher has successfully produced a united staff with a strong commitment to raising achievement.
44. A drop in standards in English and mathematics in Year 2 occurred prior to the headteacher's appointment to the school. Standards in Year 2 have nearly always been too low since 1997. This has meant the school has had to work especially hard to raise standards by Year 6 because of pupils' lower attainment on entry to Year 3. The recent increase of monitoring of standards and the quality of teaching by the headteacher and assistant headteacher has led to action to address weaknesses in Years 1 and 2. The systematic training for improving standards in literacy and numeracy has also been well managed. As a result, standards are rising in Year 6 and in reading and mathematics in Year 2. However, there has not yet been the same impact on writing in Years 1 and 2 and there is still more work to be done to bring provision for pupils in Years 1, 2 and 3 up to the same level as in the rest of the school.
45. The headteacher is well supported by the assistant headteacher, other senior teachers and the governing body. She has the confidence of parents and, under her leadership, the school has expanded significantly since the previous inspection. The school has recently created new management structures in keeping with a larger school. These are appropriate, although the leader for Years 1 and 2 will not begin her new role until September. This key appointment is vital so that the high standards now being reached at the end of Reception are maintained and built upon in Years 1 and 2. The headteacher, assistant headteacher and the subject managers for English and mathematics set strong examples to other staff by their own quality of teaching. The school has robust assessment tools for self-evaluation but more rigour is still needed in Years 1, 2 and 3 in order to bring teaching and learning up to a similar standard as the rest of the school.
46. Subject co-ordinators' roles are well-developed for pupils with special educational needs, the foundation stage, core subjects and physical education, but less developed for foundation subjects and gifted and talented pupils. The provision for pupils with complex special educational needs is managed very well by the Centre Manager, who also acts as special educational needs co-ordinator for the main school. The headteacher also supports the management of provision in the mainstream. The role of Centre Manager is very demanding and, until recently, there has been no time available to release the co-ordinator to fulfil her very wide-ranging responsibilities. The school benefits from a dedicated team of support assistants who provide very good support. The Centre Manager/special educational needs co-ordinator is not yet a member of the senior management team.
47. The governing body are well informed, thoroughly exercise all their statutory responsibilities and have a suitably wide range of expertise. The chair of governors has much expertise in education and has enabled the governing body to more thoroughly develop their critical friend

roles. Their oversight of the school is effective. They make suggestions and act as a critical friend as necessary. In order to raise standards in Years 1 and 2, the governors initiated the changes in the headteacher's role from this September. This provided the headteacher with more time for her management role and is an effective use of the school's funds. Governors' committees have clear terms of reference. The chair plays a very important role in promoting the strong links with the local community through her work as the vicar. Governors visit the school regularly and are fully involved in the life of the school.

48. School improvement planning is good, overall, and targets the right priorities for improving standards, including raising standards in Years 1 and 2. However, the school is too modest in the numerical targets it sets for Year 6 pupils. This stems from the lower standards that have been reached in Year 2 for some years. The targets have often been exceeded in Year 6. Challenging numerical targets for raising standards are not shown clearly enough on the school improvement plan, although they are shown on other documentation. This limits the school's ability to measure the impact of its actions on raising standards and achievement.
49. The school secretary provides an excellent service. She is a welcoming point of contact for visitors and parents and manages the school's financial procedures very well. Financial planning is good with a planned programme of spending linked to the school improvement plan. The school's budget is prudently managed and closely monitored by governors. The school makes sure that money is spent wisely by researching and making decisions about goods and services that represent best value. This includes comparing its costs and its results with similar schools. The school has carried forward a larger than normal amount of its annual budget for the past two years. This has been to secure substantial improvements to the accommodation, including for the Valley Centre and new ICT hardware and software. This contingency is already much reduced and the school's savings are now being prioritised for a larger hall in keeping with the expanded school.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	490,723	Balance from previous year	65,728
Total expenditure	488,609	Balance carried forward to the next	67,842
Expenditure per pupil	3,214		

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The overall attainment of the children on entry to Reception is above average, but ranges from very high to low. Children achieve well in Reception because of the good provision. Since the last inspection the school has made good progress in improving provision as teaching and learning in communication, language and literacy were only satisfactory then, whereas they are now very good. Standards are also higher in reading, mathematical development and personal, social and emotional development. The Reception teacher has now been in post for two years and children's end of year Reception assessments indicate an improving trend from 2004 in the standards reached in reading, writing and mathematics. Assessments for the current Year 2 pupils at the end of their Reception year, showed standards were above average overall in reading, writing and mathematics indicating only satisfactory achievement. The management of provision for Reception is good. The teacher and assistant work closely together as an effective team. This ensures that children of all abilities achieve well. Assessment is good.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Very good induction procedures ensure children readily adjust to school.
- Children often show remarkable levels of concentration by the end of Reception.
- There are very good systems for helping children to become more independent.

