

INSPECTION REPORT

Westbury C of E VC Junior School
Westbury

LEA: Wiltshire

Unique Reference Number: 126369

Inspection Number: 185472

Headteacher: Mr Robert Watt

Reporting inspector: Mr C Warner
20935

Dates of inspection: 6-9 December 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	Voluntary Controlled
Age range of pupils:	7 - 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Michael Flight
Date of previous inspection:	June 1995

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Rosalind Wingrove <i>(Lay Inspector)</i>		Attendance; Attitudes, behaviour and personal development; Support, guidance and pupils' welfare; Partnership with parents and community; Staffing, accommodation and learning resources.
Nina Bee	Mathematics; Art; Physical education; Special educational needs.	Curriculum and assessment.
Jean Morley	Science; Information technology; Design and technology.	Teaching.
Brian Gosling	English; History; Geography; Equal opportunities.	Pupils' spiritual, moral, social and cultural development.

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MAIN FINDINGS

What the school does well

- The leadership and management of the school provides a positive and caring environment for its pupils, several of whom have considerable learning and behaviour difficulties.
- Overall, pupils make good progress in English, mathematics and information technology.
- The provision for pupils' social and moral development is a strength and prepares them well to become good members of the community.
- Pupils get on well together. They are well behaved and, in nearly all lessons, have good attitudes to learning.
- The provision for extra-curricular activities is good.
- The provision for pupils in the Specialist Learning Centre is good.
- The new computer room is well-equipped and provides a stimulating learning environment for information technology.

Where the school has weaknesses

- Standards in science are not high enough, because pupils whose attainment is lower than average do not make sufficient gains in their understanding.
- Pupils are often too reliant on their teacher and do not have sufficient opportunities to develop as independent learners.
- The use of assessment to raise standards in the school is insufficiently developed.
- Subject co-ordinators do not have enough opportunities to monitor teaching and the curriculum in a systematic way in order to raise standards.

The weaknesses are considerably outweighed by what the school does well. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Following the previous inspection in 1995, an action plan was produced to address the key issues and to improve other concerns noted in the inspection report.

The school has made a good start to improving the quality of teaching:

- *. The overall quality of teaching is more consistent than at the last inspection. The overall quality of teaching is good, and five per cent of lessons are judged to be unsatisfactory.

The school has made a satisfactory response to developing the curriculum:

- *. Detailed schemes of work are now in place for all subjects;
- *. Although assessment procedures have been developed, they are not yet used in a clear and consistent way to raise standards throughout the school;
- *. Overall, the school has improved its matching of intended learning to the full range of ability.

However, in science, the work given to lower attaining pupils work is not so well matched to their needs, and their understanding is further held back by insufficient opportunities to learn through practical activities.

The school has made a satisfactory start in strengthening the role of the subject managers:

- *. Co-ordinators have developed their subject expertise through specific training;
- *. Subject managers now have clearly-understood job descriptions to help them carry out their roles;
- *. Monitoring of teaching, the curriculum, and standards is not sufficiently systematic and is not given enough emphasis, especially in terms of raising standards.

*

The school has been effective in improving school development planning:

- *.Planning for school improvement is now closely linked to financial planning;
- *.School planning relates to the aims and values of the school;
- *.Governors and staff are working in a closer partnership to develop a clear, strategic view of where the school is going;
- *.The school monitors its priorities for improvement and is beginning to evaluate its findings.

In addition, the school has improved its provision for:

- *. Information technology. improved resources and staff expertise are leading to higher standards;
- *. Provision for pupils' social development-school councils, circle time, display clubs and art for less confident pupils- has significantly improved;
- *. Standards in geography and history have improved.

In the last inspection, the provision for pupils having special educational needs was judged to be very good. Standards remain high in the Specialist Learning Centre and are high in the recently introduced Additional Literacy Strategy. However, the provision for special educational needs pupils within classrooms is less effective, although not unsatisfactory, because the individual education plans do not provide enough detail of pupils' needs and targets. The school is aware of the problem and, prior to the inspection, put in place measures to tackle the concern.

Overall, the school has addressed in a satisfactory way the weaknesses identified in the last report. On balance, it is in a sound position to make further improvements and to meet the new targets identified in the current report.

* **Standards in subjects**

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	* C	* B	<i>well above average</i> <i>above average</i> <i>average</i> <i>below average</i> <i>well below average</i>
Mathematics	* C	* B	
Science	* C	* B	

This table shows that standards in English, mathematics and science were broadly in line with the national average. Standards in all three subjects were above average when compared with those of schools with a similar percentage of pupils eligible for free school meals.

The inspection evidence reflects the 1999 National Curriculum test results in English and mathematics. In science, however, standards are brought down by the under-achievement of the lower attaining pupils, who do not gain the necessary understanding needed to attain the expected standards.

In information technology, pupils reach the standards expected of eleven year olds, and in religious education they reach the expectations of the locally Agreed Syllabus.

Pupils enter the school with lower than average attainment. Pupils of all abilities make good progress in English, mathematics and information technology, as do higher attaining pupils in science. Pupils in the Special Learning Centre make good progress. In the other subjects of the curriculum, pupils of all abilities make satisfactory progress, as do average attaining pupils in science. Lower attaining pupils in science make unsatisfactory progress.

* **Quality of teaching**

Teaching in:	7-11 years
English	Good
Mathematics	Good
Science	Satisfactory
Information technology	Good
Religious education	Satisfactory
Other subjects	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

The quality of teaching in the school overall is good. It is at least satisfactory in 95 per cent of lessons and good or better in almost 60 per cent of lessons. It is unsatisfactory in 5 per cent of lessons.

The overall quality of teaching is an improvement on the findings in the last inspection.

* **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils' behaviour is good; they are polite and friendly. This to the school's credit as several children find it difficult to be responsible for their own behaviour.
Attendance	In line with the national average. Nearly all pupils are punctual.
Ethos*	Good; pupils have positive attitudes to learning. There is a growing commitment to higher attainment and equal opportunities within the school community.
Leadership and management	The headteacher provides effective leadership and is supported by a staff and governing body who work well together. Subject co-ordinators are not given enough opportunity to monitor the quality of education in a thorough and systematic way.
Curriculum	Overall satisfactory, with sufficient breadth and balance. Assessment lacks a whole-school approach and is not used effectively to help raise standards.
Pupils with special educational needs	Good provision in the Specialist Learning Centre for pupils with statements. Effective contribution by Additional Literacy Support project. Individual education plans not effective as they should be because they lack detail of pupils' needs and specific targets.
Spiritual, moral, social and cultural development	Provision for pupils' social development is very good and for their moral development it is good. Spiritual and cultural development are sound.
Staffing, resources and accommodation	Overall satisfactory; Experienced staff to meet needs of curriculum, including special educational needs. Resources and the room for information technology are a real strength. It is difficult to get the best out of the library because it is poorly situated in a busy corridor.
Value for money	Good. Many pupils enter from a low starting point. Pupils improve in attitude, behaviour and relationships. Good progress in important areas of learning for most pupils.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">●. Parents feel encouraged to play an active part in the life of the school.●. The school gives a clear understanding of what is taught.●. The school enables children to achieve a good standard of work.●. The school's values and attitudes have a positive effect on its pupils.●. Children enjoy going to school.	

The inspection endorses parents' overwhelmingly positive views about the school, its welcoming and secure atmosphere, and the commitment of the staff.

• **KEY ISSUES FOR ACTION**

To develop the effectiveness of the school and further raise standards, the governing body, headteacher and staff should:

• ***. Raise the attainment in science by:**

(Paragraphs: 117,118)

- *. Providing more opportunities to underpin work in science with practical investigation in which all pupils are involved;
- *. Taking more account of the learning needs of pupils of below average ability;
- *. Moving the emphasis away from learning facts towards understanding concepts, particularly for the older pupils.

• **●. Develop pupils' independent learning skills by:**

(Paragraphs: 29,107)

- *. Planning more opportunities for pupils to develop skills, knowledge and understanding through solving problems and tackling investigations;
- *. Extending opportunities for pupils to think about and discuss what they are doing, what they have learned, and how to improve their work;
- *. Encouraging pupils to work by using their own initiative and to be less reliant on the teacher;
- *. Improving the opportunities to use the library.

• **●. Develop a whole-school approach to assessment by:**

(Paragraphs 12,50, 76):

- *. Ensuring that the assessment and subject co-ordinators work together with class teachers to develop consistent approaches in the use of assessments to guide planning throughout the school;
- *. Ensuring that the school builds on its assessment procedures in individual planning for pupils with special educational needs;
- *. Ensuring that information from the results of assessments is used to help the school improve achievement.

• **●. Strengthen the monitoring role of the subject co-ordinators in raising pupils' achievements by:**

(Paragraphs: 76)

- *. Ensuring a clearly planned programme to monitor the quality of teaching and the curriculum;
- *. Ensuring that the programme relates closely to a consideration of information from the results of assessments;
- *. Ensuring that staff understand the intentions of the programme and are involved in its evaluation.

* **INTRODUCTION**

* **Characteristics of the school**

1. Westbury Church of England Voluntary Controlled School is situated in the town of Westbury, Wiltshire. The school is for children aged seven to eleven and has 321 full-time pupils (147 boys and 174 girls). Most pupils live in the neighbourhood of the school and the majority previously attended the adjacent Infant School.

2. Children go into one of three Year 3 classes in the September preceding their seventh birthday. The attainment of pupils on entry to the school is below the national average.

3. The school is in an area of considerable social disadvantage, and a significant number of parents are without work. Approximately 25 per cent of pupils are entitled to receive free school meals, which is just above the average. Few parents have a professional background.

4. The school identifies a high number of pupils as needing extra pastoral support. Thirty-two per cent of pupils are on the school's register of special educational needs, which is well above the national average. Included in the school roll is a designated unit for special educational needs with 13 places for pupils across the school's age-range. Eleven pupils have a statement of special educational need. Very few pupils come from homes where English is an additional language.

