

INSPECTION REPORT

CHILMARK AND FONTHILL BISHOP CE (VA)

PRIMARY SCHOOL

Chilmark, Salisbury

LEA area: Wiltshire

Unique reference number: 126438

Headteacher: Mrs Amanda Macey

Lead inspector: Mr Chris Kessell

Dates of inspection: 7th – 9th March 2005

Inspection number: 272031

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:	92
School address:	The Street Chilmark Salisbury Wiltshire
Postcode:	SP3 5AR
Telephone number:	01722 716348
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Williamson
Date of previous inspection:	22 nd February 1999

CHARACTERISTICS OF THE SCHOOL

Chilmark and Fonthill Bishop Church of England Primary School is smaller in size when compared to other primary schools and serves the Wiltshire village of Chilmark and neighbouring communities. The village is situated to the west of Salisbury. The majority of the village accommodation is privately owned. All of the pupils come from white ethnic backgrounds. The school has not received any travellers, refugees or asylum seekers. A number of children attend playgroups or mother and toddler groups before starting school. There is no local nursery provision. The proportion of pupils, who are known to be eligible for free school meals, is below average. The number of pupils who either leave or join the school was slightly above average during the last academic year, with more pupils joining the school than leaving. About 50 per cent of the pupils travel from outside the school's catchment area. Twelve per cent of pupils are assessed as having special educational needs; this is slightly below average. There are three pupils with a statement of special educational needs. Children start full-time education with attainment that is similar to that expected for their age, although there can be some year-on-year variation. In 2003, the school was presented with a *School Achievement Award*. At the time of the school's previous inspection, pupils left at the age of nine. As a result of a local education authority re-organisation, the pupils now leave at the age of eleven. The pupils currently in Year 6 will be the first to leave at this age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20695	Mr Chris Kessell	Lead inspector	Mathematics Science Information and communication technology Geography History English as an additional language
31754	Mrs Charlotte Roberson	Lay inspector	
18709	Ms Nina Bee	Team inspector	English Art and design Personal, social and health education Design and technology Music Physical education Special educational needs The Foundation Stage curriculum

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with a number of very good features. It provides good value for money. The majority of pupils are currently making good progress and achieving well, particularly in the core subjects of English, mathematics and science. Teaching is effective and the pupils learn well. Leadership and management are good overall; the headteacher provides very good leadership. The care provided by the teaching and non-teaching staff is very good. The pupils' personal development is good.

The school's main strengths and weaknesses are:

- As a result of good achievement, standards are above average in reading, writing and mathematics in Year 2. In Year 6, standards are above average in English, mathematics and science.
- Teaching and learning are consistently good. Classrooms are positive learning environments.
- The leadership provided by the headteacher is very good. Her strategic thinking is extremely clear and linked closely to improving pupils' achievement.
- The pupils are keen to come to school, behave very well and are confident in all that they do. Relationships through the school are very strong and supportive.
- The pupils are cared for very well. They work and play in a healthy and safe environment. Their welfare is a priority of the school and governors.
- Parents think very highly of the school and are supportive of all that it does.
- There are some inconsistencies in the quality of teachers' marking. On occasions, it could be more effective and helpful to the pupils.
- More could be done to promote the pupils' understanding of the values, beliefs and cultural traditions of our multi-cultural society.

The school was last inspected in 1999 and given four key issues to address. These have been successfully fulfilled and the school has improved well over the last six years. Some of the progress against the key issues has been very good. Teaching has improved and the pupils' behaviour is considerably better than it was. The school now has good systems in place to monitor and evaluate the work of the school and the provision of outdoor play equipment for the children in Reception has been developed well. There have also been improvements in the curriculum provided by the school, the care guidance and support offered to pupils, and in the links with parents. With regard to standards, the school's trend of improvement is below the trend found nationally. However, some year groups are small which can cause significant variations in national test results.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	A	B	C	C
Writing	B	B	A	A
Mathematics	A	B	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' achievement is good. All pupils, including those with special educational needs, make good progress through the school. The data above shows that, in the national tests in 2004 for pupils in Year 2, standards in reading and mathematics were average. Standards in writing were well above average. The results were the same when compared with similar schools, as defined by the proportion of pupils entitled to free school meals. Standards have improved for the pupils currently in Year 2; they are above average in reading, writing and mathematics. The results of the recent national tests, taken by pupils at the end of Year 2, show that, girls outperform boys in

reading and writing to a greater extent than found nationally. The school now has pupils in Year 6 for the first time. Standards are above average in English, mathematics and science for this year group. They are achieving well in these subjects and in information and communication technology. Other subjects were not part of the inspection focus. The children in Reception are on course to exceed the expected standards by the time they start Year 1.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Spiritual, moral and social development, are the stronger elements. There is a need to widen the pupils' understanding and experience of multi-cultural Britain. The very good behaviour and enthusiasm for learning shown by pupils contribute effectively to the good achievement found through the school. The pupils' attendance levels are well above average. Punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good overall. Teaching and learning are particularly effective. The teachers are good practitioners whose well-planned lessons produce a high level of interest from the pupils. The pupils work hard and make good progress. The pupils are confident in their activities, working well together or independently. Support staff make a significant contribution to pupils' learning. On occasions, marking could be more supportive to pupils and offer further challenge to higher attainers. The teaching and non-teaching staff know the pupils well and, because of the good ratio of adults to pupils in the school, many pupils receive good individual support during lessons.

The curriculum offered by the school is good. It is enriched very well by out-of-class activities, such as extra-curricular clubs and visits; these are popular. The school has a very good partnership with parents and very high levels of care are provided for the pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall; the headteacher's leadership is very good. She has provided the school with a good sense of direction and a clear vision. Much has been achieved since her arrival last year, particularly in terms of raising pupils' achievement and improving the quality of education provided by the school. The staff work well as a team and there are good procedures in place to monitor and evaluate the effectiveness of the school. Self-evaluation and reflection is a notable feature. The work of the governors is good and they fulfil their statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school. The great majority of parents believe that their children are taught well, make good progress, and are provided with a good range of interesting and exciting activities. The pupils are as equally enthusiastic about their school. They agree that they have to work hard and that the teachers are fair and show them how to improve. They find each other friendly and well behaved.

The inspection team fully supports the parents' and pupils' views.

