

INSPECTION REPORT

IVY LANE PRIMARY SCHOOL

Chippenham

LEA area: Wiltshire

Unique reference number: 126181

Headteacher: Mrs Christine Marshall

Reporting inspector: Dr T Simpson
10428

Dates of inspection: 4th to 7th February 2002

Inspection number: 221564

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Ivy Lane
Chippenham
Wiltshire

Postcode: SN15 1HE

Telephone number: 01249 652556

Fax number: 01249 445856

Appropriate authority: The governing body

Name of chair of governors: Mr Peter Livesey

Date of previous inspection: February 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10428	Dr T Simpson	Registered inspector	Religious education	The school's results and pupils' achievements How well is the school led and managed
9147	Mrs S Stock	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
28014	Mr P Buckley	Team inspector	The Foundation Stage History Music	
14997	Mrs V Emery	Team inspector	English Art and design Physical education Equal opportunities	
12367	Mr A Green	Team inspector	Information and communication technology Geography	How well are the pupils' taught?
24891	Mrs J Johnson	Team Inspector	Mathematics Design and technology	How good are the curricular and other opportunities offered to pupils?
8722	Mr E Wilson	Team Inspector	Science Special educational needs	How well does the school care for its pupils?

The inspection contractor was:

Serco QAA Ltd
Herringston Barn
Herringston
Dorchester
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ivy Lane is a large primary school mainly serving the central part of the town of Chippenham in Wiltshire. The pupils live in a mixture of owner occupied and rented accommodation. There are 354 pupils on roll, including 46 who are in reception classes. This latter group is described as being in the Foundation Stage. There are slightly more girls than boys on roll. There are few pupils from ethnic minority backgrounds or for whom English is an additional language and very few who are at an early stage of English language acquisition. The percentage of pupils with special educational needs is slightly above average, but the percentage with statements of special educational need is below average. The percentage of pupils who are entitled to free school meals is above average. Attainment on entry is wide ranging, but overall it is below the expected level.

HOW GOOD THE SCHOOL IS

This is now an effective school. Standards in several subjects are improving. Pupils' achievement is satisfactory overall, and in some areas it is good. Teaching and learning are good or better in most lessons. Pupils are well supported by staff, have very positive attitudes and relationships, and behave well. Overall management at the school is very good. The headteacher and staff have a high level of shared commitment to improvement and the capacity to achieve this. In the short time since the last inspection it has made good improvement. Its costs are average and it provides good value for money.

What the school does well

- The pupils like coming to school.
- Teaching is good overall, which has a positive effect on standards and the quality of the pupils' learning.
- Provision for pupils' personal – especially moral and social – development is very good and this impacts very well on their attitudes, behaviour and relationships.
- Teaching and provision for children in the Foundation Stage is very good, and as a result the quality of learning for these young children is of a particularly high quality.
- Procedures for assessing pupils are very good, which is enabling the progress of every pupil to be tracked right through the school.
- Leadership and management at the school are very good and this is having a significant impact on the school's overall improvement.

What could be improved

- Standards of writing, handwriting and presentation are still not high enough.
- Standards in mathematics are still not high enough.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 2000 when it was judged to be underachieving. Since then it has initiated a number of significant improvements. Standards in science – a major contributory factor to the under achievement judgement – are now better. They are also better in design and technology, in aspects of history and in the Foundation Stage. There have been improvements in the attitudes of the pupils, the overall curriculum provision, provision for pupils' personal development and aspects of the school's partnership with parents. Teaching, management and assessment procedures have improved significantly. However, standards in writing and mathematics have not improved at fast enough rates. In view of the overall improvements made since the last inspection and the further improvements that are still in the process of improving standards, it is the judgement of this inspection that the school is no longer under achieving.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	C	C
Mathematics	D	C	C	C
Science	D	C	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