5. The aims of the school include ensuring that every pupil's academic achievement is fully developed. The school seeks to work in partnership with parents to develop each child's aptitudes and abilities. It aims to foster in the children a respect and consideration for themselves and others. The school is a Church of England Voluntary Controlled Junior School and, as such, gives due emphasis to Christian values.

6. The school's current priorities include:

- *. Developing a whole-school approach to assessment;
- *. Developing the quality of individual educational plans for pupils with special educational needs;
- *. Extending the role of parents in supporting their child's learning.

7. Key indicators

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	51	49	100

7. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	32	32	34
	Girls	34	31	35
	Total	66	63	69
Percentage at NC Level 4 or above	School	66(66)	63(62)	69(76)
	National	70	69	78

7. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	30	31	33
	Girls	34	30	34
	Total	64	61	67
Percentage at NC Level 4 or above	School	64(69)	61(70)	67(76)
	National	68	69	75

¹ Percentages in parentheses refer to the year before the latest reporting year

7. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	5.8
Absence	National comparative data	5.3
Unauthorised	School	0.1
Absence	National comparative data	0.1

7. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	4
Permanent	1

7. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	21
Satisfactory or better	95
Less than satisfactory	5

7. **PART A: ASPECTS OF THE SCHOOL**

7. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

7. **Attainment and progress**

1. When pupils enter the school at the age of seven, their attainment is below that expected nationally. Overall, from often a low starting point, pupils make good progress. By the time they are eleven years old, pupils reach standards close to those expected nationally in English, mathematics and information technology. Most pupils are working near to their capacity and achieving well in terms of their earlier attainment and at least as well as in most similar schools. However, pupils having special educational needs working within the classrooms do not make the progress they should, and there is evidence of underachievement in science by pupils of lower than average attainment.

2. In 1999, the results of the National Curriculum tests at the end of Key Stage 2 were broadly in line with the national average in English, mathematics and science. The percentage of pupils reaching the expected Level 4 was close to the national average in English and mathematics and below average in science. The percentage of pupils gaining the higher level, Level 5, was in line with the national average in mathematics and science and below the average in English. Teacher assessments were similar to the test results.

3. When the 1999 National Curriculum test results for eleven year olds are compared with those for similar schools, they are above average in English, mathematics and science.

4. The results between 1997 and 1999 in English and mathematics show a similar overall level of performance from year to year, just below the national trend of improvement. However, there has been a more noticeable decline in the percentage of pupils gaining Level 4 and above in science between 1997 and 1999, against a national trend of improvement in the subject.

5. The school has worked hard to collect information from test results and other performance data to help set targets for pupils in English, mathematics and science. The targets set for English and mathematics in 1999 were considerably exceeded and those in science were met. This suggests that the targets in English and mathematics have been overly cautious. The detailed and extensive performance data is not always presented in a way that is easily understood, for example by parents and governors. Nevertheless, the school's analysis of the information has helped it to identify strengths and weaknesses and, in the case of spelling, has led to planned action in an attempt to make improvements. The school uses the results of tests and assessments to consider achievement by gender. The inspection evidence confirms the school's own findings, that there is little difference in the overall performance of boys and girls. The school has yet to draw together effective monitoring of teaching and the curriculum, with the analysis of performance data in a systematic way, for example to probe the drop in science results.

6. The evidence from the inspection shows that in English at the end of Key Stage 2, pupils achieve standards close to the average for eleven year olds in reading, writing, and speaking and listening. From below average attainment when they enter the school, pupils, including

those with special educational needs, make good progress in all aspects of English. Pupils read with reasonable fluency and with good expression, and many are becoming increasingly reflective and critical. They talk about the styles of different authors and use this understanding in their own writing. Most pupils use connecting words correctly to join sentences and higher attaining pupils write with accuracy in terms of presentation, spelling and punctuation. They draft and re-draft stories and poems. However, pupils are not developing their work in terms of creativity and complexity.

7. This is because pupils have too few opportunities to write extensively, either in English or through other subjects. Pupils make good progress in speaking and listening and, by the age of eleven, they speak clearly and with confidence.

8. At the end of Key Stage 2, pupils' attainment in mathematics remains, as at the time of the last inspection, broadly in line with the national average.

9. Pupils' use of number and mathematical language is sound and they show a solid depth of understanding. Their understanding is promoted by a greater emphasis given to practical and investigational work than was noted at the time of the last inspection. They have a sound grasp of place value, and many handle addition and subtraction of large numbers and can round numbers up to the nearest ten, hundred or thousand. Throughout the school, pupils make good progress in all aspects of mathematics. Higher attaining pupils can work accurately to two places of decimals. Pupils know how and when to use a calculator, for example to check calculations involving large numbers.

10. Inspection findings and national test results in science confirm that higher attaining pupils achieve well and make good progress. The curriculum meets their needs with its emphasis on knowledge and skills. Pupils of average ability make sound progress and understand what they are taught. However, too many lower attaining pupils are underachieving in relation to their capacity. Lower attaining pupils, including those with special educational needs, find it difficult to develop an understanding of science because practical work is not given enough emphasis. In addition, though the work set is pitched well to meet the needs of more able pupils, it is not adequately adapted for lower attaining pupils to gain understanding.

11. By the age of 11, pupils' standards in information and communication technology are in line with those expected of pupils nationally. They are aware of information and communication technology in their lives, have good word processing skills, use the e-mail, and gather and present information as, for example, on a spreadsheet. The good progress made by all pupils, including those with special educational needs, is promoted by regular access to recently improved facilities and by at least adequate, and usually good, support and guidance from staff. In addition, learning is considerably enhanced by the contribution of voluntary help, which proves particularly helpful to less confident pupils and staff.

12. Inspection shows that standards in religious education at the end of Key Stage 2 are in line with the expectations of the locally Agreed Syllabus. In all other subjects of the National Curriculum, art, design and technology, history, geography, music and physical education, pupils make at least sound progress, including those having special educational needs. Almost all teaching is at least satisfactory, although there is scope for greater links between

the non-core subjects, such as history and religious education, to support aspects of English, in particular pupils' extended writing.

13. Pupils of average and higher than average ability make good progress throughout the school in English, mathematics, science and information technology. An improved curriculum, and teaching which is at least satisfactory, supports learning for these pupils in nearly all subjects and elements of subjects. Progress in English and mathematics is being promoted by the introduction of the literacy and numeracy strategy, in particular in helping teachers to clearly identify what they intend pupils to gain from each session. Boys and girls make similar progress to each other.

14. The eleven pupils with statements of special educational needs make good progress because staff in the Specialist Learning Centre have high expectations of achievement and behaviour. Over forty pupils in Years 3 and 4 regularly receive the additional help of the Additional Literacy Strategy project. The systematic and well-planned approach to support their learning is very effective and leads to good progress in the sessions. However, overall, pupils having special educational needs do not make the progress they should within lessons in the classroom. Too little detail on their needs is included in their individual educational plans, and their targets are not sufficiently clear. As a result, it is difficult to measure and plan for their progress, and many lag behind other pupils of their age. This school has identified the weaknesses and has already put in place measures to remedy the problem.

21. Attitudes, behaviour and personal development

15. The pupils' attitudes to learning, and their relationships with the staff and one another, are a strength of the school. However in a few lessons, in particular in Year 3, teachers have to work hard to establish a code of classroom conduct. Some pupils find it difficult to remain in their places, raise their hands to answer questions, or ask for help without calling out. They are overly reliant on the teacher to do much of their work and do not think enough for themselves. This lack of understanding may arise as pupils new to the school adjust to new expectations of what happens in a classroom. Nonetheless, clear routines have been established, and the pupils are settling down and are beginning to make good progress.

16. In Years 4, 5 and 6 pupils display a good level of behaviour, even though some of them have learning needs that, for example, make concentration a considerable demand. A few children, notably in Year 6, exhibit some challenging behaviour in class, although the majority appreciate the good opportunities available to them and the dedicated teachers who work with them.

17. Some pupils showed signs of being tired during lessons, but the majority are alert and eager to study. Their response to questions is very good, particularly in numeracy lessons, where they are finding the newly introduced methods helpful and interesting.

18. Pupils treat the school's resources carefully, present their work well, and take a pride of work on display in classrooms and corridors. Their work is carefully marked and annotated, and many reward stickers are used for class and homework.

19. Behaviour in assemblies at the end of the afternoon is excellent, and pupils respond to the music, stories and prayers that create a momentary spiritual atmosphere. When children are moving between classes and at break or lunchtime, at a time when the corridors are crowded, they show good manners and act sensibly.

20. In the dining hall a code of coloured flags reminds the pupils when they are becoming too noisy. Outside, the play areas are not large enough for the number of children now in the school to enjoy their boisterous games. Minor accidents occur, although the play, with a very few exceptions, cannot be considered rough. Parents and children alike confirm that cases of bullying are rare under the newly agreed codes of behaviour. There were four temporary exclusions and one permanent exclusion in the last year, all of them fully explained.

21. Pupils behave well when taken out of school, for example to the local swimming baths. They act responsibly in the coach, shower and change quickly, enjoy the lesson, and make good progress.

22. The school provides good opportunities for pupils to help and undertake errands, such as delivering the register to the secretary's office. Some members of Year 6 are prefects and they have assigned responsibilities, such as looking after resources for particular lessons, or acting as librarians and replacing books in the correct position after a class library session. Not enough opportunities are given for pupils to work on their own initiative or to undertake research. They are over-dependent on their teachers to provide answers to simple questions, and teachers have to work hard to make them think for themselves.

23. Each class elects representatives to the school council and has the opportunity to discuss issues to be decided in council. The pupils take up these duties in a mature way and stay focused on the discussion, bringing forward the views of their colleagues and voting when necessary. Issues currently under discussion include the provision of seats for the play area, arrangements for celebrating the Millennium, and how to involve local elderly people in school events.

30. **Attendance**

24. Levels of attendance in recent years have been close to the national average, and the school is working very hard with the help of the education welfare officer to improve upon this record. Only a few families have poor attendance records and, except for one or two families, lateness is not a problem. Even in these cases parents do try to get their children to school on time. Absence records are computerised. Classes begin on time.