IMPROVEMENTS NEEDED

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

- Develop strategies to ensure that marking is consistent and helpful to pupils.
- Improve the pupils' multi-cultural development, so that they are provided with more opportunities to appreciate other values, beliefs and traditions.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good overall. Standards in the core subjects of English, mathematics and science are above average.

Main strengths and weaknesses

- All pupils, including those with special educational needs, make good progress.
- Standards are above average in reading, writing and mathematics in Year 2 and in English, mathematics and science at Year 6.
- The pupils now make better progress than they did at the time of the previous inspection.
- The children get a good start to their education in the Reception class.

Commentary

1. The inspection team would agree with the views expressed by parents at the pre-inspection meeting, and through the parents' questionnaire, that pupils make good progress. This is the result of good teaching and the pupils' very positive attitudes to learning. It is a better picture than at the time of the previous inspection, when pupils' progress was described as inconsistent. Care needs to be taken with interpreting national test results. Variations in year group size can lead to year-on-year differences. There is almost half the number of pupils in the current Year 4, for example, than in Year 2. There are also significant differences in the proportion of boys and girls in some year groups. This could explain why the girls appear to do better than the boys in reading and writing. There was no evidence of these differences during the inspection.
2. The children get off to a good start in their Reception year. Information collected when the children started school, shows that their attainment on entry was similar to that expected for their age. Most children are on course to exceed the expected levels by the time they start in Year 1. Children achieve well because they are given a curriculum, which is accurately matched to their individual needs, and they are taught well.

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

Standards in:	School results	National results
Reading	15.8 (16.4)	15.8 (15.7)
Writing	16.4 (15.4)	14.6 (14.6)
Mathematics	16.4 (16.8)	16.2 (16.3)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

3. National test results for pupils in Year 2 in 2004 indicated that, when compared to all schools, standards were average in reading and mathematics. Standards were well above average in writing. With the exception of writing, there was a decline in the school's average point scores¹ compared with the previous year. This drop meant that the school's trend of improvement was lower than the trend found nationally, over the five years from 2000 to 2004. Excluding the 2004 results, the school's trend of improvement had been above the trend found nationally. The decline led the school to focus on reading and numeracy as part of the current school development plan. This has been a success because standards are now above average in reading, writing and mathematics, and the pupils are making good progress in these areas of learning.

¹ Average point scores - The average point score table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

4. The school did not have a Year 6 in 2004. However, standards are above average in English, mathematics and science for the current year group and they are achieving well.
5. Teachers are very aware of the pupils with special educational needs in their classes. Both the teachers and the teaching assistants support these pupils effectively, which enables them to achieve well.
6. Standards in information and communication technology are at expected levels for pupils in Years 2 and 6. Other subjects were not part of the inspection focus.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour are very good. Other aspects of pupils' personal development, including their moral and social development, are very good. Spiritual development is good and cultural development is satisfactory overall. Attendance is very good.

Main strengths and weaknesses

- Pupils are very well mannered, confident and friendly.
- Pupils really enjoy school and happily get involved in what is provided.
- There are high expectations for behaviour and pupils quickly learn the difference between right and wrong.
- Attendance levels are very good.
- Pupils' understanding of other faiths, religions and cultures is not as well developed as it could be.

Commentary

7. Pupils are interested in all the school provides and talk with pride and enthusiasm about what they enjoy most about school and why. Boys and girls get along very well together and readily share and co-operate during lessons and in the playground. Relationships are very good and enable pupils to feel valued. During circle time² in Year 3, the pupils' confidence and self esteem blossomed. Those who were a little shy, initially, slowly became eager to have a go because they felt secure among such positive relationships. All pupils contribute much to lessons and to the life of the school. They willingly help look after it. They listen carefully to each other and to their teachers. Those in Reception chatter happily to each other when working creatively. The children in the Reception year achieve well in relation to the development of personal and social skills. Behaviour is very good and all children show very positive attitudes to learning. They happily come to school, work very well together and develop very good relationships with each other and the adults who help them.
8. Behaviour is very good throughout the day and, when pupils walk into the hall for assembly, for example, they all completely understand the very high expectations and established routines. Older pupils are very considerate and thoughtful and always give of their best. They take responsibility and know they can be trusted. The pupils are generally sensible and older pupils are growing into mature and very articulate young citizens. Incidents of bullying and harassment are very rare, but any that do occur are always dealt with promptly. Pupils say they trust their teachers to sort out any problems fairly and calmly. This is a much improved position to that reported at the time of the previous inspection and one which is recognised by parents who rightly see the very positive behaviour and attitudes of pupils of all ages as strengths of the school. There have been no recent exclusions.
9. Pupils with special educational needs develop very good relationships with the adults who support them and, as a result, show very positive attitudes to learning and behave very well. This is an improvement since the previous inspection when the behaviour of pupils with special educational needs was not as good as it is now.

² Circle time is a session provided for pupils to discuss certain matters as a class, following strict guidance about listening to others and taking turns to speak.

10. Pupils' moral and social development are both significant strengths. Christian values, which are firmly promoted for example during school assemblies, underpin school life and help give it its own distinctive character. Plans are in hand to review provision for pupils' cultural development, which currently has a focus on exploring local and familiar cultures including art. Displays, apart from those showing France and French customs and the story of 'Handa's Surprise', do not reflect the multi-cultural nature of modern Britain. Resources, other than a suitable range of books in the library, are limited in this area also. Pupils, currently, do not have sufficient understanding and first-hand experience of the multi-cultural aspects of Britain and the school recognises this.
11. Attendance rates so far this school year, at over 96 per cent, are even higher than the high figures reported last year. Many pupils rarely miss a day because parents fully support the school and send their children in punctually every morning. Punctuality is good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Teaching and learning, the gathering of assessment information, and the curriculum are good. There are very strong links with the parents and relationships with the community are good. The pupils are cared for very well.

Teaching and learning

Teaching and learning are good. Assessment procedures and the use of assessment information are also good.

Main strengths and weaknesses

- Lessons are planned and organised well.
- The pupils are keen and enthusiastic about learning. They work well together and independently.
- Teachers have high expectations with regard to the pupils' behaviour. Personal development is promoted well.
- Support staff make a significant contribution to pupils' learning.
- Procedures for assessment are thorough and used well to track pupils' progress.
- Teachers' marking is inconsistent and could be used more effectively to challenge and support individual pupils.