This table indicates that Year 6 assessment results (SATs) in 2001 were at the national average and average in comparison with similar schools in all three subjects. Results in the tests of pupils at the end of Year 2, however, were well below average. This is mainly attributable to the fact that the year group concerned entered the school with well below expected levels of attainment and did not have the opportunity to catch up by the time they reached Year 2. Current standards at the end of Year 6 are below average in English and mathematics – but average in science. This is largely because of the high proportion of pupils with special educational needs in that year group. They are also below average in reading, writing and mathematics at the end of Year 2. The school has put a number of strategies in place to raise standards, but these have not yet had the chance to fully impact on the results being gained at the end of Year 2 or the end of Year 6, although they are already impacting on the overall standards being reached in the school as a whole. Children generally enter the school with below expected levels of attainment. Therefore, overall achievement is at least satisfactory and is good in several subjects including science. The school has identified gender differences in achievement at the end of Year 2 and taken action – but no evidence of gender difference was seen during the inspection. The overall trend in the school's improvement in the three assessed subjects was broadly in line with the national trend over the past few years. Appropriate targets have been set for literacy and numeracy and these are on course to being met. Standards in the remaining subjects are at the expected levels and there are strengths in singing. Pupils with special educational needs are well supported and most make good progress in relation to their prior attainment. Unusually, children in the current reception classes entered the school with attainment that was broadly at the expected level and most are likely to achieve the early learning goals by the time they reach Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – the pupils enjoy coming to school and apply themselves well to their work.
Behaviour, in and out of classrooms	Good – pupils know what is expected of them and respond accordingly.
Personal development and relationships	Very good – pupils feel valued by the school and enjoy taking responsibility. They relate very well to adults and to one another.
Attendance	This is slightly below average.

In most lessons pupils behave well because they enjoy their work and want to succeed. Throughout the school relationships are very good and pupils think deeply about how their actions might affect others.

Most are capable of working well in lessons without constant adult supervision. The school has an increasing number of pupils taking term time holidays which is having a negative impact on attendance. Overall, however, the pupils' very good attitudes, good behaviour and very good relationships make a very good contribution to their learning and personal development.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

The quality of teaching is good and this is having a positive effect on pupils' learning. There are examples of very good teaching at all stages of education in the school, with particular strengths in the teaching of religious education, history and children in the Foundation Stage. English and mathematics (including literacy and numeracy) are both taught well. There are examples of excellent teaching in mathematics and science and in these lessons, the pupils make very good progress. Strong features of the teaching at the school are the high expectations that teachers have of behaviour and the positive and consistent way that the pupils are managed. This results in good behaviour and very positive attitudes in lessons. Another high quality aspect is the way that teachers provide a good range of enjoyable activities which interest the pupils and make them want to learn. Teachers brief and deploy support assistants well so that the latter's skilled support has a positive impact on pupils' learning. Tasks set are sometimes very challenging and inspire the pupils to work hard and achieve well. Occasionally, however, the work set is not finely enough matched to the needs of pupils of different attainment levels, which adversely affects their potential progress. Overall, however, the quality of teaching at the school meets the needs of the pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad and well balanced curriculum is provided – there is a particular strength in the provision for personal, social, health and moral education.
Provision for pupils with special educational needs	Planning and provision for pupils with special educational needs are good and most make good progress in relation to their prior attainment.
Provision for pupils with English as an additional language	The small number of pupils for whom English is an additional language is well provided for and makes good progress in English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall – provision for pupils' spiritual and cultural development is good, while provision for their moral and social development is very good.
How well the school cares for its pupils	There are extensive assessment procedures in place which enable the school to effectively track the progress of pupils. All pupils are well cared for by staff and as a result feel happy and confident in school.

The school works well in partnership with parents and nearly all are satisfied with the provision it makes for their children. All statutory requirements in respect of the curriculum are met. Child protection arrangements are good, while the school's procedures for promoting appropriate behaviour are very good. Assessment information, however, is not yet used consistently to inform planning and there is scope for

improvement in the school's strategies for improving attendance. There is a satisfactory range of extra curricular activities for pupils and a number of out of school visits and visitors to the school support learning and the overall curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall management at the school is very good. The headteacher and staff have a very high level of shared commitment to further improvement and the capacity to achieve this.
How well the governors fulfil their responsibilities	The governing body is very supportive and fulfils its statutory responsibilities well.
The school's evaluation of its performance	Very good – extensive strategies are in place for monitoring standards and teaching. The school has been effective in analysing its strengths and weaknesses and taking appropriate action.
The strategic use of resources	Good – resources are used efficiently and the budget is carefully constructed in response to the school's developmental needs.

Resources are sufficient overall – with a strength in the recently established computer suite. Accommodation and staffing levels are both satisfactory. The school has a very high regard for the principles of best value. It carries out detailed analyses and comparisons and takes relevant action where this is possible.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • Their children are making good progress. • The school expects their children to work hard and achieve of their best. • They feel comfortable about approaching the school with questions or a problem. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • There is not a great enough range of activities outside lessons. • Their children do not get the right amount of homework.