#### **Commentary**

50. The children are on course to reach well above average standards. All children are likely to reach their early learning goals, at least, with over a half exceeding them. Very good quality teaching and learning enables all children to achieve very well, regardless of their starting point. Children are very well managed and cared for. This, together with the very good relationships between adults and children, enables children to quickly settle including the few with limited personal and social skills. Very good induction procedures before the children begin school and the effective links between home and school once children are in school provide very good foundations for all their learning. Children's personal development is assessed very thoroughly. This information is used very well to help each child to adjust to school and develop confidence. Children are sensitively encouraged so they can learn just as successfully through whole class teaching, focused group work as well as self-initiated learning, for example through purposeful play. The very systematic teaching of 'play-plan' helps the children to develop and evaluate their independent learning skills and to take some responsibility.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Children make very good progress in speaking, listening and reading through very good teaching.
- Children achieve very well in learning their letter-sounds.
- More capable children are given very well matched work both in reading and writing.

- Pupils with special educational needs achieve very well.
- Home/ school reading records do not clearly show parents how their children are progressing.

### **Commentary**

51. By the end of Reception, children reach well above average standards in communication, language and literacy. Standards are now well above average in speaking, listening and reading and above average in writing. Very good teaching and learning leads to children achieving very well. This raises standards in the short time they are in Reception. Teaching is very good for children of all abilities in speaking, listening and reading. It is good overall in writing. By the end of Reception many speak clearly and confidently and give detailed explanations using a wide vocabulary. Children greatly enjoy reading; all have at least reached their learning goals with most exceeding them. Several children already reach very high standards in reading. The teaching of reading is very thorough and there is a good match of key words, sounds and books to the range of children's attainment. Assessment and recording is good. Very thorough school reading records are kept. There is a productive dialogue between parents and school in children's home/school reading records, but clear progress is not shown. One third of Reception children reach above average standards in writing. They are fluent writers and write simple accounts. Most others reach their learning goals and can use their phonics knowledge to write simple words and sentences. However, a small minority of children are below average and do not yet always form their letters properly or spell simple words. The school is aware that very close monitoring in Year 1 is needed to ensure these children, who are often the youngest, can reach their potential.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well through good teaching and learning.
- There is a good level of challenge for more capable children.
- Tasks are well matched to children's attainment.
- Well-planned practical activities underpin children's learning.
- Role-play is effectively used for helping children to learn.

### **Commentary**

52. Children achieve well because the quality of teaching and learning is good. By the end of Reception standards are well above average. All reach the Early Learning goals at least and most are achieving at the early levels of the National Curriculum. Children can add and subtract, often to at least ten, and are aware of higher numbers. Children have a very good understanding of different coins. When buying and selling, they select which coins to use and can work out change. Several children are beginning to develop their ability to work out answers in their heads. All successfully use their fingers for working out unknown answers. Strengths in the teaching include very good use of the interactive whiteboard for whole class teaching, provision of more challenging work for more capable pupils and very good use of practical resources for bringing learning alive. Assessment is good and well used to match work to children's range of attainment.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- There are good opportunities for all children to develop their scientific knowledge.

- There is not enough challenge for more capable pupils to develop their investigative and designing and making skills.

### **Commentary**

53. By the end of Reception, children reach above average standards. Satisfactory teaching and learning leads to children's satisfactory achievement. Children's interest and curiosity about the world in which they live is encouraged through visits, including to the Oceanarium in Bournemouth. Carefully planned experiences in class extend children's understanding of the variety of sea creatures. Children also have a very good understanding of the range of animals that live on land. They sort models and pictures of animals according to simple characteristics they have identified. Children's observation skills develop well, but there is not enough challenge for more capable children in other aspects of independent enquiry. Children are confident when using computers and use a good range of programmes competently, including ones with pictures, words, sounds and numbers. Children develop good geographical understanding of differences between physical features of different places. However, children's knowledge and skills in designing and making are only average because the experiences provided do not challenge more capable pupils.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- There is good development of physical skills during whole class lessons.
- There are good opportunities for children to develop their practical and manipulative skills.
- There is a very good range of ride-on vehicles for outdoor play.
- The lack of large climbing and balancing apparatus for outdoor play restricts provision.