Commentary

12. Teaching has improved at the school since the previous inspection when a number of weaknesses were identified. The consistently good teaching, currently found at the school, enables the pupils to learn well and make good progress. Parents are impressed by the quality of teaching and the inspection team supports these views. The pupils are also keen to learn and have very positive attitudes. This also supports good achievement. Although the great majority of parents responding to the pre-inspection questionnaire agreed that homework was appropriate, views expressed at the parents' meeting, were more mixed. The inspection team judges homework to be good. It supports learning in class effectively.

13. Teaching is good in the Reception class. The teacher and the teaching assistants work well together, form very good relationships with the children and support them well. Learning is good because lessons are planned well and adults have high expectations regarding the children listening carefully and behaving well both inside and outside the classroom. As a result, the children quickly develop very positive attitudes to learning and show great enthusiasm and confidence in all they do. They concentrate maturely as they work on activities they are offered or those they choose for themselves. Profiles are developed on all children that clearly track their progress through all areas.
14. Classrooms are effective, learning environments. Throughout, the inspection pupils were observed working well, either with each other, or independently. Pupils' personal development is promoted successfully. It is common in lessons for staff to ask the pupils to discuss a particular point or question with a partner for a short period of time. The pupils undertake this seriously and involve themselves in discussions that reflect a growing maturity as the pupils move through the school. Standards of behaviour are very high and there is a 'buzz' of enthusiasm, not only from the pupils, but also from the adults who work with them. Time is used well and very rarely wasted. Consequently, lessons have pace and the pupils consistently make good gains in their knowledge and understanding, and development of skills. There is a strong 'team' feeling in each classroom. The pupils have a good understanding of what they are doing, because learning intentions are always clearly explained to them and reviewed at the end of lessons. Support staff work well with individual pupils, or groups, giving support of a high quality. Everyone enjoys what they are doing, and learning is fun.
15. Lessons are organised and planned well. The pupils apply themselves and the great majority are productive. Most pupils take pride in their work and want to please their teachers. This is seen all through the school. Pupils find their lessons interesting and acknowledge that their teachers expect them to work hard. There are many good examples of teachers' marking, but the practice is not consistent and could be improved. On some occasions, marking could be used more effectively to support pupils or challenge them further. All lessons provide good opportunities for pupils to develop their speaking and listening skills. Pupils of all ages and abilities readily participate in discussions and teachers skilfully direct questions to specific pupils to ensure that everyone is involved. The teachers and other staff always listen carefully to pupils' answers and responses. They are good role models. This is reflected in the sensible and supportive way pupils listen to each other.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	20	0	0	0	0

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

16. The quality of teaching for pupils with special educational needs is good. Work is generally matched well to the pupils' differing abilities. Pupils are supported well in their lessons by their teachers and the teaching assistants who are sensitive to their needs and give good quality support. All adults develop very good relationships with the pupils with whom they work, which results in pupils developing positive attitudes to their lessons. This promotes learning in all areas of the curriculum. Occasionally, work is not always matched well enough to the needs of a few pupils with writing difficulties. This means they do not always make as much progress as they should.
17. The school has a good range of assessment procedures, particularly in English and mathematics. This information is used effectively to track the progress of pupils through the academic year. Pupils have individual targets and their progress against these is regularly reviewed. The rigorous monitoring of pupils' progress contributes significantly to the overall good achievement found at the school. The assessment procedures in the other subjects allow teachers to have a secure understanding of what pupils are achieving. Pupils are beginning to become involved in helping to assess their own work. They have made assessments of their handwriting and have personalised targets for writing and reading.

The curriculum

The curriculum contains a good range of interesting learning opportunities, which embraces all subjects of the National Curriculum and religious education. All statutory requirements are met.

Main strengths and weaknesses

- Pupils' personal, social and health education is promoted well.
- Many subject areas benefit from well-organised visits and visitors invited into the school.
- The provision for special educational needs is good.
- The curriculum offered to the youngest children in the school is good.

Commentary

18. The results of the pre-inspection parents' questionnaire indicated that the majority of parents felt that the school offered a good range of activities. The inspection team agrees with the parents. The curriculum is planned well and caters effectively for the different age groups in the mixed-age classes. There are clear plans in place to show that skills, knowledge and understanding in all subjects, are taught year-on-year. However, planning for Years 3 and 4 has been altered for geography and the pupils in this class have not done a geography topic for two terms. There is a good personal, social, and health education programme, which is followed by all pupils.
19. Many areas of the curriculum are greatly enriched by well-planned visits to places of interest. Children in the Reception year and pupils Years 1 and 2 have recently visited the Beaulieu Motor Museum, which brought history to life for them. Photographic evidence clearly shows how much they enjoyed this experience. In addition, a residential visit has been planned for the pupils in Years 5 and 6, where they will take part in adventurous activities. Many visitors are invited into school to talk to, and work with the pupils. During the inspection, a visitor came in and talked to the pupils in Years 3 and 4, about life as a child during the Second World War. They listened very attentively, and politely asked questions, and were a credit to the school. Other recent visitors made Mothering Sunday posies with some of the pupils for a church service on that day. As well as reinforcing and developing skills and knowledge taught in many subject areas, visits and visitors, greatly enhance pupils' spiritual, moral, social and cultural development.
20. There is a wide range of after school activities, which include sporting activities, such as football, cricket and netball. Other activities promote English, art and design, science and information and communication technology. In addition, all pupils have the opportunity to learn to play a musical instrument and have the experience of learning a foreign language, such as French.
21. The provision for pupils with special education needs is good and this is an improvement on the previous inspection. This provision is overseen by a well-qualified and experienced co-ordinator who visits each week. All pupils are well integrated into classes and, during many lessons, receive good quality support from teaching assistants. Individual education plans with clear targets that address literacy, numeracy and social skills are in place for all pupils. These are reviewed fortnightly and parents are informed regularly of the progress their children are making.
22. The provision for the children in the Reception class is also good. Activities in all areas of learning are interesting and linked to national guidance. As a result, the youngest children in the school receive a good start to their school life. Resources for learning are satisfactory and used well in all activities. The outdoor area is small but it is used effectively.
23. There is a good number of teaching and support staff to meet the demands of the curriculum. The administrator in the school office is very efficient and works very hard to enable the school day to run smoothly. The accommodation is good and all space is used effectively. The

recently built hall and administration areas are spacious and have improved the accommodation greatly, and good use is still made of the mobile classroom, adjacent to the playground, as a music room. Outside, the playground is small, but space is used well during breaks. In all lessons, resources are used well to support learning.