The team agreed with the positive comments. It judged the range of activities outside lessons to be satisfactory and the provision of homework to be appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, the school was judged to be under achieving, mainly because of below average standards in mathematics and science at the end of Year 6. The school has since worked very hard to improve these and results in the 2001 tests of Year 6 pupils were average in both subjects. The strategies used have been wide ranging and include improving teaching through effective monitoring and support strategies. The Foundation Stage children are now taught in separate reception classes rather than in mixed reception/Year 1 classes. Extensive assessment strategies are used to identify global weaknesses and allocate support where relevant, and to track the progress of individual pupils as they proceed through the school. Written work is regularly moderated in staff meetings. During the current inspection, teaching was noted to be at least good, and frequently very good, and pupils were seen to make good progress in many lessons. Despite the efforts of the school, however, and the frequently high quality of the teaching, standards in English and mathematics are currently below average at the end of Year 6 and in reading, writing and mathematics at the end of Year 2. (Average standards in science have been maintained.) There are a number of reasons for this. One is that, generally, the pupils enter the school with attainment that is below the expected levels. The intake that gained well below average results in the 2001 tests at the end of Year 2 had well below expected levels of attainment when it entered the school. Another is the increasing numbers of pupils with special educational needs in the school. For example, around forty percent of pupils in the current Year 6 are on the special educational needs register. The main reason, however, is that all the measures taken by the school to raise standards have not yet had time to fully impact. Despite this, most pupils are achieving at least satisfactorily and in some subjects – such as science and religious education – their achievement is good in relation to their attainment when they entered the school. In information and communication technology, improved staff confidence and better facilities are already resulting in rising standards throughout school, and in most aspects of the subject these are now at the expected levels at both the end of Year 2 and the end of Year 6. The exception is control and monitoring, as the school is planning to teach this aspect of the subject to the older pupils in the immediate future.
2. Within English, standards are currently below average at the end of Year 2 and the end of Year 6 in reading, writing and speaking and listening. Throughout the school, pupils listen attentively to their teachers and to one another. However, by Year 2, many still have a poor vocabulary and unclear speech. Many pupils speak confidently in formal situations in Year 6. However, a significant number still have a restricted vocabulary. Higher attaining pupils in Year 1 read fluently with some expression, while lower attaining pupils sound out words appropriately. Higher attaining pupils in Year 2 read a variety of books independently. By Years 5 and 6, pupils have developed clear preferences for books and authors and many are reading clearly and accurately. They also use their research skills well to find out information across the curriculum. Standards of reading in both Year 2 and Year 6, however, are adversely affected by the relatively high proportion of pupils with special educational needs in both year groups. The standard of writing is a relative weakness within English. It has been recognised by the school as such and standards are improving – although not at a fast enough rate. Pupils have the opportunity throughout the school to write for various purposes – their persuasive writing being particularly successful. However, their presentation is often poor and there are weaknesses in their handwriting. The quality and extent of their extended writing is also limited.
3. Standards in mathematics in both year groups are also affected by the numbers of pupils with special educational needs. Most average attaining pupils in Year 2 have a secure knowledge of mathematical language and understand place value and simple fractions. They are less secure when working on other aspects – such as using a number line to carry out subtraction. By Year 6, pupils are developing an appropriate understanding of decimals and appreciate the concept of negative numbers. However, some have problems with higher numerical calculations. The local authority has recognised the school's provision for science to be a strength and has awarded it a

certificate of excellence for its teaching and achievement in the subject. Pupils in Year 1 can differentiate between solids, liquids and gasses. They know the difference between mains and battery electricity. Pupils in Year 2 successfully investigate the sounds they hear around them. They make simple predictions and provide explanations for these. By Year 6, most pupils use scientific language accurately. They understand the process of photosynthesis and identify the effects of including different components in electrical circuits. As a result of the school focusing on historical skills, the pupils' ability to use these to support their historical knowledge and understanding has improved since the last inspection. For example, by developing their enquiry skills, Year 2 pupils have gained an understanding of how the great fire of London spread, while Year 6 pupils research text and make notes on the differences between their own life styles and those of people in Ancient Greece. Pupils in Year 5 successfully role play archaeologists in a practical situation. The quality of singing is above the national expectation and is a strength of the school.