31. **QUALITY OF EDUCATION PROVIDED**

31. **Teaching**

25. The quality of teaching ranges from very good to unsatisfactory. About five per cent of teaching is unsatisfactory. Of the remainder, approximately 38 per cent is good, about 36 per

cent is sound and the rest, 21 per cent, is very good. There is no significant difference in the quality of teaching between year groups. The quality of teaching in the Specialist Learning Centre, however, is consistently good or better.

26. These inspection findings are better than those reported during the last inspection. Teaching was then judged to be sound but with a number of shortcomings, and these shortcomings prompted the key issue, 'Use the good practice that exists in the school and develop in-service training to establish a more consistent high standard of teaching.' Many of these shortcomings have been fully addressed. These include the interaction between staff and pupils, and underachievement due to low expectations. Some remain unresolved and still feature as unsatisfactory elements in teaching in a few lessons from time to time. In particular, these include tasks that are over-prescriptive, with an undue reliance on the use of worksheets and exercises from textbooks.

27. In the best lessons, teachers have good subject knowledge. Their planning is detailed and the learning intentions for the lesson are crystal clear. These learning intentions are shared with pupils so that they too have a clear idea of the focus of the lesson. Teachers have high expectations of behaviour, work-rate and achievement. The relationship between teacher and pupil is lively and friendly and has a positive impact on the potential for learning. Teachers are aware of the needs of all the pupils in the class and ensure that the tasks are varied so that they challenge pupils of all abilities. These were features of several lessons, notably a mixed-age English class where pupils were learning about simile and metaphor.

28. The teaching that is satisfactory is also typified by a number of positive features. These features were present in most of the teaching observed. Teachers refer to the content of the lesson in order that the pupils should know what they are going to learn. The relationships between teachers and pupils are good. Teachers manage pupils well, and this helps to establish an environment where learning can take place successfully. Teachers explain well, so that the pupils find new work easy to understand. Finally, lessons move at a good pace, with the result that the pupils make strides in their learning in the course of a lesson.

29. Although only three lessons were overall unsatisfactory, some aspects of weaker teaching do feature in a few other lessons. Firstly, teachers' planning is sometimes too sketchy and does not specifically state what all pupils are to learn. This can mean that the teacher is unclear about what is to be taught and is therefore less likely to make this explicit to pupils. 'To fulfil Attainment Target 1 objectives' was, for example, a learning target in a Year 3 lesson. Secondly, a few lessons are overly highly structured so that pupils do not have the opportunity to show what they can do. Finally, notably in science, the least able pupils are provided with work that is too challenging.

30. There are two further elements of teaching that should, but don't, have a positive impact on the standards that pupils achieve in all lessons. Firstly, opportunities for pupils to engage in independent study are too infrequent except in information technology lessons, where the pupils are encouraged through a lively and imaginative curriculum. Secondly, pupils do not have enough opportunities to develop as independent writers. Work in English is largely restricted to shorter pieces of writing, and the school does not make good use of opportunities to develop writing skills systematically through other subjects such as science, geography and history. Writing in these subjects is sometimes constrained by the use of worksheets, copying text, or simple exercises.

31. The high priority given to numeracy in the school is appropriate, and lessons are planned

in line with the numeracy strategy. Lessons in literacy do not effectively incorporate opportunities for pupils to read, in a group, under the guidance of their teacher, although outside the literacy hour the school has apportioned additional time for reading. It is common to see teachers introducing lessons to the whole class and, at the end, summing up with the class just what has been learned. This is having a beneficial effect on pupils' progress. Not does it focus their thoughts on what the teacher intended them to learn, but it also gives teachers a good opportunity to assess pupils' knowledge and understanding - a good starting point for the following lesson.

32. Teachers' subject knowledge is adequate for them to effectively teach the subjects of the national curriculum and religious education. The management of pupils is always satisfactory and usually good, and allows learning to continue unhindered for most of the time. Time and resources are used well. Teachers set a good pace in most lessons, which generally start on time. Good use is made of support assistants who work closely with the class teacher. Marking is satisfactory in most classes and all pupils have targets, to which references are often made. Homework is set across the school and is acceptable in quantity and challenge.

33. Pupils with special educational needs are supported well outside the classroom when withdrawn for additional teaching. They are supported well in the classroom when they work with the help of an adult. There are occasions, most frequently in science, when the work set is too challenging and these pupils do not understand what they are being taught. Their written work does not always suggest a lack of understanding, but this is because it is structured so that, too frequently, it is possible to get it 'right' without fully understanding the concepts.

40. **The curriculum and assessment**

34. Overall, the curriculum has sufficient balance and breadth. It meets the statutory requirements of the National Curriculum.

35. However, with the exception of information technology, there are not enough opportunities for pupils to develop independent learning skills. This is because pupils are too dependent on activities led by the teacher. Not enough attention is given to the teaching of experimental and investigative science (Attainment Target 1). Pupils do not get enough opportunities throughout the school to take part in tasks that extends their writing. The curriculum offered to the pupils in the Specialist Learning Class is well planned and suited to the pupils' needs.

36. The curriculum includes a programme for all subjects of the National Curriculum and the school makes effective use of the locally Agreed Syllabus for the teaching of religious education. There are sound schemes of work, which allow the systematic teaching of skills, knowledge and understanding to take place in all subject areas. This represents an improvement since the last inspection, where the lack of schemes of work was noted as a weakness in the curriculum.

37. The school has worked hard to develop a sound system of curriculum planning. Medium term and weekly planning are completed on a consistent format. Subject co-ordinators are beginning to oversee planning for coverage of the National Curriculum. However, not all teachers are effective in undertaking lesson evaluations and using the outcome to influence their planning. Where the practice is less effective, tasks are not well matched to meet pupils' individual needs and to build upon previous learning.

38. The school has responded to the National Code of Practice for special educational needs, and a policy refers to a staged referral system for pupils on the register for special educational needs. The headteacher has recently monitored the referral system, found weaknesses, and recognised the need to improve the provision. A new co-ordinator has recently been appointed and the procedures for the identifying and assessing pupils are in the process of being reviewed. Currently, many individual education plans for pupils having special educational needs do not contain specific targets. Although pupils still make satisfactory progress, it is nonetheless difficult to plan for. Reviews are held regularly and parents are appropriately informed about their children's progress. However, these meetings are not always adequately documented. A good start has already been made to remedy these concerns.

39. The large number of pupils identified for the Additional Literacy Strategy in Years 3 and 4 benefit from very good quality support, which enables them to make good progress within the sessions.

40. The provision for pupils in the Specialist Learning Class is good. They consistently receive a good level of support, which is well planned and suited to their individual needs. Pupils in the class all have individual education plans with specific targets, which makes progress easy to track. Reviews are held regularly, are properly documented, and give the opportunity for parents to be involved.

41. There is a policy for personal and social education, which is currently under review. The school provides sound provision for health, sex education and attention to drugs misuse. All classes address these issues in a positive and well-planned way during circle time.

42. The school offers an impressive range of extra-curricular activities throughout the year. Sporting opportunities include football, netball, gymnastics, athletics, hockey and rounders. Other activities include choir, recorders, guitar, orchestra, art club, first aid, story, French, information technology, environmental studies, American line dancing, and country dancing. The school provides a wide range of educational visits to broaden the pupils' experiences and appreciation of the arts and the environment, such as to museums, theatres and places of worship.

43. Procedures for assessments are sound. The school fully complies with the requirements to administer statutory tests at the end of the key stage. Coverage of the National Curriculum is recorded systematically at the end of each term for each pupil. Teachers' continuous assessments, which record what pupils can do, know and understand, are consistent and

informative and show clearly how they are progressing. However, assessment is not consistently built into the schemes of work, and opportunities for assessment tasks are not always identified in the planning. Although there is evidence in some planning to show that assessment informs the next step to be taught, this practice is not consistent between teachers and subjects. The sound assessment procedures developed in some subjects, such as mathematics and information technology, are less apparent in other subjects.

44. National Assessment Test results and other standardised assessments are analysed, and are used to develop targets for pupils and to place them into groups for English and mathematics. However, overall, subject co-ordinators do not take full advantage of this data in a clear and consistent way to raise standards. Although there has been some progress in this area since the last inspection, there remains a lack of a systematic, whole school approach to the use of assessment information. The newly appointed assessment co-ordinator is aware of this, and a review of the assessment policy strongly features on the development plan for the coming year.

51. Pupils' spiritual, moral, social and cultural development

45. The provision for pupils' spiritual, moral, social and cultural development is good, overall, and has improved since the last inspection.

46. The spiritual development of pupils is satisfactory. They are introduced to religious ideas and attitudes in religious education, and assemblies are often contemplative, with good opportunities for prayer and reflection. For example, stories about the nature of kindness and caring for others are told in assemblies, and in the quiet time before the prayer pupils reflect on reasons for being kind. The school grounds, specifically trees and plants, are used to encourage a respect and wonder for the natural world, and the responsibility to take care of the environment. The school makes concerted efforts to raise pupils' self-esteem. When particularly good efforts have led to good work, the headteacher contacts parents, either by letter or telephone, to share the school's pride in the children's endeavour. Since the last inspection, the headteacher has specifically introduced an art club for pupils who have difficulty in producing work in which they can take pride. They work together in long, ninety-minute sessions, to produce large-scale artwork, such as a jungle mural, which is still displayed in the school and is exhibited to the pupils in an assembly.

47. The provision for pupils' moral development is good, and that for social development is very good. This is a significant improvement since the last inspection. It is a strength of the school and leads directly to the good attitudes and behaviour of the great majority of pupils in lessons and around the school. Pupils have a clear understanding of the difference between right and wrong, and they are encouraged to consider the reasons for social rules and the feelings of others.