Care, guidance and support

Very good arrangements and procedures ensure very good standards of care and welfare. Pupils are given very good advice, support and guidance, based on the monitoring of their achievements and personal development. There are good systems in the school to seek and then act on pupils' views.

Main strengths and weaknesses

- The headteacher has consolidated many well-established routines that very effectively guide high standards of pupils' welfare.
- Very good measures exist to promote positive behaviour and attitudes.
- Pupils are effective at representing their friends on the developing school council.

Commentary

24. THE HEADTEACHER HAS A VERY GOOD UNDERSTANDING OF EFFECTIVE PRACTICE WHEN IT COMES TO ENSURING HIGH STANDARDS OF PUPILS' WELFARE. SHE KNOWS WHAT IS BEST FOR YOUNG PEOPLE AND IS AN EXCELLENT ROLE MODEL IN THE WAY SHE INTERACTS WITH EACH PUPIL IN THE SCHOOL IN THIS RESPECT. MANY POLICIES AND ROUTINES, WHICH GUIDE PUPILS' WELFARE, HAVE BEEN REVIEWED IN THE LAST YEAR. GOVERNORS ARE INCREASINGLY FULLY INVOLVED IN OVERSEEING HEALTH AND SAFETY IN THE SCHOOL AND THEIR EXPERTISE AND EXPERIENCE USED WELL. RISK ASSESSMENTS ARE ROUTINELY A PART OF SCHOOL LIFE. MEDICINES ARE ADMINISTERED VERY CAREFULLY. GOOD ATTENTION HAS BEEN GIVEN TO TRAINING NEEDS, INCLUDING FIRST AID, AND STAFF BENEFIT FROM A RANGE OF COURSES. PROCEDURES FOR CHILD PROTECTION ARE SECURE WITH SAFE RECRUITMENT PRACTICE IN PLACE AND GOVERNORS ALSO TRAINED. STAFF HAVE BEEN ESPECIALLY VIGILANT OVER HEALTH AND SAFETY DURING RECENT BUILDING WORKS. WHEN PUPILS ARE OUT, ON WHAT IS IN THE WINTER A RATHER CRAMPED PLAYGROUND, ADULTS CONSTANTLY WATCH AND SUPERVISE SO THAT PUPILS ARE SAFE. PARENTS ARE VERY PLEASED WITH THE WAY THE SCHOOL CARES FOR THEIR CHILDREN.
25. At the time of the previous inspection, discipline and standards of behaviour were very different. A lot was done to rethink how best to promote positive behaviour and, during the last year, further systems have been put in place to support all pupils, as well as the very small minority who find it less easy to behave well. Already these are seen as effective and successful arrangements. Pupils also approve of the new system of rewards, which is having a positive impact. Many achievements are celebrated and recognised. Pupils understand the rules. Crucial to these aspects of personal development is the good system now in place to monitor and record progress that is overseen by the headteacher herself. All staff do a lot informally and take responsibility to promote many aspects of personal development. The needs of those in a minority are always considered and then met. Overall, pupils have access to well informed and timely support and advice as they progress through the school. Induction arrangements are good and pupils settle very quickly into school.
26. The school has good links with external agencies and uses them well, when necessary, to support pupils with special educational needs. Clear documentation is kept on all pupils, which clearly shows the progress they are making.
27. There has been a school council for several years but, in the past year, it has become much more central to the life of the school and is developing well. Pupils of all ages know it is 'an important job' and look forward to their monthly meetings where they all participate freely. They are not slow in putting forward their ideas on how things can be improved and some

routines have been adjusted after discussion in the council. This is a good aspect of school life. In addition, the school is extending its arrangements for pupils to be involved in self-assessment and a good start has been made in their involvement with their own writing assessments. Pupils are, in other words, becoming increasingly more aware of how improvements can occur through them each getting involved in setting and reviewing personal targets.

Partnership with parents, other schools and the community

There are very good links with parents. Links and partnerships within the community and with other schools are good.

Main strengths and weaknesses

- Parents have very positive views of the school, and have high levels of trust and confidence in it.
- Links within the community are strong and very well established with the church.
- Links with other schools are having a good impact on pupils' learning.

Commentary

28. Parents are very supportive of the school and some told inspectors that it has exceeded their expectations in many ways. They know it is a well-organised and happy place with very caring and friendly staff. The new style of leadership is being very well received. The views of parents are regularly sought, through questionnaires and through frequent informal discussions. This is because there is a very genuine desire from the school to work alongside parents for the benefit of the whole school community. Parents attend curriculum evenings and many volunteer and work in classes. They all attend parents' evenings. Through the 'Friends of the School' many work hard to raise funds and provide social events which are much enjoyed.
29. Relationships and links with parents are very positive. All staff, including the headteacher, are available in the playground at the end of the day and many take this opportunity to have a quick word with parents. Information is generally very good and newsletters are very regular and well written. The format for reports has been reviewed to provide even better detail to parents at the beginning of the summer term. In addition, parents fully support the school by, for example, ensuring high levels of attendance, through supporting reading and homework activities at home and, in some cases, by working closely with staff to follow individual programmes which promote positive behaviour. Procedures to ensure complaints are dealt with properly are firmly in place and the headteacher provides sensitive support and understanding whenever concerns are raised.
30. Links within the community are developing well and now the new school building, with its large hall, is complete, there is scope and space to involve and include members of the community in different ways. The official opening included many from the village. Local firms and businesses have been very generous recently in donating prizes for the recent Christmas Bazaar. The playing field, which is owned by the school, is used by sporting groups and pupils are involved in the local horticultural show. The main community link is with the church and evident through the vicar who regularly leads assembly. Maypole dancing is a tradition carried out by pupils at the church fête every summer. Links with the church are very firmly established.
31. Prior to starting their Reception year, children have attended a variety of pre-school groups, scattered over quite a wide geographical area. All families visit school prior to starting and information is shared well to enable the school's partnership with parents to get off to a good start. Links with the other primary schools in the cluster are close and pupils benefit when, for example, they join their friends for music and sporting activities, on a regular basis. Since the re-organisation of schooling in the area, links with the local secondary school are being developed and plans are in hand to ensure that this year's Year 6 transfer smoothly. In addition to the friendships and partnerships with local schools, there is an ongoing project with a group of schools in Gloucestershire, which is giving staff good opportunities to share ideas

and develop good practice. The headteacher is outward looking and keen to see the currently good links with schools develop and grow for the benefit of pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Governance is also good. Statutory requirements are met.