Pupils' attitudes, values and personal development

4. There is good behaviour and very good attitudes and relationships throughout the school, between all groups of pupils and between all the adults and the pupils. The pupils' very good attitudes to their learning are a direct result of these very positive relationships, which are characteristic of the school. These findings represent a slight improvement on the previous inspection when attitudes to learning were judged to be good.
5. Pupils enjoy coming to school and talk with enthusiasm about all that the school has to offer, a view shared by their parents. Members of the school council, who are drawn from years 3 to 6, described with evident pleasure the way they felt valued by the school and the contribution they were able to make to the life of the school through, for example, fund raising for and subsequently buying playtime resources. They also spoke openly of their favourite lessons, the field trips and the ways good effort and behaviour are rewarded. In the vast majority of lessons pupils are keen to get on with their work because they are motivated by the tasks they are given to do. For example, in a Year 1 English lesson the pupils were enthralled by the idea of receiving a letter from 'The Big Bad Wolf' from 'Little Red Riding Hood', and entered enthusiastically into a discussion about how they might reply to it. The pupils consequently work hard and learn well because their teacher makes learning fun. The older pupils show equal enthusiasm because of their class teachers' high expectations and well-organised lessons. For example, in a Year 6 history lesson pupils took part in role play about the Ancient Greeks, which not only tested their knowledge but created a stimulating climate for learning. The vast majority of pupils in the school demonstrate mature attitudes to their learning. They work sensibly and with concentration, and are keen to make the most of the opportunities they are given to learn.
6. Behaviour throughout the school is good. In lessons most pupils behave well because they enjoy their work and want to succeed. They know what is expected of them and respond accordingly. There are high expectations throughout the school of the pupils' good behaviour; this is a feature of the school and results in a busy, fertile working atmosphere, which benefits all members of the school community. When pupils come together in school assemblies they behave sensibly. They enjoy being together, which is evident from the way they are attentive and join together to sing with zeal. Pupils and parents alike do not consider bullying to be a problem in the school. Although there has been a higher than average number of fixed term exclusions in the last school year, the majority of pupils involved has since left the school. At lunchtimes and playtimes the pupils get on well together and play harmoniously together. Although both playgrounds are limited for space and the atmosphere is boisterous the pupils are happy and supportive of each other, and enjoy each other's company.
7. There are very good relationships between pupils, which are encouraged through, for example, the way pupils are encouraged to co-operate and support each other in lessons. Also the well-taught and relevant personal, social, health and moral education programme enables pupils to think more deeply about how their actions impact on others. Between the adults in the school and the pupils there is a strong ethos of mutual respect. These very good relationships begin in the reception class and are built upon as the pupils move up through the school. The class teachers know their

pupils well and they enjoy each other's company. This creates an atmosphere where pupils feel confident to tackle difficult issues such as the meaning and relevance of God in their lives as was seen in a Year 6 religious education lesson. The pupils' personal development is also very good. The majority of pupils are capable of organising themselves in lessons and working without constant teacher intervention and supervision. They listen well to their class teachers and to each other. They get on well together, sharing resources as appropriate and creating a purposeful working environment. A particular feature of the pupils' personal development is their keenness to learn and the way they respond to the challenges they are set. For example, in a Year 2 history lesson, the pupils took part enthusiastically in a discussion on the great fire of London inspired through the imaginative way the lesson was presented. Outside of lessons, pupils are keen to take responsibility and to show initiative; for example by fund raising for charities, earning points for their various houses and taking part in the extra curricular activities. Pupils value the responsibilities they are given; for example being 'pupil of the week' which encourages them to take responsibility for their fellow pupils and being house and team captains, as well as the day-to-day classroom organisation. The pupils' maturity and sense of ownership of their school makes a positive contribution to their personal development.

8. Attendance at the school is broadly satisfactory overall. It is slightly below the national average. The unauthorised absence is below the national average. However, the pupils' attendance for the previous year at 93.6 percent falls below what is considered to be an acceptable level for primary age pupils and this has been the trend over the last few years. The school has an increasing number of pupils taking term time holidays which has a negative impact on the overall attendance. The vast majority of pupils arrive at school on time, which together with the efficient, friendly registration sessions ensure a prompt but welcoming start to the school day. Overall the pupils' very good attitudes, good behaviour and very good relationships make a very good contribution to their learning and personal development.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