### **Commentary**

54. Children reach above average standards by the end of Reception after achieving well. The quality of teaching is good, although overall provision is limited by the lack of larger outdoor climbing apparatus. This restricts overall achievement. Activities are well planned for the development of manual dexterity. Children often use chalk, crayons and paint brushes with proficiency and many have good pencil control. They manipulate a good range of materials and develop practical skills and manual dexterity through activities such as sewing and cooking. In a good physical education lesson, children showed good co-operation and much enthusiasm, as well as good running ability when racing in the egg and spoon race. The outdoor equipment is well used for the children to develop their physical agility.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**

### **Main strengths and weaknesses**

- Children achieved well when they painted different sea creatures.
- Lack of space restricts provision for role-play.

### **Commentary**

55. By the end of Reception, children reach above average standards. Their achievement is satisfactory. The quality of teaching and learning is satisfactory. The quality of learning through role-play is satisfactory. Role-play is a central feature in the curriculum, for instance

the indoor 'shop' and the outdoor 'beach café'. However, space is small. At any one time, there is a limited range of dressing up clothes and artefacts available, which limits the potential of these areas. Role-play enhances children's learning across the curriculum. It provides satisfactory opportunities for children to develop their vivid imagination and ability to 'pretend'. Children use a wide range of media, including textiles, to design and make sea creatures. Children reached high standards using glass paints and marbling effects when they painted pictures of sea horses and octopuses. However, in other art and design work there was not such rigorous skill teaching so children's achievement was satisfactory rather than good. When using construction materials, children's ability to put ideas into action is only average because of a lack of rigour in teaching practical skills and knowledge.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Pupils' achievement over time is good in English by Year 6.
- The very good progress made in Years 4 to 6 is raising standards and achievement.
- Standards and achievement are now showing signs of improvement by Year 2 in reading.
- Pupils' achievement is still unsatisfactory in writing in Years 1 and 2.
- Presentation and handwriting are too variable throughout the school.

#### **Commentary**

56. By the end of Year 2, standards are well above average in speaking and listening. They are above average in reading but only average in writing and in line with the results of the unvalidated 2005 national assessments. Standards show considerable improvement in reading and a small rise in writing compared with standards in 2004 national assessments. Then, standards were below the national average and well below those for similar schools. The rise in standards this year has been significant in reading, especially at Level 3, with nearly one in two pupils reaching Level 3 in reading compared with less than one in five in 2004. Improvements are the result of the school's satisfactory management of subject training and the impact of increased monitoring of teaching and learning in Years 1 and 2. The school has not been as effective in raising achievement in writing with standards rising too slowly, especially at Level 3.
57. The current Year 2 pupils entered Reception with above average attainment. The school's end of Reception year assessments show that these pupils also attained above average standards by the end of their Reception year in speaking, listening and reading and writing. Their attainment cannot be directly compared with the higher standards now being reached at the end of Reception. Year 2 pupils' achievement is now good in speaking and listening, satisfactory in reading but unsatisfactory in writing.
58. By the end of Year 6, overall standards in English are well above average. The 2005 national tests for Year 6 pupils indicate the school has maintained the well above average standards reached by Year 6 pupils in 2004. Pupils achieve very well in Years 3 to 6 as a result of the very good teaching in Years 4 to 6. When the current Year 6 pupils were in Year 2, the standards they reached were only average in reading and writing.
59. The achievement of pupils with special educational needs is very good in Years 3 to 6 and satisfactory in Years 1 and 2. Pupils achieve well in the Valley Centre. Gifted and talented pupils do not achieve well enough in writing in Years 1, 2 and 3. No significant differences between the achievement of boys and girls were observed during the inspection, although nearly all pupils on the special educational needs register are boys. Overall, the school has

made satisfactory progress in improving standards since the last inspection. Then, Year 2 pupils reached only average standards in reading and below average in writing in their 1999 national tests taken soon after that inspection. Well above average standards reached in 1999 Year 6 national tests have been maintained. There remains work to be done to bring pupils' achievement in Years 1 and 2 to the same level as the rest of the school.