Main strengths and weaknesses

- The headteacher provides very good leadership. She has a very clear vision that is focused on raising standards and the quality of education.
- All staff work well as a team. This ensures the good day-to-day running of the school.
- Subject co-ordinators lead and manage their subjects well.
- Governance is good overall. Governors are very active in shaping the direction of the school.
- Very good use is made of performance data to ensure that pupils are achieving well.

Commentary

32. Although the headteacher has only been in post for just under a year, she has had a significant impact on the recent development of the school. At the pre-inspection meeting, parents commented that her appointment had been a 'great success'. They noted that staff appeared more confident, were working better as a team, and that teachers had higher expectations. Discipline had also improved. The inspection team supports the view of the parents. The parents' views were also echoed by the pupils, who also believe that the headteacher has involved them more in decision making, which they appreciate. She has a very good understanding of the school's strengths and areas for development. Her self-evaluation is very accurate.
33. When meeting the staff, it is very noticeable how everyone, teaching and non-teaching staff, get on and support each other. This 'team work' benefits the pupils. Lessons are organised and prepared well and everyone has a clear view about what they are doing. Time is offered to teachers and their support staff to plan different lessons and this is good practice. There has been a significant emphasis placed on raising pupils' achievement and improving the quality of education. This drive has been successful, with good systems and processes in place to support teachers, non-teaching staff and the pupils. Inspection evidence indicates that those pupils, who took part in the 2004 national tests, made satisfactory progress. All pupils now make good progress.
34. The school has an annual cycle of self-review and target setting which was proposed by the headteacher. A very good emphasis is placed on collecting assessment information, which enables the school to successfully track the progress of individual pupils through an academic year. If pupils are causing a concern, successful additional help can be made available to support individuals. The school has very clear targets in its school development plan to improve achievement and the quality of education. The school's successful monitoring and evaluation programme is very closely linked to the development planning process, as is staff performance management. The leadership of the headteacher has contributed much in bringing about improvement over a very short period of time. Staff have been provided with leadership that is supportive and professional and which also recognises the individual contributions that are made.
35. All staff with subject or aspect management responsibilities are clear about their roles. The school is supportive in what they do and they have ready access to professional development. All staff have been involved in developing a vision for the school and strategic planning. The clear cycle of review ensures that staff are involved in effectively monitoring and evaluating the areas for which they are responsible and there is a clear, and accepted, expectation that, towards the end of the year, they will review their work and set targets for the future. In September 2004, a new senior management team was formed, allowing the headteacher to delegate and share responsibility with a senior teacher and to reinforce the strong leadership

already in place. The management team process has allowed the focused development of a number of school initiatives.

36. Provision for special educational needs is led and managed well. The co-ordinator is a specialist teacher who works in the school for two hours each week. She has worked with the teaching and non-teaching staff, to develop clear procedures, which enable the day-to-day systems in the school to run very smoothly. Liaison is very good between all adults who work with pupils with special educational need. In addition, the teaching assistants are very highly regarded. They are always well prepared for their sessions and work with confidence. The co-ordinator has monitored the quality of provision provided by the teaching assistants and works with all adults, giving advice where necessary, and completes assessments on individual pupils causing concern. At present, there are no procedures to monitor how well pupils with special educational needs are doing across the curriculum. This is a minor weakness in the system and, as a result, a few pupils occasionally do not do as well as they could do because work is sometimes too difficult for them.
37. The Reception class is led and managed well. The Reception class teacher has only recently been appointed and has already developed good day-to-day systems that are clear and understood by all, who work in the classroom. She has a secure understanding of how these young children learn and has developed very good relationships with the children. As a result, these children achieve well.
38. The governance of the school is good, with some very strong features. The governors are led particularly well by the Chair. They have a good understanding of the school's strengths and weaknesses and have been actively involved in shaping the vision and direction of the school. All governors feel ownership of the school development plan and recognise its importance as central to everything that they do. They are well informed and are actively involved with subject co-ordinators in monitoring and evaluating the subjects for which they have individually responsibility.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	257,615	Balance from previous year	38,282
Total expenditure	266,604	Balance carried forward to the next	29,293
Expenditure per pupil	3,173		

39. The governors acknowledge that the school's carry-forward sum is above the recommended amount as a result of a more cautious approach in the past. They appreciate that it is important to focus spending on resources for pupils currently in the school and with improvements in staffing and resources; they are gradually reducing this amount to a more acceptable level. As the school numbers increase; (next year's Reception class is already full), the school will be able to operate on its total income, rather than having an expenditure that exceeds income which is not sustainable. The school and governors are aware of all of the issues around this position. Financial planning is well organised and linked carefully to the demands of the school development plan. All governors are regularly updated on the school's current expenditure and they have a good understanding of the need to obtain best value from the services that the school uses and pays for. Governors also appreciate the need to work closely with, and consult parents, particularly about major decisions. Governance has improved well since the previous inspection.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** and this is an improvement since the previous inspection. The children currently in the Reception class entered school with levels of attainment similar to those expected for their ages. Induction procedures are good because individual needs are catered for well. As a result, the children quickly settle into school. Achievement is good, because interesting activities are well planned in all areas of learning. The children are supported well by a teaching assistant who works with the class for most of their time in school. Assessment procedures are good and enable the adults to collect information on the children and use this when they plan lessons. This information then feeds into individual profiles, which track how well each child is doing. An outdoor area, which was an issue at the previous inspection, has recently been developed well. It is used effectively to support learning. Learning resources are satisfactory and used well to support learning in all areas. There are no children currently in the Reception class identified as having special educational needs.

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

There was too little inspection evidence to make overall judgements about provision in these areas of learning.