9. The school has successfully addressed the areas for improvement noted in the key issues of the previous inspection. Teaching was then judged to be satisfactory overall but with a range from unsatisfactory to excellent. The quality of teaching has significantly improved and is now good overall and pupils learn well in many lessons. The quality of teaching was good or better in seven out of ten of the lessons seen. It was very good in a third of lessons observed and occasionally excellent. No unsatisfactory teaching was seen. This is a good improvement from the time of the last report, when three per cent of lessons were judged as unsatisfactory and only half the lessons were good or better. Teachers' knowledge has also improved, especially in information and communication technology. In the previous report teachers' knowledge in information and communication technology was judged to be 'lacking'. A good, ongoing programme of monitoring and support, together with well-planned in-service training, has contributed well to the overall improvement in teaching.
10. Teaching is very good in religious education and history. It is good across the core subjects of English, mathematics and science as well as in aspects of music, and art and design in Years 3 to 6. In English, mathematics and religious education, the quality of teaching has improved since the previous report from satisfactory. In history, the quality of teaching has improved from good. This improved picture makes a key contribution to the good achievements of pupils of all levels of attainment in science, information and communication technology, religious education, art and design, design and technology, geography, history, music and physical education. Not enough lessons were observed in information and communication technology in the Years 3 to 6, in art and design in the Years 1 to 2 classes and in geography and design technology throughout the school to make a judgment on teaching. Although teaching since the previous inspection has improved from satisfactory to good in English and mathematics, this has yet to fully impact on raising standards and achievement of pupils' because of the higher percentage of pupils with special educational needs in the school now compared to the time of the previous inspection and, in handwriting, writing and presentation the fact that not all teachers consistently model good writing and presentation for pupils to emulate.

11. The quality of teaching is very good in the Foundation Stage and leads to very good learning by the pupils. This represents very good improvement since the previous inspection when teaching was judged to be satisfactory. In the Years 1 to 6 classes the quality of teaching is good overall and results in good learning by pupils. In the Years 1 and 2 classes, three out of ten lessons observed were very good. This is a good improvement since the previous inspection when teaching was judged to be satisfactory overall but with three per cent of teaching being unsatisfactory. In the Years 3 to 6 classes three out of ten lessons were very good or better and one in twenty lessons were excellent. Again, this represents good improvement since the previous report when three per cent of lessons were unsatisfactory. Overall, the teaching of basic literacy and numeracy skills is satisfactory. Teachers have worked hard to implement the National Literacy Strategy and the National Numeracy Strategy consistently, helped by good guidance from the subject co-ordinators. In the Years 3 to 6 classes pupils are grouped by attainment within each year for English and mathematics. This setting of pupils is beginning to improve the match of work to pupils. However, in some sets work is not always appropriately matched to the different attainment groups being taught within the set. In general, teachers do not make enough opportunities across the curriculum to extend the range of pupils' writing, or to apply their numeracy skills in other subjects. Effective support is given to pupils with special educational needs by teaching assistants, who are given good guidance by the class teachers. The expertise of teachers has been strengthened through recent and continuing training. For example, a national initiative for training teachers in the use of information and communication technology is beginning to improve teachers' knowledge and confidence in the use of multi-media computers and, in turn, is beginning to raise standards. The quality of teaching for pupils with special educational needs is good. These pupils are well supported by teachers and classroom assistants in lessons and when withdrawn for extra tuition. In the latter situation, however, they sometimes miss other areas of the curriculum. The school is aware of this and currently reviewing it. The quality of teaching for pupils for whom English is an additional language is very good. The needs of the very few children at an early stage of English language acquisition are well met in the reception classes.
12. In many lessons, there are strong features that contribute to the very positive attitudes pupils have to their learning. Teachers generally manage their pupils in a consistent and positive way. This is based on the very good relationships between all staff and pupils. Teachers help pupils to meet their high expectations of behaviour by creating a calm, secure and purposeful atmosphere in the majority of lessons. They are good at adapting their style of teaching to the particular needs of the pupils by using a good variety of enjoyable activities. For example, in a very good Year 2 history lesson the teacher stimulated pupils' interest and curiosity about the Great Fire of London by presenting them with pieces of burnt clothing, a charred wooden beam and the remains of a burnt diary, which immediately developed pupils' investigative skills and captured their imagination about who had owned the items and how they had been rescued from the fire. Teachers have a thorough knowledge of individual pupils, which they use sensitively to support and promote their self-esteem. They listen to and value pupils' ideas, helping them to develop their confidence in expressing them. Many very good examples of this were seen in lessons across the school. For example, in a very good Year 6 literacy lesson pupils took part in a debate about the pros and cons of building a supermarket in the locality. The pupils used persuasive and expressive language well. In a very good Year 2 religious education lesson the teacher used questions well to encourage pupils to express their personal understanding of Christian values and beliefs.
13. Other good features include the way that teachers work together very well as a team and share good practice. They brief and deploy teaching assistants well, so that their skilled support has a positive impact on pupils' learning. Many examples were seen of teachers using good subject knowledge in effective questioning to both consolidate and extend pupils' learning, ensuring, for example, that boys and girls were equally involved. In a Years 3 and 4 lesson the class teacher referred often to a list of pupils' names to ensure that all were questioned and included by the end of the lesson. Teachers are careful to choose resources and contexts for learning that are relevant to the pupils and arouse their interest. In many lessons they use a good range of strategies to keep up a brisk pace, by using time targets effectively. As a result, pupils generally listen well and work hard. In most lessons they settled quickly and sensibly to group activities, showing how well they can concentrate and work independently.