48. Since the last inspection, a number of improvements have been introduced. Most important is the introduction of the assertive discipline policy. There is a clear system of punishments for misdemeanours that build up to a behaviour chart, on which a pupil's behaviour is recorded in every teaching session and at home over the course of a week. These charts are individually tailored to the pupil's needs and interests. However, there is a

clear emphasis on rewards, and teachers focus these on both individual and whole class efforts and behaviour. Class rules are discussed and agreed, and most pupils are very aware

of the rules and the reasons for them. Circle time allows pupils to discuss, and reflect on, the concerns and feelings of others. In one Year 6 class, pupils shared concerns over the behaviour of some pupils in the playground. A school council has been established, and it meets regularly. There are two representatives from each class, one of whom has been chosen by the pupils. The result of these initiatives is to involve all pupils in the development of a happy, friendly and purposeful environment that promotes pupils' understanding of citizenship.

49. The provision for pupils' cultural development is satisfactory. There is a variety of sports and athletics clubs, and the school enters sports tournaments with other local schools. Visitors include the Clarendon and Matravers Schools' drama groups, which have worked with Year 6 classes. Pupils study famous artists and musicians from their own cultural tradition, and an African band and a keyboard musician have visited the school recently. There are fiction books in the school with stories from other cultures. Pupils explore their cultural environment through visits to the 'Britain at War' exhibition in London, the Roman Baths in Bath, and Laycock abbey and village, as well as the annual residential visit to Swanage.

56. Support, guidance and pupils' welfare

50. The staff, both teaching and support, know the pupils well, show great care for them, and establish appropriate relationships. Teachers have high expectations for their pupils' behaviour. Pupils are properly supervised during lessons and at other times, both in and out of doors. The nature of the play area leads to a constant stream of minor bumps and bruises needing attention. An accident book is kept in the entrance hall, and qualified first aid is at hand. When the weather is cold or wet the duty supervisors make sure that children put on their outdoor clothing. If it is too wet and the pupils have to remain inside for breaks, then there are activities such as chess and other board games in the classrooms.

51. Pupils can talk over any problems with their teachers quite freely and if there are difficulties in families the school responds in a proper and supportive way. The headteacher and his staff are always willing to talk to parents at a convenient time and this is much valued. Any children with health problems are noted and teachers and other staff are quick to observe any difficulties. Staff are aware of pupils' needs as young children. For example, the instructors immediately noticed a child who left the swimming pool to use an inhaler. Staff are fully aware of good practice and of the correct procedures in relation to child protection.

52. Talks on drugs awareness have been arranged for parents and also for pupils. There is an effective and agreed policy for sex education. Older pupils watch a video film called 'Growing Up'. The school will answer pupils' relevant questions but only with the parents' permission.

53. The governors' Buildings and Grounds Committee takes good care of the school, makes health and safety checks, and attends to any problems that may arise. The school security measures are always under review, and a system of buzzers has been provided for the staff to call for assistance in case of accident or alarm, should it be necessary anywhere on the premises. The school is kept very clean and, in particular, the lunchtime staff do wonders in

clearing and cleaning the dining hall in time for its afternoon use.

54. The school keeps helpful records of pupils' academic and personal and social development. However, although individual education plans for pupils with statements contain sufficient details of their needs and targets for improvement, plans for other pupils with special needs are often too general to support their progress within the class lessons. The school is aware of this deficiency and has already begun to make necessary improvements to the plans.

55. Arrangements are working well for introducing children from the neighbouring infant school into the junior school and for them to get to know the teachers. Parents feel that children settle very quickly after transfer, as do children who come into school in years other than Year 3. Similarly, teachers from the Junior School work with colleagues in the Secondary School to make sure that Year 6 pupils feel ready to make their transfer, and pupils are given opportunities to visit the secondary school for various events.

56. There are good strategies in use to encourage children to attend school regularly. Those who are known to have difficulties, but who make great efforts to overcome them, are rewarded with certificates for good attendance. The educational welfare officer plays an effective role in promoting good attendance and punctuality.

57. Parents fully appreciate all the efforts being made to encourage good behaviour so that all pupils can take full advantage of the curriculum and the rich variety of extra activities offered to them.

58. Where behaviour has been unacceptable, the opportunity to take part in a school outing or the even residential week in Swanage is withdrawn. Pupils understand a clear system of rewards and sanctions. They know that the school will fairly involve their parents if unacceptable behaviour persists.

65. Partnership with parents and the community

59. Parents feel that they have a good relationship with the school and are given a useful flow of information about what is happening. They feel that the staff are approachable and have a caring attitude towards their children. There is always a good response to fund-raising events. However, those who attend meetings arranged by the school wish that more parents would make an effort to come along. The school development plan talks about fostering closer communications with parents and encouraging them to take a fuller part in activities. The parents' association supports the school by raising sums of money for equipment and for the swimming instruction at the local pool. A few parents help in school and some hear children read, but there are notices appealing for more parents to help. Although many parents are keen to help their children with reading at home, others are more reluctant and this has an adverse effect on their child's success and attitude in learning to read.

60. Parents interviewed spoke highly of the school's achievements in improving behaviour and in offering their children excellent learning and extra-curricular opportunities. They acknowledge how much the school has helped the lower attaining pupils and those with special educational needs. They rightly feel that the school brings out the best in their children and successfully deals with some pupils with particularly challenging attitudes and behaviour.

61. Links with the local churches are good and the vicar, who chairs the governing body, spends time in school helping in a variety of ways. Other governors are very helpful with advice on computer work, and with design and technology and music.

62. The Annual Governors' Report to parents is a very readable document which recounts the school's activities through the year with all the required detail. The pupil's annual report gives parents a clear picture of how their children have progressing, what they have been studying, and the targets that have been individually set.

63. Links with the local community are good, although it has proved difficult to find industrial sponsors other than the local cement works and some local shops and stores. The Neighbourhood Engineers arranged a competition and the school's team were highly praised for the efforts, winning a construction set for the school. There are plenty of opportunities for pupils to help elderly people in the area. They give concerts in nursing homes, invite elderly people to their shows, and send parcels from the harvest festival, distributed by district nurses.

64. In advance of their transfer to secondary school, pupils meet teachers and spend time in the school visiting the Science Fair, so that the changeover is as easy as possible. Pupils from the secondary school do work experience in the junior school. The school also has close ties with the neighbouring infant school, with teachers often sharing training days. The two special needs support staff help the transfer of pupils with learning difficulties. The school gives good support to families at times of difficulty, working effectively with other agencies such as the Child and Family Guidance Centre, Barnardos and social services if appropriate. The local police and the probation service also help the school, and the fire service, two authors, Wildlife in Africa, and Southern Arts have all been involved with projects in the school or arranged for speakers to talk to the pupils.

65. Children in Westbury have strong links with Chernobyl and raise money for projects there, as well as welcoming children from Belarus who visit the school and give a valuable insight into the wider world. Pupils at Westbury Junior School also raise money for other charities, such as Red Nose Day.

72. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

72. Leadership and management

66. The headteacher's effective leadership earns the respect of the pupils, staff, parents and governors of the school. He is dedicated, leads by example and is fully involved in the management of pupils and the staff. Parents value his caring, encouraging and hard-working contribution to the school and its community. The governing body, headteacher and senior staff work in a well-established and effective partnership. Governors have a good sense of the strengths and weaknesses of the school and are working with staff in their efforts to improve the school's provision.

67. They meet their statutory responsibilities. Since the last inspection, governors have worked hard to identify and develop the priorities for improvement and to extend their role in strategic planning. Many of them are very involved in the life of the school, supporting lessons, such as in information and communication technology, and finding out about the work in the classrooms through visits and discussions with staff. This insight helps them to make a useful contribution to planning for school improvement. This has helped the school to satisfactorily address the key issues raised in the previous inspection, and to be in a sound position to continue with improvements.

68. The senior management team shares a strong commitment to the well being of pupils and the community. Since the last inspection, staff with management responsibilities have benefited from professional development to make their roles more effective. They have clear job descriptions which detail what is expected of them, and they provide a good level of support and guidance to their colleagues. Since the last inspection report there has been an improvement in the procedures for monitoring and evaluating the quality of teaching and the curriculum. The headteacher retains a good overview of provision and is aware of what happens in classrooms. He has recently monitored the provision for special educational needs with the assistance of the local advisory service. Weaknesses in the quality of individual education plans were quickly picked up and a decision made, in consultation with the governing body, to amend the management structure for special educational needs as a means to improve the provision.

69. However, monitoring is not always stringent enough to evaluate effectively the impact of teaching and the curriculum on pupils' progress, and to identify where approaches need to be refined. Although specific strengths and weaknesses are identified in aspects of teaching of individual members of staff, not enough use is made of the best teachers to build on the quality of teaching and to develop less effective elements of teaching. The school gathers performance data and is increasingly using the information to monitor pupils' progress and to set targets. Staff with management responsibilities are aware of the need to monitor standards and pupils' performance, but they do not have enough opportunities to lead and manage the process in a systematic and focused way specifically to raise standards.

70.The school has made a positive response to address the weaknesses in its development planning which were noted in the previous inspection. The school development plan relates to the most important needs for improvement. It is used effectively to guide planning and is presented in such a way that all involved understand the priorities being addressed. Since the last inspection, details of finance are closely linked to what the school wants to achieve. Governors are well informed about the school's progress towards meeting its various targets, and they play a useful role in monitoring and evaluating the work of the school. Well-structured sub-committees are in place, and these support school development planning, through a close link with aspects of school management.

71.The stated aims and values of the school are largely reflected in its day-to-day work. The previous report noted that the school's aims were strong on caring, ethos and values, but less so in relation to pupils' achievement. The secure and positive learning environment continues to promote pupils' welfare. There is evidence of a growing commitment to enable each child to make the best of his/her abilities. Overall, the aims of the school provide an important basis for a shared sense of purpose, with academic as well as pastoral aspirations.

72.The ethos of the school is good. The leadership and management significantly contributes to the positive attitudes, relationships and behaviour of pupils, often in challenging circumstances. The school is striving to learn and improve in a thoughtful way, a process helped by judicious appointments of new staff.

73.The commitment to higher attainment is evident in the overall good progress made by pupils, often from low starting points.

80. Staffing, accommodation and learning resources

74.The school has a strong team of well-qualified teachers to support the curriculum and pupils, including those having special educational needs.