60. By Years 2 and 6, standards in speaking and listening are well above average. The school's strategies for improving speaking and listening are having a good impact on raising achievement. By Year 6, pupils are very articulate and confident speakers with a very wide vocabulary. Standards in reading are above average by the end of Year 2 and very high by the end of Year 6. Pupils' achievement is satisfactory in Years 1 and 2. It is very good overall in Years 3 to 6 due to the rapid progress being made in Years 4, 5 and 6. Reading is taught systematically and thoroughly. The extra guided reading sessions and opportunities for pupils to read to informed adults are raising standards. Pupils in Years 5 and 6 are given very good opportunities for research across the whole curriculum. Avid reading at home and school and the rigorous catch up programmes for pupils with special educational needs all contribute to the very high standards reached by the end of Year 6.
61. In Year 2, standards in writing are average. There is insufficient challenge for more capable pupils. Most pupils can construct good sentences with appropriate punctuation. However, there are unsatisfactory opportunities for creative writing, for writing across the curriculum and for writing at length. By Year 6, pupils write fluently for a wide range of purposes and very well for a wide range of audiences. However, the development of pupils' handwriting and presentation is uneven. Whilst showing much improvement in Year 6, it is not always good enough in the rest of the school. There is not a consistent, whole-school approach to teaching joined handwriting or to presenting work neatly.
62. The quality of teaching and learning is good, overall. It is satisfactory, overall, in Years 1, 2 and 3 and very good in Years 4 to 6. In the very good lessons in Years 4, 5 and 6 speaking, thinking and reading skills were rigorously developed before pupils were set to work on writing tasks. The strong build up of skills over time, as well as in each lesson, enabled pupils to learn in depth. In Years 4, 5 and 6, the teachers are very skilled when providing the right level of challenge during whole class and group teaching for the range of abilities. In the mixed Year 1/2 class, the pace of learning is not always fast enough for older higher attaining pupils. Teaching assistants in all classes provide effective support during group work for pupils with special educational needs.
63. Thorough assessment systems are used well to inform pupils' individual target setting. The use of assessment for planning well-matched work is good, overall. It is very good in Years 3 to 6 but there are weaknesses in matching writing tasks to pupils' needs in Years 1 and 2. Marking varies. It is generally encouraging but does not always tell pupils what they need to do to improve. ICT is used well to extend pupils' research and writing skills in Years 3 to 6 with very good use of ICT for older pupils. The use of ICT is satisfactory in Years 1 and 2.
64. The subject is led and managed well by the co-ordinator. She sets a very good example by the quality of her own teaching, although she is having most impact on raising standards in the juniors. She has a clear view of the priorities for improvement through monitoring teaching and learning and evaluating pupils' work. She has had a positive impact on improving achievement in reading this year in Years 1 and 2. However, there is still work to be done to raise standards and achievement in writing in Years 1 and 2.

### **Language and literacy across the curriculum**

65. Reading skills are developed satisfactorily in Years 1 and 2 but the development of writing is unsatisfactory. For example, in science, the same level of writing is often given to all pupils regardless of ability and there are very few examples of neat, extended writing. There are good opportunities for writing across the curriculum in Years 3 to 6 where pupils are given many opportunities for longer pieces of writing. However, until Year 6, writing is not always

set out well enough. The teaching of research and library skills is hampered by the small size of the school library.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Pupils' overall achievement is good by the end of Year 6.
- Very good teaching in Years 5 and 6 raises attainment.
- Teaching assistants make a valuable contribution to pupils' learning.
- There is not enough challenge in mathematics investigation for higher attaining pupils, including gifted pupils, in Years 1 and 2.

### Commentary

66. Early indications from 2005 national tests and assessments indicate significant improvements for pupils in both Years 2 and 6. These stem from a determined effort by the school to raise standards and good management of whole-school subject training provided by the local education authority.
67. Standards are above average by Year 2 and well above average by Year 6 and in line with the unvalidated results for 2005. Pupils' overall achievement is good by the time they leave the school compared with their above average attainment on entry to the school. However, the current Year 6 pupils have achieved very well in Years 3 to 6 as these pupils attained below average standards in their national tests in Year 2. In 2002 and 2003 there was an improving trend in standards in Year 6. In 2003, comparisons with similar schools showed pupils' achievement by Year 6 was excellent compared with their prior attainment in Year 2. However, in 2004 there was a large dip and standards were well below average compared with similar schools based on pupils' prior attainment. The school attributes this to unfortunate disruptions when the pupils were sitting their mathematics national tests. The team has insufficient evidence to make a comment on this. Standards in Year 2 have been too low in mathematics for many years. Standards are showing improvements in Year 2 but there is still work to do to ensure pupils' achievement in Years 1, 2 and 3 is as good as in Years 4 to 6.
68. Pupils' current achievement is good overall by Year 6, but variable throughout the school. It is satisfactory in Years 1, 2 and 3, good in Year 4 and very good in Years 5 and 6. This is linked to the wide range in the quality of teaching found in different classes. Pupils with special educational needs achieve well throughout the school. Good support is provided for pupils in the Valley Centre and they achieve well. The achievement of gifted and talented pupils is unsatisfactory. Although it is good in Years 4 to 6 it is unsatisfactory in Years 1 to 3. The school exceeded its targets in national tests this year. However, these targets were not sufficiently challenging for such capable pupils as they were set in Year 5 following an unexpected shortfall in the previous year. There has been good improvement since the previous inspection. The standards reached in Years 2 and 6 are both higher than those reached in the 1999 tests, taken soon after the last inspection.
69. By the end of Year 2, pupils have good knowledge of number facts and shape and space. They confidently carry out calculations involving two and, sometimes, three digit numbers. By the end of Year 6, pupils carry out calculations involving large numbers, estimate their accuracy and check their results for errors. They explore relationships in numbers and shape and can apply skills to unfamiliar contexts, for example, when some Year 6 pupils were able to deduce a method to find the area of an equilateral triangle.
70. Teaching and learning are good, overall, but variable through the school. They are satisfactory in Years 1, 2 and 3, good in Year 4 and very good in Years 5 and 6. During the inspection, the quality of lessons seen varied from very good to unsatisfactory. The inconsistent quality of teaching and learning is a major factor in preventing a steady rise in standards. All teachers plan pupils' work well. However, teachers in the mixed Year 4 /5