14. The impact of such features on pupils' rates of learning was illustrated in an excellent Year 5 numeracy lesson in which pupils had to draw pictures using a specified set of angles. The very challenging task set by the teacher, the sharing of the key objectives of the lesson and the very well matched work, meant that all pupils knew what they were learning and why, felt challenged and worked very hard in groups to produce a drawing which included acute, obtuse, right and reflex angles. The pupils were able to use the correct vocabulary with understanding. The teacher used the review session at the end of the lesson very well to continue to extend pupils' mathematical concepts through questions and answers. This resulted in the pupils making excellent progress during the lesson. The teacher also set pupils the challenge of using a computer program about lines and angles to construct shapes. In an excellent Year 6 science lesson, the teacher set a challenging task to the pupils of choosing the most appropriate way to separate materials mixed in water. The teacher insisted that pupils used the appropriate scientific vocabulary. She used her good knowledge of the pupils, gained from skilful questioning of each group or individuals, to immediately increase the challenge of the task where appropriate. For example, she moved higher attaining pupils quickly on to predicting the outcome of their experiment and comparing and recording the results with what actually happened. Pupils were very well motivated and interested by the teacher's clear and lively explanations and completely absorbed in the well-matched and interesting tasks.
15. There were many elements of teaching where examples of good or very good practice were seen, but where there was some inconsistency between teachers. These frequently made the difference between good and very good teaching, and satisfactory lessons. In some lessons, although teachers had clear objectives in their planning, they did not share these effectively with pupils. By contrast, in some very well taught lessons, the teacher not only discussed the objectives with pupils so they knew exactly what they should be learning but they encouraged pupils to evaluate their work against them, so that they knew how well they were doing. End of lesson recap sessions are sometimes used well to help pupils not only review, but to extend what they have learnt and also to set the context for what they will learn next. Good examples of this were seen in several history lessons. For example, in a very good Year 6 lesson on Ancient Greece the teacher used the recap session well to extend pupils' understanding of the contrast between life in 2002 with that of life in Ancient Greece. Teachers work hard to help pupils develop their skills of independent working. Where these are not yet secure and, in a very few lessons, where the teacher is not insistent enough on pupils' full attention and concentration, pupils' learning is only satisfactory. Not all teachers plan opportunities to use information and communication technology to support pupils' learning in other subjects. The impact on pupils' learning varies to some extent with teachers' own level of skill and confidence. However, there has been an improvement since the last inspection, as a result of training that has already taken place. Teachers are becoming more confident when teaching whole class lessons in the suite but classroom computers are not always used to support subjects.
16. Particular improvements since the time of the last inspection are in the use of time, organisation of lessons, teacher knowledge and classroom management. These were previously judged to be unsatisfactory in some lessons. The overall use of assessment in lessons is satisfactory, although it is used well in mathematics, religious education and physical education. In other subjects it is used well where teaching is good or very good but in the satisfactory lessons it does not always support pupils' learning to move them on. For example, in many information and communication technology lessons observed in the suite, pupils worked on the same task at the same level. Teachers did not assess rates of learning in order to present the higher attainers with more challenging tasks. Teachers plan weekly in year groups and this ensures that pupils in each class have similar opportunities and experiences. As a result of the improvements, lessons are clearly focused and well structured. Satisfactory use is made of homework in the Years 1 and 2 classes and good use is made in the Years 3 to 6 classes. Year 5 teachers organise a homework club for those pupils who want support or a quiet area to work. Teachers in Years 3, 4 and 6 are considering extending this to their year groups.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