75.There is a good number of appropriately trained and experienced education support staff to back up the work of teachers in the classroom, in the learning Support Centre, and as part of the Additional Literacy Project. Other staff in the school provide good levels of clerical support, keep the school clean, and generally care for the all the pupils well being, such as at lunch times.

76.There is an appraisal system for staff, and opportunities for training, both in and out of school, to keep the teaching staff totally up to date with educational developments and good practice. There are comprehensive and agreed job descriptions for teachers.

77.The school occupies an adequate site, allowing for classrooms to be spacious. However, because of the growing numbers of pupils, four classes and the special unit are housed in portable buildings. Although these are warm and provided with toilet facilities, it still means that the pupils have to go outside to get to the main building. The Special Learning Centre is attractively decorated with displays of pupils' achievements, and most classrooms and corridors have good displays of pupils' work. This is particularly noticeable in the computer

room. Some classrooms have excellent displays of artefacts associated with topics being studied, such as Britain since the 1930's.

78. The main structure of the school is of a good standard and is well maintained. The headteacher, parents and other friends of the school have organised working parties to re-decorate in some areas. A regular risk assessment takes place, and after the most recent survey in June certain defects were put right. Safety and security measures are regularly considered, and the roof has recently been painted with a substance to deter anyone from climbing on it.

79. Great efforts have been made to establish and equip the computer room, which has become an enormous asset to the school, allowing pupils to reach high standards of competency in information technology. The library, however, is inadequate for a school of this size and is at present unsuitably housed on a bend in a corridor. Other facilities in the school are adequate. The hall can accommodate the whole school for assemblies and it also serves as a gymnasium and a dining hall. Storage areas are well provided.

80. The extensive site consists of a sports field and two hard play areas. The site is used as a footpath by many local people and is open to some abuse, such as graffiti, and there are occasionally intruders in the building. The play areas are not now large enough for the numbers of children, and only part of the field can be used at break and lunchtime in the summer months because of the need for supervision. Seating is being fully considered for the outside area and this may involve moving the quiet area. The school does not want this idea, enthusiastically supported by pupils, to lead to unwelcome after-school problems.

81. Since the last inspection, efforts have been made to improve the quantity and quality of such resources as books and dictionaries, play equipment, and musical instruments. The library contains books which, because good use is made of them, show signs of wear and age and are in need of replacement. The school has a good supply of resources from the local authority's Library and Museum Service. The school makes very good use of human resources - governors, parents and neighbours - to support the curriculum.

88. The efficiency of the school

82. Financial planning is good, has clear links with the school development plan, and gives sufficient details of spending intentions for the coming year. The development plan has contributed to improvements in the quality of education in the school. The school has taken on board the point made in the previous inspection report that a stronger link should be forged between financial and development planning. The governors, finance support officer and headteacher work effectively together to prepare the annual budget. The finance sub-committee meets regularly to consider priorities and to monitor expenditure. The sub-committee liaises well with the full governing body over financial matters.

83. Sound procedures are in place to monitor the day-by-day financial management of the school. Administrative procedures are effective and the governing body exercises an appropriate level of financial monitoring and control. Communication between the school, the sub-committee, and the governing body is aided by a good flow of relevant financial data.

This provides governors with a clear insight into the school's budgetary position. The school works hard to seek value for money, for example by ordering in bulk to save money and obtaining several quotes before an order is placed.

84. By introducing measurable success criteria for targets in the development plan, the governors are well placed to assess the value of major spending decisions, for example on staffing levels.

85. The school makes satisfactory use of its accommodation and learning resources. The location of the library in a busy corridor does much to bring books to the attention of pupils, but there is the disadvantage that its use is limited through considerable interruption. Overall, the building and site are maintained to a good standard. Teaching and support staff are deployed so that good use is made of their expertise and experience. Investments in staff training and resources for information technology significantly contribute to the improved standards in the subject.

86. Pupils enter the school with below average attainment. They make overall good progress and those with special educational needs make satisfactory progress. The quality of teaching is good. Pupils' behaviour, attitudes to learning and relationships are good. Unit costs are just below average. The school provides good value for money.

93. **PART B: CURRICULUM AREAS AND SUBJECTS**

93. **ENGLISH, MATHEMATICS AND SCIENCE**

93. **English**

87. In the national assessments in 1999, pupils' attainment at the end of Key Stage 2 was close to the national average. Compared to that of schools with pupils from similar backgrounds, attainment was above the average.

88. In the three years 1996 -1998, pupils' attainment is close to the average and the trend is for results to be rising slightly year by year. However, results in 1999 show a slight fall from the results in previous years. This is reflected in both reading and writing.

89. At the end of Key Stage 2, pupils' attainment is close to the national average in reading and writing. When pupils enter the school, their attainment is below the national average. All pupils, including those with special educational needs, make good progress. Pupils' progress in lessons varies from very good to unsatisfactory but is good overall.

90. Standards in speaking and listening are satisfactory. Pupils make good progress, and by the end of the key stage they speak confidently and clearly. They listen carefully to teachers and to each other. In an assembly, pupils listened very attentively and with good concentration to a story that asked them to think carefully about the nature of kindness. They read prayers in assembly and talk to the whole school about work they have done. In lessons, they discuss ideas and make suggestions in collaborative work when given the opportunity. They are happy to talk about their work, and they explain clearly what they have done.

91. Standards in reading are satisfactory. By the end of the key stage, most pupils read fluently and with good expression. They have a good understanding of the sounds that letters make, and they use a variety of clues to help them read words that are unfamiliar to them. They read a range of fiction, including poetry, and clearly express preferences for certain authors, such as Roald Dahl, Dick King-Smith and Jacqueline Wilson. There is little opportunity for them to use non-fiction books for independent research, but they nevertheless develop satisfactory library skills and know how to find a book in the library. They are aware of the contents and index in non-fiction books. Pupils with special educational needs receive good assistance in sessions for additional literacy support. The tasks are enjoyable and the pupils benefit from additional adult support. A number of pupils are not able to share their reading often enough with an adult. This is partly due to the organisation of the reading sessions in school, but predominantly because of a lack of support at home. Reading records encourage parental involvement and a partnership with parents through the writing of comments in the pupils' reading record books.

92. Standards in writing are satisfactory, overall. Pupils' writing develops from short, simple sentences to more complex sentences in longer pieces of writing. They use punctuation correctly, such as capital letters, full stops, commas and question marks. Higher attaining pupils use exclamation marks effectively. These pupils begin to write with speech marks and organise their writing appropriately into paragraphs. A great deal of attention is given to

improving spelling and, by the end of the key stage, pupils' spelling meets expectations. Handwriting is good, and most pupils write neatly in a consistent, joined and cursive style. Most pupils take a lot of care to present their work well, and it is very neat and tidy. There is evidence that pupils write poems and redraft stories. However, there is not enough opportunity for a range of extended writing for a variety of purposes.

93.As a result, pupils' ability to organise their ideas and write descriptively about increasingly complex events and experiences is limited. This is also the case in subjects other than English, and is largely the result of an over-reliance on worksheets at the expense of independent study. When opportunities are provided, such as in a history lesson where pupils wrote a letter home from an archaeological dig in Egypt, they write expressively and confidently, maintaining the standards that they achieve in English lessons. The school development plan recognises the need to develop opportunities for extended writing.

94.The standards reported in the last inspection report have been maintained. However, the weaknesses reported in pupils' writing, particularly the lack of opportunities for extended writing, remain since the last inspection. Pupils' attitudes are good. They listen carefully and are keen to make suggestions, such as in a lesson with younger pupils where synonyms were being considered.. They settle to tasks quickly and generally work well. However, when the tasks lack challenge or are not stimulating, pupils often fail to maintain concentration. This is particularly so in reading sessions when pupils read silently and independently. Behaviour is good, and this results from the good relationships maintained by teachers and the consistent application of the school's assertive discipline strategy.

95.Teaching varies from very good to unsatisfactory and is good overall. Teaching is satisfactory or better in more than three quarters of lessons, of which almost a quarter are very good. However, there is unsatisfactory teaching in two out of nine lessons.

96.In the best lessons, teachers' planning is good and takes account of the different needs of the pupils. Activities are stimulating ,and expectations of pupils' behaviour and work are high. Pupils respond well to the challenge, and in these lessons they make good progress. When lessons are less than satisfactory, tasks are insufficiently matched to the varying needs of the pupils. Although planning is shared across year groups, in these lessons the teacher interacts less effectively with pupils to maintain their enthusiasm, and expectations are not high enough. In the unsatisfactory teaching, lessons are not brisk enough and introductions are too long. In the best lessons, the learning objectives are clear and teachers use the session at the end of the lesson to consolidate pupils' learning and ensure that the objectives have been met effectively. Homework is regular and makes a significant contribution to pupils' progress.

97.The school has adopted the National Literacy Strategy and this is having a positive effect on standards, particularly for the lower attaining pupils who benefit greatly from effective additional literacy support. The school has adapted the literacy hour to suit its own needs, and reading sessions are timetabled outside the literacy hour. At the time of the inspection, reading practice was conducted as silent reading sessions, with the teacher hearing individual pupils read. This approach is not entirely effective. The teacher works with too few pupils in the session to provide sufficient guidance to ensure suitable progress, and other pupils frequently fail to maintain concentration on their reading.

98. There is not enough attention to developing literacy across the curriculum, and pupils have insufficient opportunity for a range of extended writing for different purposes and to a variety of audiences. These opportunities are limited, owing to the over-reliance on worksheets in many subjects. Nevertheless, the school is beginning to address this problem and some subjects, such as history, make explicit reference to developing literacy skills in the subject policy.

99. The co-ordinator provides effective leadership. She is aware of the lack of opportunity for extended writing and this is included in the action plan for the subject. Similarly, the co-ordinator has begun to provide helpful guidance on developing effective approaches to teaching, in particular in relation to the literacy strategy.

100. There are insufficient books in the library for the number of pupils in the school, and many of the books are in poor condition or very old. However, considerable use is made of the school library service to provide additional books. In spite of this, there remains little opportunity for pupils to develop the skills necessary for independent research, and other subjects do not plan for pupils to use the library independently for research.