class and the Year 6 class are more skilled when managing pupils' very wide range of attainment throughout all parts of lessons. Their very skilled class management enables them to implement their high expectations for pupils of all abilities so all pupils can achieve very well. Teachers successfully use a range of teaching styles so pupils are challenged through problem solving as well as when absorbing knowledge or practising skills.

71. Examination of pupils' previous work indicates that teaching and learning in Years 1 and 2 are satisfactory, although good teaching was seen during the inspection when pupils investigated properties of three-dimensional shapes. Much of the pupils' recording of number work in Years 1, 2 and 3 consists of the completion of structured worksheets. In Years 4, 5 and 6 they are given much better opportunities to structure their own recording and to explore patterns in their own ways. In Years 1, 2 and 3 more capable pupils are given satisfactory opportunities for higher level number work but there are not enough opportunities for them to apply their learning to mathematics problem solving. In the unsatisfactory lesson observed in Year 3, there was a loss of mathematics learning time when the changeover between class and group work and the provision of tasks for the different ability groups took too long. All teachers create calm, orderly classrooms and pupils are keen to learn.
72. Overall, assessment is good and used well to match pupils' work to their wide range of attainment. It is satisfactory in Years 1 and 2 and good overall in Years 3 to 6. Marking is good, however presentation of pupils' work is too often untidy. In all classes, teaching assistants provide good support for pupils' learning, particularly when they have learning or behavioural difficulties. Computers are used well to help pupils learn mathematics.
73. Leadership and management of the subject are good. The co-ordinator has strong subject knowledge and sets a very good example by the quality of her own teaching. Her monitoring of colleagues' teaching has identified clearly what is needed to improve pupils' achievement throughout the school. She has introduced more effective systems for assessment, including analysis of test results and has helped other staff to implement plans to improve pupils' skills in weaker areas. Weaknesses observed in teaching for pupils in Years 1 and 2 have led to strategies to redress these and a subsequent rise in standards in Year 2.

#### **Mathematics across the curriculum**

74. Pupils' use of mathematics across the curriculum is satisfactory, overall. It is good in science in Years 3 to 6 where there is extensive use of graphs and spreadsheets to present and interpret results. However, in science in Years 1 and 2, there are not enough opportunities for more capable pupils to use higher level mathematics.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- By Year 6 pupils have achieved well.
- Good teaching in Years 3 to 6, including very good teaching in Year 6, raises achievement.
- More capable pupils in Years 1 and 2 do not have enough challenge in aspects of investigative science.
- Pupils' handwriting and presentation of work is often untidy, especially in Year 2.

#### **Commentary**

75. Standards are above average by Year 2 and well above average by Year 6. These standards are similar to the early indications of the 2005 Year 2 and Year 6 national assessments and tests. Pupils have achieved well by Year 6 compared with their above average attainment on entry to the school. However, overall standards in 2004 were only average compared with

similar schools although all reached at least Level 4 and half reached Level 5. In 2004, the high standards reached in English at Level 5 indicated pupils could do even better at Level 5. Pupils' achievement is satisfactory by Year 2. Pupils with special educational needs make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6.