40. Activities to support **knowledge and understanding of the world**, **physical development** and **creative development** are planned for well and the children regularly use computers to develop basic computer skills. No direct teaching was seen in the area of **physical development** although planning indicates that the children have good opportunities to participate in physical activities in the new spacious school hall. All children have good opportunities to use tools, such as glue sticks and scissors. They regularly roll and mould using soft materials, such as clay. During the inspection, the children made 'newborn animals' which clearly indicated that they use such materials confidently and creatively. Children were seen playing well together in the 'garage' that had been created for role-play. They rode wheeled vehicles very confidently and took them to the 'garage' to be repaired. One lesson was observed planned under **knowledge and understanding of the world**. The teaching was good, because the lesson was well organised which enabled the children to successfully investigate how materials change when they were cooled and later frozen. All children concentrated well and worked well together as they poured fruit juice into containers to make ice lollipops. In another lesson where teaching was judged to be good, the children used an art program on laptop computers to create a pattern. Learning was good because the lesson was carefully planned and all instructions and information given by the teacher were very clear. As a result, the children were able to work showing good levels of independence. This activity was cleverly linked to **knowledge and understanding of the world** and **creative development**. In both lessons, the children listened very well and worked hard at the activities they were given. Learning was good because the children were interested in what they were doing and concentrated well. Children's previous work shows that they have good opportunities to paint and draw, which promotes the area of **creative development** well. For example, the children have recently drawn items, such as stained glass windows and the altar, which they saw on a visit to the local church.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Behaviour is very good.
- Teaching is consistently good. This area is well promoted in all activities.

- Achievement is good.
- The children develop very good relationships with each other and the adults who work with them.

Commentary

41. Most children are on course to exceed the expected levels by the end of their time in Reception. Behaviour is very good because both the teacher and teaching assistant have high expectations of the children, regarding the need to get on with each other and to respond appropriately to adults. The children work happily on activities that have been selected for them. In addition, they choose activities sensibly and maturely. All children work well together and begin to develop the skills necessary to work independently. Teaching is good because all aspects of this area of learning are promoted well in most activities. The staff develop very good relationships with the children and interesting activities are planned each day, which suit their individual needs. As a result, the children develop very positive attitudes to learning. They are enthusiastic and inquisitive and confidently ask questions to find out more. Personal independence is well promoted in all activities. For example, before painting the children were seen confidently putting on aprons without being told. If they needed help they politely asked for it. Achievement is good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening skills and vocabulary are developed very well in all activities.
- Staff sometimes miss opportunities to develop children's writing skills.
- The children are supported well as they develop speaking and listening and reading skills and achieve well.
- The children respond very positively to lessons.

Commentary

42. In the speaking and listening and reading elements of this area, teaching is good. All adults who work with these young children value what they say and, as a result, most of the children speak out confidently and clearly. The teacher has very high expectations regarding listening carefully at all times, consequently the children all concentrate well and listen very attentively, particularly during class discussions. Reading books are sent home each day and parents support learning well in this area by making useful comments in reading diaries. Most children are keen to read and they handle books enthusiastically and carefully. Reading skills are developed effectively which results in the lower-attaining children beginning to recognise at least a few familiar words in the simple texts they are given. Many of the children accurately read the texts they are given with good expression and great enjoyment. Higher-attaining children use their phonological knowledge correctly and sound out words such as 'dr-u-m'. In speaking and listening, and reading, most of the children are on course to exceed the expected levels by the end of the Reception year. They achieve well in these areas. Teaching is satisfactory in relation to the teaching of writing. There are well-planned opportunities for children to develop the correct way to write the letters and they all learn how to write their names. As a result, most children will confidently pick up pencils and have a go at writing, for example, about a picture they have drawn. However, when this happens, adults do not always develop this process further. There is too little attention given to developing the idea of identifying 'words' and 'spaces' when writing. Opportunities are missed for children to copy the teacher's writing and develop an idea of what a sentence looks like. As a result, only a few children have a clear idea that they need to put spaces between words as they write. In addition, when adults write in the children's books, they do not always write clearly. This is not good practice. Most children achieve satisfactorily and are on course to reach the expected levels in writing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is consistently good.
- Activities are well planned and promote the vocabulary associated with this area well.
- The children respond very positively to lessons.

Commentary

43. Most children are on course to exceed the expected levels by the end of the Reception year. The children confidently attempt to count up to ten and beyond. For example, children used their fingers, as they enthusiastically counted in tens up to 100. In a lesson where basic addition skills were promoted well, speaking and listening skills were also effectively developed during a question and answer session. Questioning by the teacher was good and catered for all abilities within the class, as well as extending children's vocabulary, for instance, by using the phrases: 'add on one' or 'add on two'. As a result, the children quickly showed how confident they were at working with numbers. Learning was good. All children develop a good idea of the names of basic shapes, because the teacher has used terms, such as 'squares' and 'triangles', to name the ability groups in which they work. The teaching assistant supports the children well. A good example of this was seen as the children counted out teddy bears and added on two and three more. Achievement is good because the children are consistently taught well. In addition, they work very amicably together, concentrate well and listen attentively to instructions from adults.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils work very hard and show positive attitudes to the subject.
- Standards are above average in speaking and listening, reading and writing at the end of Year 2 and Year 6.
- All pupils benefit from the daily well-structured reading lessons.
- Pupils achieve well.
- Teaching is consistently good.

Commentary

44. The 2004 national tests show average standards for reading and well above average standards for writing at the end of Year 2. As a result, the school has focused on how reading is taught. All pupils have good quality, daily opportunities to develop reading skills. These well-structured reading activities have contributed to higher standards in reading. In Years 2 and 6, standards in reading, writing and speaking and listening are above average. Achievement is good.
45. Teaching is consistently good and pupil's previous work reflects this judgement. This shows a good improvement in the quality of teaching since the previous inspection, when at the end of Year 2, teaching was judged to be unsatisfactory. The strengths in the teaching are well-planned lessons, in which resources, such as interactive whiteboards are used well to support learning. Teaching assistants contribute well to lessons, particularly when supporting pupils with special educational needs. Relationships between all adults and the pupils are very good

and teachers value the pupils' contributions to lessons. As a result, the pupils show very positive attitudes to the subject and work hard.