17. The curriculum provision throughout the school is good and has improved since the last inspection. The imbalance of time allocated to various subjects, noted in the last inspection report, has been satisfactorily addressed by the school, with less time now allocated to literacy and more to the other curriculum areas. This has had a positive impact on the depth of pupils' learning across the range of subject areas. A good example of this is design and technology where the time allocation ensures that teachers are now able to incorporate effective skill enhancement alongside coverage of National Curriculum requirements in the subject. The curriculum overall is broad, well balanced and fulfils the requirements of the National Curriculum for the relevant subjects and the requirements of the locally agreed syllabus for religious education. Its quality and range contribute well to the achievement of the pupils. The provision for equality of access and opportunity is satisfactory overall. Leadership ensures that there is a very clear awareness of the issues and frequent monitoring takes place for gender and equality issues. The school is gradually addressing the issue of the high level of withdrawal of pupils with special educational needs, which causes frequent interruptions to lessons. However, the school keeps an up-to-date register of pupils with special educational needs and planning and provision for them is good. The new Code of Practice has been appropriately adopted. Planning and provision for children in the Foundation Stage, and for those with English as an additional language, is very good.
18. The National Literacy Strategy has been established satisfactorily and the National Numeracy Strategy well overall. Pupils in Years 3 to 6 are taught in attainment sets. In Year 6 an extra teacher is included and two classes are divided into three attainment sets. The school plans to meet the needs of the wide spectrum of pupils through work devised to cope with three levels of achievement across each year group. This is effective in Years 1 and 2, where work is well matched to need. However in Years 3 to 6 this means that many, and sometimes all, of the pupils in a set are provided with the same level of work. In these cases work is not as well matched to needs and the good support of set teachers and teaching assistants is necessary for the pupils to gain some level of success. The enhancement of pupils' writing skills is not as well addressed as other areas of the English curriculum and this was evident in pupils' written work in other curriculum areas. Literacy and numeracy skills are used satisfactorily in other curriculum areas. In numeracy, for example, lists of key words are displayed in lessons across the year groups to aid pupils' recall and spelling and writing skills. In design and technology, Year 6 pupils draw plans, measure and cut out pieces of material in the construction of their slippers. However the school does not yet plan and use all the opportunities that it could in the enhancement of pupils' literacy and numeracy skills in other curriculum areas.
19. The school has reviewed policies and schemes of work for all the other subjects and a curriculum monitoring policy is in place. In science, information and communication technology and religious education, local authority schemes are used. The music syllabus is based around a purchased scheme. Other subjects have been reviewed and are based on the national schemes, which have been adapted to suit the needs of the school. Information and communication technology is not yet fully used to support learning in other areas of the curriculum, but is developing further now that the school has an information and communication technology suite.
20. The provision for personal, social, health and moral education is very good and has a high profile within the school. The school has written its own scheme, which it supports through the use of published literature. Religious education, circle time, assemblies and science provide effective vehicles for the provision and together are instrumental in producing the very good personal development of the pupils. In Year 6, for example, the pupils examine what type of incidents 'trigger' certain feelings and relate these to personal experiences. Diet and health are addressed effectively and issues related to sex and substance abuse are addressed in line with the governors' policy. The range of extra curricular activities is satisfactory and includes choir, country dancing, football, netball, French, drama, recorders and orchestra. They are available for the pupils in Years 3 to 6 and are well attended by a range of enthusiastic pupils. However, there is no provision for pupils in Years 1 and 2. A variety of visits and visitors provide support for the

formal curriculum and pupils' personal development. These include a residential visit to the Isle of Wight for pupils in Year 6 and visits to the Roman Baths in Bath, Bristol Zoological Gardens and the seashore at Weston-super-Mare in support of history, science and geography respectively. Visitors who are invited to share their enthusiasm and particular areas of expertise with the pupils include local artists, a ceramist and representatives from Pakistani and Indian cultures.