76. The achievement of higher attaining pupils is generally satisfactory in Years 1 and 2 but they do not have enough opportunities to learn at higher levels in aspects of investigative science. Overall, the large proportion of higher attaining pupils achieve well in Years 3 to 6. The achievement of gifted and talented pupils is unsatisfactory in Years 1 and 2. Their achievement is satisfactory, overall, in Years 3 to 6 but, on some occasions, they are capable of more abstract understanding of scientific knowledge. Since the last inspection, the school has made good progress in improving standards as there has been a rise in Year 6. Tests taken in 1999, soon after the last inspection, showed standards were only above average by Year 6. Standards and achievement are similar in Year 2.
77. By the end of Year 2, pupils attain above average standards in both investigative science and scientific knowledge. Most aspects of pupils' investigative skills develop well when they learn about properties of materials and physical processes. However, when pupils learn about biological science, opportunities for developing their practical enquiry skills are not as good. The large proportion of potentially higher attaining pupils do not have enough opportunities to use higher level mathematics for measuring and recording results and for searching for patterns during investigative science. Pupils' use of ICT is satisfactory.
78. By the end of Year 6, pupils reach well above average standards in all aspects of science. Pupils' ability to design, plan and make their own experiments is very good. Their ability to apply their knowledge and understanding when generating hypothesis and explaining results is also very good. Pupils have a rigorous understanding of experimental procedure, including controlling variables, and ensuring experimental accuracy. Pupils use mathematics and ICT very well, including the way they record and interpret detailed mathematical patterns in their results. Pupils' progress accelerates in Years 5 and 6 and is rapid in Year 6. Throughout, gifted pupils are capable of learning even more abstract scientific knowledge.
79. Pupils' ability to record their work neatly, using writing for different purposes, is unsatisfactory by Year 2. It improves in Years 3 to 6 with good progress being made in Year 6. However, presentation and handwriting are not always neat enough.
80. The overall quality of teaching and learning is good. It is satisfactory in Years 1 and 2, good in Years 3 to 5 and very good in Year 6. Teachers' subject knowledge is satisfactory in Years 1 and 2 and good in Years 3 to 6. In Years 1 and 2, there are good opportunities for pupils to learn through practical work when pupils learn about properties of materials and physical processes, although this is less frequent during biological science. Pupils do not do as well in Years 1 and 2 because teachers' subject knowledge in investigative science is not as good as in Years 3 to 6. This affects teachers' expectations and ability to consistently challenge the large proportion of more capable pupils in investigative science. Interactive whiteboards are used effectively throughout the school to help pupils learn. The pace of learning is faster in Years 5 and 6 because these teachers have strong subject knowledge in all aspects of science and very skilfully manage pupils. Curriculum planning is generally good, although there are not enough planned extension activities for gifted pupils.
81. Subject leadership and management are satisfactory. In Years 3 to 6, the teachers' own good subject knowledge raises their expectations and enables them to raise standards rather than rigorous subject management. Assessment procedures are good, overall. However, in Years 1 and 2 there is insufficient use of assessment data to plan for more capable pupils to learn at higher levels in the full range of investigative skills.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

### Main strengths and weaknesses

- Good teaching is enabling pupils to make good progress.
- Pupils use ICT well in other curriculum areas.
- There are good levels of resources.
- Some improvements for the network are required

### Commentary

82. Pupils attain above average standards by the end of Years 2 and 6. Pupils' overall achievement is satisfactory. However, they are currently making good progress, which is enabling them to make up for some lost ground through inadequate resources. The recent arrival of a new suite of up-to-date computers, and the good use of this, is the reason why pupils' learning is now being accelerated. Overall progress since the last inspection is good. Standards have improved in Year 2 and are similar in Year 6. The school has made good progress in addressing its key issues related to ICT.
83. All pupils from Year 2 onwards save their own work into a filing system on the network and are able to print and re-load it for subsequent editing. Year 2 pupils competently use ICT for generating ideas and developing and organising their work. They use a floor turtle to learn about simple control. By the time they leave the school in Year 6, pupils show high levels of skills in the use of a wide range of applications. They are confident when carrying out operations in a mathematics program such as manipulating shapes on a grid or adding animations to slide show presentations. They combine information from a variety of sources, including the Internet, into posters and presentations. There is good development in word processing for factual and creative writing and poems. In Years 4 and 5, they begin to use a screen turtle to follow a series of instructions. By Year 6, these instructions include procedures they have programmed and complex routines for exploring mathematical relationships. They enter data into a spreadsheet and create different kinds of graphs.
84. Teaching and learning are good overall, and much is very good in Years 3 to 6. In the lessons seen, teachers made very good use of the digital projectors and interactive whiteboard for demonstration purposes and also for pupils to show their work to the class. The classroom computers, including laptops, are used well to support work in other curriculum areas. The quality of work in ICT is effectively assessed by class teachers and monitored by the subject leader. All teaching staff have been trained in the use of ICT. Further training would facilitate even more effective use of the advanced technology now available in the school. Teaching assistants provide very good support and are often knowledgeable. There is also very good use of volunteers with appropriate expertise for enhancing pupils' experiences of using ICT.
85. The subject is well led and conscientiously managed. Recent investment in hardware means that the school is now well resourced for the subject and its use across the curriculum. The resources are deployed so that there is good access for helping pupils learn. This is achieved by a balance of fixed workstations in an ICT suite adjacent to the school hall, fixed workstations in classrooms and the special unit and portable machines, which are used effectively in the detached classrooms. There is, however, no provision for the central storage of pupils' work, which means that work can only be retrieved from the machine where pupils save their work. A further issue arises from the lack of a central charging unit, although the school's plans to purchase one of these will improve practice in this area.