46. All pupils speak confidently and listen attentively in lessons. Higher- and average-attaining pupils are generally challenged well. Occasionally, pupils who have difficulty acquiring basic writing skills are not given enough help. An example of this was seen in the Years 5 and 6 class, as pupils learnt how to develop notes into clear paragraphs. Although good guidance was given to the class initially, one or two pupils had difficulty completing the activity because the task was too complicated for them. They did not do as well as they could have done, if the task had been better matched to their needs. Most pupils read with enthusiasm and enjoyment and attempt written activities showing positive attitudes to learning. All pupils are encouraged to take reading books home and reading diaries in Years 1 and 2 indicate that parents play an active part in helping their children learn to read.
47. Assessment arrangements are good and information collected on individual pupils is clearly recorded to show how well they are doing. Teachers use this information to group pupils and plan activities. Marking is not always consistent within classes and throughout the school. The best examples are not only supportive, but also inform the pupils what they need to do to improve. However, some pupils' previous work shows that teachers sometimes pay too little attention to developing spelling skills, for example, when titles, such as 'comprehension', are spelt incorrectly and not corrected in marking.
48. The subject is led and managed well by the headteacher. She has quickly highlighted reading as an area to focus on and as a result, standards have improved well. Planning is regularly monitored, as is the quality of teaching. Visitors into school are used to enhance the subject well. For example, an author is planned to visit next term to coincide with 'Book Week'. In addition, pupils have good opportunities to take part in a drama club after school.

Language and literacy across the curriculum

49. There is a range of opportunities for pupils to use language and literacy skills across the curriculum. Literacy skills are promoted well in history in all classes, for example, pupils in Years 5 and 6 wrote clear accounts of their visit to a Victorian School. In Year 2, pupils confidently wrote about how nurses' uniforms have changed since the time of Florence Nightingale. In personal, social and health education pupils in Years 5 and 6, used their note-taking skills to write down their thoughts about how different cultures impact on their lives. In design and technology, pupils in all year groups develop labelled diagrams when they plan what they are going to design and make, and have many opportunities to write as they evaluate the success of their work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average in Years 2 and 6. Pupils achieve well through the school.
- Teaching is consistently good and, consequently, pupils make good progress.
- The pupils enjoy the subject and have positive attitudes to learning.
- Information provided by assessment is used well to track pupils' progress.

Commentary

50. Pupils achieve well in mathematics as a result of good and sometimes, very good teaching. Standards are above average in Years 2 and 6. This is an improvement on the previous year at Year 2 and reflects the success of the numeracy key issue identified in the school development plan. Standards are also better than they were at the time of the previous inspection. The pupils' attitudes to learning in all of the numeracy lessons observed during the inspection were very good. This also contributes significantly to the pupils' good achievement.

51. All the lessons observed during the inspection showed good examples of the successful use of the national numeracy strategy. The pupils have a good understanding of what they were doing, because the learning intentions are carefully explained to them. Activities are very well organised so that pupils are undertaking appropriate levels of work for their ability and those who require support are given it by well-prepared and organised teaching assistants. Sometimes teachers work with a specific group of pupils or move between a number of pupils to offer support or challenge. When questioned, individual pupils of all ability confidently discuss their work and what they are having to do. Lessons end with a good review of learning. An analysis of pupils' work indicates that the great majority of pupils have covered a good range of work since the start of the academic year.
52. Pupils are always engrossed in their work during lessons and their achievement is always at least good. They find the teaching stimulating. The pupils' personal development is always promoted well during numeracy sessions, with pupils quietly discussing their work with each other or reviewing what they had learnt at the end of the lesson. Homework is successfully used to support the pupils' learning in class.
53. Teachers' marking of pupils' work is satisfactory. It could be better and does not always reflect the quality of teaching observed in classrooms. Although marking is always supportive, there are times when it could be used more effectively to support the pupils' understanding or to take pupils on to the next stage of learning. At times, comments made about pupils' work are not always followed up. Some pupils' notation could be better and this is sometimes neglected in the marking.
54. The leadership and management of the subject are good. Having analysed last year's national test results, the school recognised that initiatives were needed to raise standards and pupils' achievement. These have been successful. Assessment is particularly strong and effective. This enables the school to effectively track pupils' progress against their end-of-year targets. This is good practice and also makes a good contribution to pupils' achievement. Although the pupils do not yet have their own targets, these are due to be introduced during next term.

Mathematics across the curriculum

55. The school promotes mathematics in other subjects when it is appropriate. Subjects such as science, information and communication technology and design and technology are regularly used for this purpose. During the inspection, for instance, pupils in Year 6 noted that they used mathematics when looking at work in information and communication technology on spreadsheets and pupils in Year 2 commented on the measuring they had undertaken, when observing how long it had taken ice to melt while studying 'changing materials'.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average in Years 2 and 6.
- Pupils make good progress in the subject as a result of good teaching.
- Personal development is promoted well through the subject, as are speaking and listening skills.
- On occasions, teachers' marking could be more helpful to pupils.

Commentary

56. Standards in science are above average in Years 2 and 6. Pupils achieve well in the subject throughout the school as a result of consistently good teaching. The school recognises science as a strength, and the inspection team supports this view.
57. Lessons are exciting and interesting and this motivates the pupils. In discussion with pupils in Years 2 and 6, it was clear that they enjoyed the subject and spoke confidently about what

they had been doing recently. Pupils in Year 2, for example, discussed how to put together an electrical circuit and why some materials change when they are warmed up, whilst in Year 6 pupils gave an accurate account of forces in action. Particularly noticeable, is the pupils' good use of words and terminology specifically associated with the subject. After observing lessons, it is easy to see why they are so confident with scientific language. The teachers reinforce the use of this language particularly well in lessons. During the inspection, subject specific language was developed well as pupils in Years 1 and 2 looked as different food groups, those in Years 3 and 4 studied electrical conductors, and pupils in Years 5 and 6 created branching databases. The pupils are encouraged effectively to speak like scientists, and to think as scientists.

58. In the well-organised and planned lessons found at the school, speaking and listening skills are also developed well by the teachers. Teachers lead good reviews of previous learning that invoke mature discussion amongst the pupils. The younger pupils respond well to direct questions and make sensible suggestions about how to find things out, while older pupils make predictions and draw conclusions about their work, using their scientific knowledge. Opportunities are provided for pupils to discuss ideas with each other and this successfully encourages social development. Pupils use resources sensibly, as, for example, when pupils in Years 3 and 4 carried out their own investigations on conductivity.
59. The subject is led and managed well by the subject co-ordinator, who is a good science teacher. As part of the school's good subject review and monitoring programme, she will be given release time to evaluate teaching and analyse pupils' work. Good assessment procedures have been established so that pupils' progress can be tracked. On occasions, teachers' marking provides insufficient information for pupils on how to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The shortcomings of the subject are recognised by the school and information and communication technology is an integral part of the school development plan.
- Teaching and learning are good.