107. **Mathematics**

101. The results of National Curriculum tests for 1999, at the end of Key Stage 2, show that the percentage of pupils achieving the expected standard was close to the national average. The percentage of pupils reaching the higher level was in line with the national average. When compared with those of pupils from similar schools the results are above average.

102. Inspection evidence reflects a picture similar to that of the 1999 national test results, namely that the eleven year-old pupils are working close to the expectations for their age. The last inspection stated that in a quarter of lessons throughout the school a significant proportion of pupils were underachieving. Findings from the current inspection show that this is no longer an issue.

103. In Year 6, pupils show quick mental recall as they identify missing metric measurements on a number line. They use decimal points accurately as they multiply decimals by 10 and then by 100. Pupils explain the processes, using clear, accurate mathematical vocabulary. In Year 6 they apply knowledge satisfactorily to practical tasks as they investigate prime numbers. They work out 'How many, and the value of zeros in 100' and then 'How many, and the value of zeros in 1000'. Younger pupils, in Year 3, complete a 'Flag investigation' and discover different ways to colour-in a quarter. Since the last inspection there has been a big improvement in pupils' ability to try out different ways to tackle problems. They change fractions into percentages, and demonstrate a sound knowledge of shape and space as they calculate the perimeter and area of shapes. Most pupils record information and results in a clear, organised way. Pupils use frequency charts as they construct and interpret simple graphs.

104. Pupils make good progress throughout the school, including those with special educational needs. Scrutiny of work indicates that progress is good in all aspects of mathematics. Teachers have high expectations in respect of the completion and presentation of tasks. Extension tasks are given to higher attaining pupils. This represents an improvement since the last inspection, when it was judged that higher attaining pupils underachieved in about a quarter of lessons. Examination of pupils' work since the beginning of the school year, and observation in lessons, indicates that pupils across the range of ability, including those with special educational needs, are making good progress. This is largely due to the good quality of the teaching in the subject and to the clear structure of teachers' planning in response to the requirements of the National Numeracy Strategy.

105. The response of pupils to mathematics is good. Most pupils enjoy the subject and have a positive attitude. They work hard in all lessons and sustain concentration, often becoming totally absorbed in their tasks. Higher and lower attaining pupils persevere to overcome their problems when presented with challenging tasks. They confidently ask for help if it is required. The majority of pupils present their work neatly and are proud of their efforts. They talk enthusiastically about the investigative work they have completed. Pupils generally are keen to discuss what they are doing and express their thinking well.

106. The quality of teaching is good. In over three quarters of the lessons, teaching was judged to be good or better. However, one lesson out of the eleven was unsatisfactory.

107. Where teaching is good, teachers give clear instructions develop good relationships with the pupils. Often, lesson objectives are displayed on a board for all the class to note. Teaching focuses upon promoting mathematical understanding and vocabulary and enriches pupils' experiences and their knowledge of mathematical principles. Lessons contain a good range of activities which support learning. Teachers generally begin lessons with activities to promote mental skills. However, useful as these 'warm-up' tasks are, they are not always well supported by teaching aides. A feature of very good teaching in a Year 5 lesson was a good balance of mental, practical, individual, and group activities. Pupils were given lots of opportunities to articulate their ideas and think for themselves. Planning showed that pupils were given work matched to their abilities and that extension tasks had often been planned to provide extra challenge. Assessment opportunities were usually identified, and there was evidence of the information effectively informing the next stage of learning. Management of the class was usually very good. The few weaknesses in teaching occur either when the higher attaining pupils are not challenged sufficiently, or the lower attaining pupils have work poorly matched to their needs and do not receive enough adult support. In the one unsatisfactory lesson the general classroom organisation was weak, leading to loss of time and a lack of continuity to learning.

108. The co-ordinator provides effective leadership. She is knowledgeable and enthusiastic. A useful handbook with detailed guidance helps to ensure balance and coverage, and offers useful ideas for teachers to adopt. There is a good range of assessments relating to mathematical knowledge and understanding, and it is used to good effect in ascertaining the mathematical needs of individual pupils. This is an improvement since the last inspection.

Pupils all have individual numeracy targets. Classrooms and central areas contain attractive and informative displays with a mathematical theme, often linked with other subject areas.

115. Science

109. In the 1999 national tests, the proportion of pupils attaining Level 4 or above at the end of Key Stage 2 was below the national average, but the proportion attaining the higher level, Level 5 was above the national average. Overall, the results placed the school in line with the national average. When compared with those of similar schools, the results were above average. Both the inspection findings and the results of national tests confirm that while the higher attaining pupils are achieving well, too many of the lower than average attaining pupils are underachieving.

110. The proportion of pupils achieving the expected standard in the national tests in science has fallen consistently over the last three years. Inspection findings indicate that when all elements of science are considered, including the practical, investigation element, it is the lower attaining pupils who are underachieving in relation to their capacity. Satisfactory standards were reported at the time of the last inspection.

111. By the end of the key stage, the majority of pupils name the parts of a plant and their functions. They explain the processes of photosynthesis and pollination. They give a reason for an increased pulse rate during the activity of cycling, or variation in the speed of a vehicle when it is travelling downhill over different surfaces. They name, locate and describe the function of the major body organs and explain the function of the blood. They know what causes tooth decay and suggest some ways of preventing it. They know the steps necessary to keep food fresh. There is, however, a significant minority that is unable to do many of these things. Pupils answer straightforward questions of fact, often with appropriate scientific terminology, but do not respond well to more complex questions which require them to reason – why, for example, an equal quantity of hot water cools more rapidly in an aluminium saucepan than in an ice bucket. In Year 5, pupils know how sounds are made, are able to test electrical conductors, and understand why some fabrics are more suitable than others for winter wear. Year 4 pupils know that different images are produced from a flat mirror, a concave one, and one that is convex. They know that the moon orbits the earth roughly every month and that it takes one year for the earth to orbit the sun. They explain why we experience day and night.

112. From lower than average attainment on entry to the school, pupils make sound progress through the key stage. There is no significant difference in the progress made by boys or girls. There are significant differences, however, in the progress made by pupils of differing abilities. The higher attaining pupils make good progress. This is because the curriculum is detailed, thorough, and pitched at their level, and because they have the capacity to absorb this range of scientific facts, concepts and related vocabulary without the support of extensive practical work. Pupils of average ability make sound progress because they understand most of what they are taught. Lower attaining pupils, however, including

those with special educational needs, do not make the progress that they should. There are two main contributory factors. The first is an insufficient practical base. The second is because, too frequently, the work that is set for these pupils is the same as that set for the most able pupils. Therefore, while the work in all pupils' books is very similar in quality and quantity, and gives the impression that they all understand what they have been taught, this is an inaccurate conclusion. From evidence in written work, lower attaining pupils *appear* to do well. This is because almost all of the work that they record is highly structured – a diagram to copy and label, text to copy, a worksheet to complete, or a passage into which the correct words must be inserted. It is therefore difficult to get it 'wrong' and easy to get it 'right' without understanding the content.

113. Pupils behave appropriately in science lessons. They take a great pride in the presentation of their work. They try to answer questions when these are purely factual but do not have good reasoning skills. The tightly structured science curriculum allows little opportunity for pupils to develop independent research skills.

114. The overall quality of teaching is satisfactory. All lessons were judged at least satisfactory and one third of teaching was good. However, there were elements of teaching that were stronger than others.

115. Teachers have sound and often good subject knowledge. They are often good at helping pupils of average and above average ability to see the relevance of what they learn to their everyday lives. Having learned about the qualities of an insulator, for example, many Year 6 pupils understand that a pan-handle and a pair of oven gloves are good examples of insulators in their own homes. They prepare resources well and cover topics to a depth that provides a good level of challenge for the most able pupils. The one weakness, noted in Year 6, is that work does not take enough account of the needs of the least able pupils in the classroom.

116. Management of the subject is sound with respect to the development of a scheme of work and the provision and organising of resources.

117. There are some appropriate systems in place to assess the attainment of pupils against units of work in the science curriculum. However, the knowledge gained is not always effectively used: to assess the learning of pupils of different abilities, for example. There is some analysis of pupils' performance in national tests, and evidence of measures being taken to address the area of weakness. The emphasis this year, for example, has been on helping pupils to deal more effectively with data. Resources are adequate providing that not all classes cover similar topics at the same time, and the school does take appropriate steps to ensure that this does not happen. Some useful software means that pupils can access science-related information by CD ROM.

124.

124. OTHER SUBJECTS OR COURSES

124. Information technology

118. By the end of the key stage, the majority of pupils attain standards in information and communication technology which are expected of pupils aged 11. Progress is good for all pupils, including those with special educational needs.

119. Pupils are aware of the many ways in which they use information and communication technology in their lives. Year 3 pupils list a range of items such as mobile 'phone, digital watch, tumble drier, surveillance camera and a CD player. They show appropriate, independent skills in writing straight onto the screen, redrafting, saving and printing. Pupils in Year 4 turn the page from portrait to landscape when needed. They access the internet. They search designated sites for pictures to support their work on Ancient Egypt, add appropriate text, save their work on to disc and print it. Year 5 pupils study the work of Andy Warhol and use what they know of his style to re-create it on screen, using an art package. They are at home with the software toolbar and work effectively and adeptly with good mouse control. By the end of the key stage, pupils produce a news sheet on gardening, scan their own digital photographs, write and edit a short play, and use e-mail to write, for example, to one of their teachers or to Blue Peter. They gather data about the height of the pupils in the school, use it on a spreadsheet and present it in graph form to confirm an hypothesis that height is related to age. With help they write a simple programme to operate a set of traffic lights and edit it to alter the timing.

120. Several factors combine to produce progress that is good overall. Firstly, all pupils have regular, weekly access to the facilities of the computer suite, and these opportunities have a positive impact on pupils' learning. Secondly, the staff have a level of expertise which always enables them to provide adequate - and usually good - support and guidance to pupils while they work. Thirdly, the scheme of work provides good support to staff. The pupils' own enthusiasm makes a positive contribution to the progress they make and, finally, the school makes good use of some high quality voluntary help, to support the less confident members of staff and the pupils themselves.