## Information and communication technology across the curriculum

86. There is extensive use of ICT in other subjects of the curriculum, examples being seen in literacy, numeracy, science, art, geography, history and religious education. Very high standards of work using ICT to support pupils' mathematical work were seen. Appropriate hardware and software are available for control technology in science and design and technology. These applications are improving progress in ICT and across the curriculum.

## HUMANITIES

87. In humanities, only one lesson was seen in **history** and none were seen in **geography** due to the inspection timetable. Inspectors spoke to subject co-ordinators and to pupils and looked at pupils' work from the current and last academic year. It was not possible to form an overall judgement about provision in either of these subjects. However, one lesson was observed in history in which the pupils were taught well and their work was of a good standard. The pupils in Year 4 and 5 were able to use different primary and secondary sources to gather information about the characteristics of Vikings and about how different authors place different interpretations on events. Scrutiny of work in pupils' books and in displays around the school revealed similar high standards. ICT is used well to support pupils' learning in history and geography, the pupils being able to present their work using a word processor and in some very good slide presentations. A good range of resources is available and the subjects are further enriched by visitors to the school and by visits made by pupils to local centres, including a residential visit to a Tudor mansion. All evidence shows that statutory requirements are met in both subjects.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. During the inspection, because of the timetable, few lessons were seen in art and design. None were seen in design and technology and only two in music. Therefore, it is not possible to make a judgement about provision and overall standards in these subjects. In addition to observing lessons, inspectors spoke to subject co-ordinators and to pupils and looked at pupils' work from the last academic year in design and technology and art and design. The inspection shows that music has a high profile. The specialist teaching of music and physical education is having a good impact on improving the quality of these subjects. There are few opportunities for more capable pupils to learn at higher levels in both design and technology and art and design.
89. In **art and design**, the teaching seen was at least satisfactory and one lesson was very good. Where appropriate, pupils from the Valley Centre are integrated in the lessons in the mainstream classes. A very good lesson was seen in Year 6 when pupils created self-portraits based on facial contours, which they had identified through digital photography. They skilfully transferred images onto waxed canvas using emulsion paint. Using laptop computers and the program 'Paint shop Pro', pupils were able to explore the wide range of techniques available to change and enhance their photographs. The very good subject knowledge of the skilled volunteer, who had been an art and design teacher, resulted in high expectations and the rigorous teaching of subject skills. A lesson for pupils in Years 1 and 2 included a small group of pupils from the Valley Centre. They used art and design to enhance learning in other subjects, including a study of the seashore. Pupils learned various art skills and techniques, for example, some produced framed pictures on transparent material using glass paints to create a stained glass effect. However, the tasks were over prescriptive and did not allow sufficiently for pupils' own creativity. Art and design is given a high profile for pupils in the Valley Centre. They are used for helping pupils to develop communication and social skills as well as learning across the curriculum. Examination of pupils' previous work shows that art and design is used well to support pupils' learning about different cultures and other artists. However, pupils' imaginations and creativity are sometimes constrained by materials and techniques being provided and limited opportunities for their own creativity. The subject co-

ordinator is new to the post. There are plans to update the scheme of work to ensure progression in skills.