Commentary

60. The school is making rapid progress in developing information and communication technology and raising its profile as a subject. There have been recent improvements in the quality and quantity of hardware, and the school successfully fulfils the government's recommended ratio of computers to pupils. Teaching and learning are good and pupils are now achieving well. The weaknesses in provision have been successfully addressed quite rapidly. Pupils in Years 2 and 6 are reaching the expected levels for their age.
61. The subject has a high profile in the school. Pupils are provided with regular opportunities to develop their information and communication technology skills and the subject is taught well by the teachers. During the inspection, all information and communication technology teaching was good. In the Years 1 and 2 class, the pupils successfully used an art program to produce pictures in the style of the artist Piet Mondrian and in Years 5 and 6 pupils used the Internet for finding and saving particular websites. Pupils talked confidently about the subject and were enthusiastic about their learning in information and communication technology. Pupils in Year 6, for example, mentioned how they had recently undertaken research on different mountain ranges using information and communication technology, whilst in Year 2 pupils pointed out digital photographs of themselves, undertaking science investigations.
62. The subject is led and managed well by the subject co-ordinator and good progress is being made against the targets in the school development plan. The school is adapting its long-term curriculum plan to fit national guidance and much is done to ensure that information and communication technology can be used to support or link with other subjects of the

curriculum. Assessment procedures are in place and termly assessments are undertaken of the pupils; this is good practice. The subject co-ordinator is a good classroom practitioner who has a clear view of how the subject will continue to develop and improve.

Information and communication technology across the curriculum

63. Information and communication technology is used well across the curriculum and many examples of good practice were observed during the inspection. This is part of the school development planning for information and communication technology and is being addressed well. Two classrooms have interactive whiteboards that are used confidently by the teachers and pupils. They were observed supporting a number of lessons across the curriculum including mathematics and science. In Years 2 and 6 pupils discussed how information and communication technology had helped them with work in a number of subjects, including art and design and geography. All of the pupils undertook a questionnaire earlier in the year to gauge opinion about the school. All of this information was analysed and then made into an attractive 'PowerPoint Presentation' by the pupils in Year 6.

HUMANITIES

Because of the school's Church of England voluntary-aided status, **religious education** was inspected by a diocesan inspector. **Geography** and **history** were not part of the inspection focus. One geography and one history lesson was observed and discussions were held with pupils in Years 2 and 6. Pupils' work in the two subjects was also analysed. On the basis of this evidence, the pupils would appear to have an appropriate knowledge and understanding for their ages.

64. Both of the lessons observed were good. In **geography**, pupils in Years 5 and 6 successfully developed their research skills as they found information about five different mountain ranges to build up a group presentation. Learning was rapid and the pupils enjoyed what they were doing. In **history**, in the Years 1 and 2 class, pupils compared the work of Florence Nightingale with that of a modern day nurse. The pupils listened well to a nurse who had been invited to the class and confidently asked questions about her work.
65. An analysis of pupils' work in both Years 2 and 6 indicated that both year groups had covered an appropriate amount of work during the academic year and that the school's rolling programme of topics ensured a correct coverage of both history and geography. This means that pupils in the mixed-age classes do not repeat work as they move through the school. However, in the Years 3 and 4 class, pupils have only received history during the current academic year, although with some geographical elements. Although geography topics are planned for the summer term, these pupils have had only limited opportunities for geography, and more could be done to promote the geographical elements of history topics.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These subjects were not a focus of this inspection and, therefore, no judgements can be made on overall provision. No lessons were seen in **art and design**, **music** or **design and technology**. One lesson was seen in **physical education**. The school follows the national guidelines to plan for these subjects and assess how well the pupils are doing. Art and design, music and physical education are enhanced well by extra clubs after school and visitors being invited into school to work with the pupils. Music and physical education benefit further from educational visits out of school. For example, pupils in Years 3 to 6 have recently had singing lessons from the Director of Music at the Cathedral School in Salisbury. In addition, pupils in Years 3, 4 and 5 have joined with other local schools to participate in sports afternoons.

66. In the lesson seen in **physical education**, teaching was judged to be effective as the pupils in the Years 1 and 2 class, developed dance skills and knowledge at a good rate. Attitudes and behaviour during this lesson, in the newly built school hall, were very good because the teacher valued all the suggestions that the pupils had to offer and she had very high expectations regarding behaviour. As a result, learning was good. During the pre-inspection

parents' meeting, parents spoke positively about the improvement in the physical education provision since the new school hall had been built.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- The programme for personal, social and health education promotes pupils' speaking and listening skills well.
- Teaching is good.
- Visitors invited into school, and well-planned educational visits enrich the personal, social and health education programme well.

Commentary

67. Provision for personal, social and health education positively influences the pupils' very good attitudes and behaviour, and the way all pupils get on so well with each other and the adults who help them. Most lessons promote speaking and listening skills effectively, as well as linking with some other curriculum areas. For example, the need to live healthily is promoted in physical education and science. All pupils learn that it is important to have a healthy body and when the Life Education Bus visits the school each year, this is reinforced well. For example, the youngest pupils learn about themselves, whilst pupils in Years 1 and 2 focus on 'My Wonderful Body'. In Years 3 and 4, they 'Meet the Brain' and the oldest pupils discuss 'Feelings'.
68. Teaching is good. All classes have weekly lessons that are planned carefully, using well-structured guidelines. As they get older, the pupils begin to learn about citizenship and what is necessary to become a good citizen. During lessons the pupils discuss issues maturely, showing respect for both adults and the other members of their class. In a good lesson observed in the Years 5 and 6 class, pupils were seen trying to think sensibly about how other cultures affect their lives. Learning was good in this lesson, as the pupils identified, for example, how they listen to music from other cultures during some assemblies, and how they like to eat food from different countries. When the pupils go on educational visits or when visitors, such as the dental health team, and the school nurse, are invited into school, pupils' personal and social skills are promoted well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	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).