121. Pupils show clear enjoyment of information and communication technology lessons. They are helped individually and encouraged to learn by trying. They respond positively to such opportunities. They almost always work with a partner, and show a willingness to share control of mouse or keyboard and to compromise when decisions have to be made.

122. The quality of teaching is good overall: there were no unsatisfactory features in the lessons observed. All pupils receive some whole class teaching and some individual support in lessons, and teachers maintain an optimum balance between the two. Teachers' expertise is never less than satisfactory for the lesson in hand, because they work hard at improving their own skill. The tasks are interesting and challenging and a positive feature of lessons in information and communication technology is the opportunity they afford for pupils to experience independence in learning, rather than being asked to complete heavily prescribed tasks.

123.The co-ordinator is enthusiastic, committed to raising standards of attainment in information and communication technology, and successful in doing so. Her own subject knowledge is good and she has been instrumental in helping her colleagues to improve both their expertise and their confidence. The scheme of work is easy to understand and gives good guidance on the skills expected from pupils in all year groups, in a way that can be easily assimilated by the novice. The scheme is full of interesting activities and is successful in integrating the subject into other areas of the curriculum, notably in mathematics, English, art and history. Resources in information and communication technology are good, and as the decision to centralise computer resources is having such a positive influence on raising attainment in the subject it has proved an efficient use of funding.

130. **Religious education**

124.Attainment in religious education at the end of Key Stage 2 meets the expectations of the locally Agreed Syllabus. Few lessons in religious education were observed, but judgements are supported by pupils' recent and past work, displays around the school, discussions with pupils, and discussions with the headteacher (in the absence of the subject co-ordinator).

125.Pupils in Year 6 have developed a firm understanding of the significance of Christmas and Easter and how these festivals are important to Christians. Celebrations in their own lives, such as a wedding or birthday party, are explored, and in group activities pupils identify a number of features which contribute to the success of the occasion. Pupils show increasing literary skills in writing prayers and stories about the natural world, and they display a good level of awareness of the responsibility of all of us to love and care for the creatures and things around us. Their growing sense of justice and the need for fair rules is shown in discussions in the School Council, as well as in religious education lessons. Higher attaining pupils in Years 5 and 6 recall, in reasonable detail, features of Judaism from earlier studies. They recognise artefacts and know about their use and significance.

126.Pupils enjoy religious education, and most are keen to join in discussions. They are respectful of the views and beliefs of others. This is evident in their handling of religious artefacts and in listening to ideas from others. However, the otherwise respectful atmosphere in a Year 6 lesson was occasionally disrupted by inappropriate responses from a small minority of pupils.

127.Although little direct teaching in religious education was observed during the inspection, other contributory evidence suggests a satisfactory approach to the subject, even though knowledge of religious education, and confidence in teaching it, does vary from teacher to teacher.

128.The school follows the recently revised County scheme of work in support of the requirements of the Locally Agreed Syllabus. Daily assemblies add to the overall provision for religious education and give the subject a significant spiritual dimension. In the co-ordinator's absence, the headteacher takes responsibility for the subject. However, it is clear that co-ordinator has given considerable leadership in supporting colleagues and developing resources in the way of music, artefacts, stories and ideas for links with other subjects.

135. Art

136. Pupils throughout the school make sound progress in art. They are offered a broad and well-balanced curriculum and, as a result, make gains in their knowledge and understanding of artists from different cultures and traditions and in the skills of making art. Work on display around the school and in the pupils' sketchbooks is of a satisfactory standard. It shows that pupils confidently use key skills, such as drawing, painting, printing and using clay, and have an understanding of how the work of artists can be used effectively to improve pupils' own work. The school is beginning to use information technology to support learning in art. For example, pupils use a computer program to develop a face, using the style of Andy Warhol. The subject is satisfactorily resourced.

136.

137. Pupils make sound progress in learning the basic skills of art. They mix colours and demonstrate and try out different textures in artwork. They develop wax crayon rubbings of leaves and use these to make interesting collages. Their individual artwork is inspired by the work of famous artists, such as Vincent van Gogh. Older pupils develop sound observational drawing skills and confidence when making collages. They look at the work of Matisse and discuss what they see. They use his pictures as a stimulus as they make interesting collages, using paper they have previously colour washed. As they move through the school, their art skills are used well in other subjects such as English, history and, in particular, in music. Pupils listen to different kinds of music, for example classical and jazz. They choose colours they feel represent the mood and tempo of the music. This influences them to draw abstract patterns, using pastels. By the end of the Key Stage 2, pupils make good use of sketch books to develop their skills, and continue to study the work of artists such as L.S. Lowry to influence their own art. They show increasing attention to accuracy and detail as they work on their own Lowry pictures.

129. Pupils' response to art is good. They enjoy all art lessons and are interested and involved. Most pupils listen carefully, answer questions confidently and settle quickly to their work. They work confidently together at tasks they are given, and most of them are proud of their efforts. They are beginning to talk with confidence as they recall facts about artists they have studied and techniques they have learnt.

139. The teaching of art is always at least sound, and in two out of the three lessons it was good. Planning for lessons is satisfactory and resources are used well. Where teaching is good, teachers and education support assistants interact well and give supportive and helpful comments to the pupils. They have high expectations and give pupils explanations and demonstrations of techniques and processes appropriate to each stage of learning. Assessment identifies various levels of understanding and skill. It reinforces and extends the pupils' skills in investigating and making along with their knowledge and understanding. However, opportunities for assessment are not yet consistently made available throughout the school. The co-ordinator has identified this as an area of weakness and one for future development. Pupils have the opportunity to take part in an art club each week.

139. **Design and technology**

130. Judgements in design and technology are based on a scrutiny of pupils' work, teachers' planning documents, and discussions with staff and pupils. It was not possible to see the subject being taught during the period of inspection: it appeared on only one class timetable. However, while design and technology lessons are not a regular weekly feature in any classroom, the time slots that are allocated to the subject do allow adequate teaching and learning time.

131. From the evidence gathered, all pupils, including those with special educational needs, are judged to make satisfactory progress through the key stage. By the time they are eleven, most pupils attain standards that are commensurate with pupils of a similar age.

132. In conjunction with work in science related to circuits and the reflection of light, Year 4 pupils design and make a torch or lamp which can be hand-held or strapped around a waist or head. They evaluate the success of their work and suggest simple improvements. Year 5 pupils look for examples of levers in school. They learn about the key features of a lever and then investigate those that produce different types of movement - a windscreen wiper movement, flapping arms, legs or wings, and an up-down movement, for example. They incorporate what they have learned when making a Christmas card. In Year 6, pupils identify the essential features of a shelter, such as the need for it to be windproof and waterproof. Prior to related practical work, they list and illustrate the moveable features in an imaginative range of 'shelters', such as hinges on a door, a lock, the hinged handle of a cat basket, adjustable shelves or a sliding door.

133. Throughout the school, pupils are taught skills systematically. They plan their work carefully, use newly acquired skills as they carry out the plan, and then make a simple evaluation.

134. Outside their routine lessons, pupils in Year 6 have additional opportunities to enjoy design and technology. For example, in pairs and for two half-day sessions, they work with a skilled volunteer helper on a range of projects, using construction kit material. During the week of inspection, two pupils were working on a motorised pulley system to move a cable car between two mountains, while two more had built a motorised coloured spinning circle to see if they could produce 'white' from the fast moving colours of the spectrum.

145. Last term, Year 6 pupils entered the Junior Engineers for Britain Project, sponsored by a kit manufacturing company, and produced a 'hot-air balloon'. These opportunities make a valuable contribution to the design and technology curriculum.

Geography

135. Standards are similar to those usually seen for all pupils of this age, and all pupils, including those with special educational needs, make satisfactory progress. The curriculum is planned for the study of geography and history in alternate terms. During the inspection, only Year 3 and Year 6 were engaged in a geography topic. Judgements on standards are based on the evidence from these lessons and a detailed scrutiny of pupils' work. However, as only

work from the current term was available for scrutiny, it was not possible to see work from pupils in Year 4 and Year 5.

136. By the end of the key stage, pupils have a developing understanding of maps. They understand that maps provide an aerial view, which they compare with aerial photography, and they identify important features, such as coalfields. They know the major rivers of the British Isles and they understand that rivers rise in the highlands, which they identify on maps. They are familiar with the features of a river valley and understand the water cycle. Pupils know that coal, gas and electricity are sources of energy, and they consider the effects of energy production on the environment. They increase their understanding of land features on a residential visit to Swanage, where they look closely at rock formations.

137. Younger pupils identify the countries and capital cities on maps of the British Isles. In a study of the weather, they learn to recognise weather symbols and they construct a weather chart over a period of one week. Pupils know that weather is measured by rainfall, temperature and wind speed, and they know the function of weather instruments, such as the anemometer, barometer and rain gauge. They consider the weather and its effect on animal life in contrasting environments, such as deserts, rainforests and polar regions.

138. Pupils' attitudes are good and they show interest in lessons. They behave well, listen carefully and settle quickly to their tasks. In one lesson in which pupils were comparing contrasting environments, they showed a lot of enthusiasm in working collaboratively in groups. They worked well together, sharing ideas and resources to create a chart of life in a particular region.

139. Of the two lessons seen, one was satisfactory and the other judged good. Observations of the lessons, taken together with other inspection evidence, indicates that teaching in the subject is satisfactory.

140. Teachers plan well and they give clear explanations. Relationships are good and teachers promote good attitudes through praise and encouragement. They use questions well to help develop pupils' understanding, and their expectations of pupils' behaviour and achievement are high. However, there is an over-reliance on worksheets and not enough opportunities for practical work. In the practical lesson observed, pupils showed great enthusiasm and worked well, although they had little experience of working collaboratively. This enthusiasm led to greater efforts, and they made good progress in their understanding of contrasting environments through sharing their ideas.

141. The co-ordinator, who is confident and enthusiastic, has been in post for only a short time. Nevertheless, she has benefited from professional training and made an audit of the quality of provision in the subject with the local authority adviser. She has a clear idea for improvements in geography. The policy and scheme of work for the subject are currently being re-written.