90. In **design and technology** examination of pupils' work shows that statutory requirements are met. However, there has been little recent subject training and teachers' do not always have the rigorous subject knowledge needed for teaching such capable pupils. There was evidence of high quality design work for Years 5 and 6 pupils when they designed and made a game for raising funds at the school. However, the end products were disappointing and indicated not enough time was allowed for pupils to apply art and design skills. In a project at a local secondary school, Year 6 pupils developed their ability to design, make and evaluate well when they undertook an engineering problem solving activity. Their structures, made from paper tubes and wood, were of good quality. However, although pupils use a satisfactory range of materials overall, there are few longer projects for older pupils, for example in textile or construction work. There are few examples of opportunities for pupils to work at higher levels in developing their practical skills.
91. During the inspection, only two **music** lessons were seen. Other evidence was taken from listening to pupils singing in assembly and discussion with the music co-ordinator. Pupils sing very tunefully, with good diction and regard for pitch, tempo and dynamics. They are accompanied well by the headteacher. The band plays well. Pupils in the band are taught very well by the music co-ordinator with assistance from a member of the local community. There is good take-up of peripatetic lessons in flute, clarinet and trumpet and the co-ordinator offers a recorder club. Pupils perform for the community as well as for school events. The subject is led and managed very well by an enthusiastic co-ordinator. Her specialist subject teaching enhances learning for all pupils.

## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Teaching and learning are good.
- Outdoor facilities are very good.
- Opportunities for extra-curricular activities are very good.
- The hall space is too small for older pupils. This restricts overall provision.

### Commentary

92. Standards by the end of Year 6 are above average and pupils' achievement is satisfactory. Overall improvement since the last inspection has been satisfactory. Although the school has worked effectively to improve many aspects of provision, the small size of the school hall is limiting older pupils' achievement. Numbers are now higher in Years 3 to 6 but the hall has not increased in size and this limits the range of activities that can be offered in the hall. The school makes very good use of the school's grounds and offers a very broad games curriculum for class lessons and extra-curricular clubs weather permitting.
93. During the inspection most lessons seen were in outdoor games. Teaching and learning are good. Teachers have good subject knowledge and plan and organise lessons well. In Years 1 and 2, pupils followed instructions very well and responded to the brisk pace and effective teaching of skills. They demonstrated good control and co-ordination when practising races with bats, balls and beanbags and worked well individually and in teams. Pupils with special educational needs are supported very well and they achieve well. In a Year 6 lesson, pupils learned skills to enable them to play tag rugby to a good standard. They co-operated well together and demonstrated good tactics when tackling and defending during the game. Pupils showed good control and use of space and improved their skills after evaluating their performance.

94. The school gives all Year 3 pupils the opportunity to learn to swim at a local pool. Most pupils achieve badges and are able to swim competently. In addition to the usual physical activities, pupils have very good further opportunities to improve their co-ordination skills through rugby, hockey and cricket. All pupils take part in a ten minute "Wake and shake" activity every day. There are many extra-curricular clubs such as tennis, tag rugby, basketball, netball and judo. The school provides outside trainers for some sports, which boosts the depth of subject teaching. Pupils take part in festivals, area sports and swimming galas and there are opportunities for activities such as orienteering in Years 3 and 4. The school has represented Salisbury in 'Wiltshire Youth Games' in both cricket and rugby.
95. The outdoor space for physical education is very good with a tarmac area and several grass surfaces. However, the hall is very small and cannot be used effectively by the larger, older classes. Resources are good and are well maintained. The subject is co-ordinated well by a knowledgeable, enthusiastic manager subject leader. She leads by example and has modelled and monitored lessons. Her management of the physical education curriculum is good. Pupils are assessed well in Year 6 whilst assessment is satisfactory in other classes.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

96. No overall judgement can be made as no specific teaching was seen in personal, social and health education and citizenship, but this area is given very high priority throughout all of the school's work. The school has a strong culture of providing for pupils' understanding and development. This is conveyed through assemblies, in lessons, religious education and during discussion time. The school also teaches specific skills in class weekly lessons.
97. The subject is also strongly promoted by the positive role models of adults at all times and through the high expectations of pupils' behaviour and attitudes when in school. The outcomes are very successful. Pupils are positive about their school life and relate very well to adults and other pupils. The school promotes healthy living through science and posters around the school encourage a healthy diet. The school rigorously plans to teach all aspects of this subject, including sex education and the misuse of drugs. Lunchtime is a social occasion where pupils develop very good social skills and a sense of belonging.
98. Responsibilities of living in a community are further emphasised by the work of the school council. This meets to bring to the agenda concerns from pupils for improving their experience in school. Older pupils care for younger ones both by their day-to-day interactions and through formal arrangements such as the buddy system, whereby pupils pair with those who need support. Throughout the school, there are good opportunities for pupils to learn teamwork and decision making skills in their subjects, for example in science, design and technology and physical education. The school's provision builds very effectively on what pupils bring from their home and family life experiences.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).*