152. **History**

142.The curriculum is planned for the study of history and geography in alternate terms. During the inspection, only Year 4 and Year 5 were engaged in a history topic and it was possible to observe only two lessons in history. Judgements on standards are based on the evidence from these lessons and a detailed scrutiny of pupils' work. However, as only work from the current term was available for scrutiny, it was not possible to see examples of pupils' work in Year 3, and very little from pupils in Year 6. Nevertheless, on the evidence available, standards are similar to those usually seen for pupils of this age, and all pupils, including those with special educational needs, make satisfactory progress.

143.In a topic on Ancient Egypt, pupils develop their understanding of chronology through a timeline, and they talk confidently about the change over time and how different Egypt is today. They learn the importance of first-hand historical evidence and think about the importance of discoveries, such as the tomb of Tutankhamun. For example, they write an imaginary letter home from a member of the team that discovered the tomb, expressing their excitement and explaining the historical importance of the discovery. Activities like this make a positive contribution to the development of pupils' literacy skills.

144.Pupils develop their understanding of change over time in greater detail in a study of Britain since 1930. In a lesson in Year 5, pupils carefully handled household items from the past and present and looked for clues in deciding whether they were old or new. For example, they discovered that the music in a music stool was dated 1920 but they realised that this did not necessarily mean that the stool was of the same age. Through considering the effects of the depression in the 1930's and the war years on family life, they develop a greater understanding of changes in their own culture.

145.Pupils' attitudes are good. They listen attentively in lessons and are keen to suggest answers to teachers' questions. They work well together and handle resources carefully. Pupils talk enthusiastically about their work and share ideas well, listening to each other's ideas and making suggestions of their own. Behaviour is consistently good.

146.Of the two lessons seen, one was judged satisfactory and the other good. In the lessons seen, teachers demonstrated a secure understanding of the subject which enabled them to ask questions that challenged pupils and extended their understanding. Good relationships are maintained, and they promote the pupils' good attitudes and behaviour. Stimulating resources are used well and purposefully, and this encourages pupils' enthusiasm and ensures that they make sound progress. Pupils' work is marked regularly and teachers make encouraging comments to pupils. However, despite the practical sessions observed during the inspection, there are not enough opportunities for pupils to work collaboratively on investigations. There is an over-reliance on worksheets that lack stimulation, and writing is generally limited to labelling diagrams and short answers to questions, with few opportunities for extended writing.

147. The co-ordinator is revising the policy for history, and the new version makes very good connections to the development of pupils' literacy skills. The co-ordinator does not monitor teaching but she talks to colleagues about the teaching of the subject. She looks at pupils' work and receives teachers' planning in the subject. However, the role of the co-ordinator is not sufficiently developed to allow her to fully influence teaching and learning in the subject. The school is developing its resources for history, and these are supplemented by a good selection of resources for history from the local authority and teachers' own collections.

158. **Music**

148. Pupils make satisfactory progress in music throughout the school. By the age of eleven, they achieve standards in line with those expected nationally for pupils of their age. This is mainly because music is consistently taught and staff can build on a clearly understood curriculum, with a well-structured progression of skills.

149. Throughout the school, pupils develop their skills of composing and performing. The quality of singing is sound and on some occasions, as was evident in a Year 3 and 4 assembly, it is better. Pupils make efforts to improve their performance through attention to diction, pitch and breathing. They sing with control and respond to the mood and rhythm of the music. They learn to compose music to accompany a traditional story and produce an effective and expressive piece. Pupils in Year 6 respond well to music from a range of composers from around the world. They make good gains in musical appreciation and in developing a 'critical' ear. Some pupils are able to make comparisons between different extracts, describing how pieces such as Tchaikovsky's 1812 Overture make them feel, and suggesting what the composer was trying to convey. Pupils having special educational needs make progress similar to that of their peers.

150. Pupils enjoy music lessons. They have positive attitudes, listen well and work hard to join in and to learn. They are careful with instruments and use them appropriately. They listen to others' performances and respect their views. Lessons for older pupils contribute significantly to spiritual and cultural development. The music of other cultures is introduced well.

151. The quality of teaching is good. Planning is effective and successfully builds on previously acquired skills. Teachers show reasonable confidence even though few of them are musicians. Expectations of achievement and behaviour are high and the skills of composing and performing are well linked. In a very good lesson in Year 4/5, the teacher was clear about what the pupils were to learn, involved them all through timely questions and plenty of practical activity, and made excellent use of her own singing voice to demonstrate technique. Often, the teacher's own liking and enthusiasm for music helps to capture pupils' interest and creates the basis of an enjoyable atmosphere for the lesson.

152. The subject co-ordinator provides clear and confident leadership of the subject. An effective commercial scheme of work is firmly established and provides a consistent approach throughout the school. However, a new scheme is currently being tried and tested in Year 5, to help the predominantly non-specialist but very willing staff. The co-ordinator is knowledgeable, provides good advice to staff, and has ensured that there is effective guidance in planning documents for the development of composition and performance. There are frequent opportunities for pupils to be involved in wider musical activity. Drumming is a praiseworthy feature of provision and has proved particularly successful in motivating some pupils with learning and attention difficulties. Visiting musicians include an African group, a professional organist and a local drummer, with examples of drum kits from around the world. The school brings singing and the playing of musical instruments together for concerts, with the orchestra providing a pleasing feature of the Christmas concert. Pupils in Year 6 join others from local schools for an annual combined school's service with a strong musical flavour.

Physical education

163.

153. During the inspection week, lessons were observed in gymnastics, games and swimming. Pupils make sound progress overall in gymnastics and games. The majority make good progress to reach the expected standard in swimming by the time they leave the school.

154. In gymnastics in Year 3, pupils listen well to instructions and perform simple actions that reflect symmetrical shapes. They develop sequences by linking actions together. Pupils move confidently, showing a good understanding of the difference between symmetrical and asymmetrical shapes. Most quickly develop an appropriate awareness of space and the importance of exercising the body. They work individually and improve their performance. In Year 4, pupils lift and transport equipment safely. They develop satisfactory rolling and balancing sequences, showing reasonable expression and imagination. Year 5 pupils develop skills in small games. By working in pairs they develop different ways of passing the ball. Most have a growing awareness of space. Pupils have many opportunities to take part in extra-curricular activities, including football, netball, gymnastics, athletics, hockey and rounders.

155. All pupils have the opportunity to attend a series of swimming lessons each year. By the end of Key Stage 2, most pupils show an increasing ability to refine their skills in physical education through practice and the evaluation of their performance. The majority of pupils are able to swim the expected 25 metres by the age of 11.

156. Most pupils show a positive response to physical education lessons. They generally listen well and sustain concentration. They work well individually, in pairs, and in small groups. When given the opportunity, they confidently demonstrate their actions and make judgements on their own performance and that of others. In swimming lessons in Year 6, pupils develop confidence in the water and a good awareness of water safety. Behaviour is very good at all times. Pupils are polite and develop good relationships with each other and with the adults who help them.

168. Teaching is overall sound. Of the four lessons seen, two were satisfactory and two were good, including a swimming session.

168.

169. In planning their lessons, teachers use a published scheme that gives sound guidance of what is to be covered and ensures the progressive teaching of skills, knowledge and understanding. Planning for lessons is satisfactory, although opportunities for assessment are not yet systematic throughout the school. Where teaching is strongest, teachers have high expectations and secure subject knowledge, as in the swimming lesson. They identify and clearly explain the skills being practised and call upon pupils to demonstrate these skills, as in a Year 3 lesson. Teachers use time and resources well. Resources are used to good effect. The teaching of swimming is very good and sessions are well organised.

169.

169. **PART C: INSPECTION DATA**

169. **SUMMARY OF INSPECTION EVIDENCE**

157. The inspection was carried out by a team of five inspectors, who spent a total of 20 days in school. During the course of the inspection, the team observed 54 lessons in whole or in part, attended daily assemblies or acts of worship, and observed registration periods and ends of sessions. A sample of pupils from each year group was heard reading. The pupils also discussed their books and talked about aspects of their work. A total time of approximately 80 hours was spent on these observations and discussions. Pupils' behaviour in the playground, in the hall, and around the school was observed, and this also provided opportunities to talk to them. Discussions were held with members of the governing body, the headteacher, and members of the teaching staff with responsibilities for subjects and aspects of the school, as well as many members of the non-teaching staff. The team scrutinised minutes of the governing body and staff meetings, curriculum and other policy documents, teachers' plans, financial statements, samples of pupils' work in every class, pupils' records and the attendance registers. Before the inspection, a meeting was held with 19 parents. The results of the parents' questionnaire were considered.

171. DATA AND INDICATORS

171. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 - Y6	321	11	104	79

171. Teachers and classes

171. Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent):	12
Number of pupils per qualified teacher:	27

171. Education support staff (Y3 – Y6)

Total number of education support staff:	5
Total aggregate hours worked each week:	125

Average class size:	32
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171. Financial data

Financial year:	1998/99
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	£
Total Income	490682.00
Total Expenditure	499664.00
Expenditure per pupil	1549.00
Balance brought forward from previous year	16835.00
Balance carried forward to next year	7799.00

171. **PARENTAL SURVEY**

Number of questionnaires sent out:	310
Number of questionnaires returned:	120

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40.3	52.1	5.0	2.5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	62.5	37.5	0	0	0
The school handles complaints from parents well	36.9	50.5	10.8	1.8	0
The school gives me a clear understanding of what is taught	37.5	60.0	1.7	0.8	0
The school keeps me well informed about my child(ren)'s progress	34.2	53.8	8.5	3.4	0
The school enables my child(ren) to achieve a good standard of work	41.5	55.9	2.5	0	0
The school encourages children to get involved in more than just their daily lessons	43.3	50.8	4.2	1.7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	36.4	55.1	4.2	3.8	0.8
The school's values and attitudes have a positive effect on my child(ren)	42.4	50.0	6.8	0.8	0
The school achieves high standards of good behaviour	31.0	53.4	12.9	1.7	0.9
My child(ren) like(s) school	55.8	40.0	3.3	0.8	0