21. The provision for the pupils' spiritual, moral, social and cultural development is very good overall. This is an improvement since the previous inspection when it was judged to be good overall. The provision for the pupils' spiritual development is good. One of the key strengths of the pupils' spiritual development is the way school assemblies are used. When the pupils come together their expressive and joyous singing creates a special and uplifting atmosphere. Collective worship is further enhanced through the regular contributions of the local clergy and a church worker, and fully meets statutory requirements. Another good feature is the positive climate for learning throughout the school which both values and celebrates the pupils' efforts. This is reflected in the colourful and high quality displays in most of the classrooms. Occasionally, in some lessons pupils spontaneously express their wonderment when they discover something new. For example, in a Year 4 science lesson pupils were excited by the idea of how electricity works. Also they are capable of deeper reflection as when some of the older pupils explored belief in God and its relevance in their own lives. However the school does not yet plan opportunities for spiritual education across the curriculum. There is very good provision for pupils' moral development. The whole school code of conduct is displayed throughout the school and each classroom has its own set of rules decided upon by the pupils and the class teacher. Other good features are the 'feelings thermometers' for the older pupils where they can record how they feel that day and discuss, if necessary, with their teacher reasons why. This is indicative of the open and supportive relationships which pervade the school and - together with the very good role models provided by all the adults in the school - make a very good contribution to the pupils' moral education. Pupils are encouraged to behave responsibly as individuals and as members of the school community through a system of rewards, which uphold both individual and team effort. Through their personal, social, moral and health education lessons, which are taught across the school, pupils have the opportunity to discuss many issues; for example in a Year 5 lesson pupils were discussing how they might help the elderly and more vulnerable members of society. This theme was further pursued in an assembly for the older pupils when a Year 6 class presented the story of The Good Samaritan in a modern setting.
22. The provision for social development is also very good. The school works well as a community because pupils are encouraged to have ownership of their school and to take a pride in it. The school council makes a good contribution to this. Pupils from the Years 3 to 6 classes meet regularly together under the guidance of the deputy head teacher to discuss issues put forward by their fellow pupils. They feel valued and that they can make a difference to their school; for example by fund raising for playtime equipment. The pupils all have an opportunity to be 'pupil of the week' in each classroom when they are responsible for various duties including lining up their fellow pupils in the playground. Pupils are encouraged to become more mature through being responsible for organising themselves in lessons. Even the youngest pupils in the reception class are aware of the class routines and know what is expected of them. Teaching methods also successfully encourage pupils to work together co-operatively in groups, pairs or as a whole class; for example in a Year 6 history lesson they take turns to question one pupil about the life style of the Ancient Greeks. Pupils' interests outside of school are also encouraged and rewarded; for example the annual 'community award' given to pupils who have achieved something positive for the wider community and three pupils who raised £100 for The Blue Peter appeal of their own volition. Pupils' cultural development is good overall. One of its best features is the opportunity pupils have to develop an understanding of issues relevant to life in a multi-cultural country, which is presented through the personal, social, health and moral education programme. Other cultures are also looked at through history, geography and religious education. A recent topic in geography enabled pupils to select a country to look at in more depth. The choice included countries such as Mexico, India and Italy. Pupils benefit from the visits of an Asian parent to the school that has given a greater insight into Indian culture. Within religious education pupils make a study of Judaism, Islam and Hinduism. Displays in the school celebrate some of these different cultures; for example one on India in the school hall, and also a display of positive

role models from other cultures such as Mother Theresa and Martin Luther King make a positive contribution to the pupils' understanding.

23. The pupils' involvement in their community makes a very good contribution to their learning and personal development. The pupils performed their own 'Millennium' song at 'The Dome' and took part in many of the town's celebrations. They fund raise for several local charities and institutions such as the local hospital and the local branch of the National Society for the Protection and Care of Children. Fund raising is often linked to the curriculum; for example during 'Book Week' they dressed as characters from different books to raise money. Local industries are also very supportive of the school; for example donating the Easter eggs for the pupils' Easter egg hunt and sponsoring the cost of the parents' fundraising group's newsletter. The school makes good use of the locality and wider community to enhance pupils' personal development. The school has good links with the local playgroups and feeder secondary schools. These are encouraged through sound induction procedures for the youngest pupils and strong curriculum links with the local beacon secondary school, which supports the pupils' learning in mathematics and science. The older pupils also take part in drama productions, dance and gymnastics. They also have a very good induction into secondary education, which involves not only Year 6 but also Year 5 pupils. These links have a very positive impact on their learning and experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24. The school has an extensive range of assessment procedures to find out and record what pupils know, understand and can do. This increase in the range of assessment marks a significant improvement since the last inspection. The school has very effective systems for assessing pupils' attainment and progress over time. Assessment is used well by teachers and teaching assistants and the information gained makes a significant contribution to the planning of future learning. Teachers also assess pupils' behaviour and personal development and thus have a good picture of their strengths and weaknesses. Teachers and teaching assistants know the pupils well. The school monitors the results of its assessments to identify the achievements of different groups, for example boys and girls. Assessment information also carefully records the progress of individual pupils and informs target setting. Assessment information is used for planning but is not yet used consistently to match work to the needs of different attainment groups in some lessons – including a minority of mathematics sets. Also it is sometimes not easy to gain access to some data. However, although the systems are new, they are already having a positive effect on the school's provision if not yet having a full impact on helping to raise standards. Assessment strategies in the Foundation Stage are very effective.
25. The school makes every effort to recognise pupils' achievements and always encourages them to do more. Good use is made of target setting for individual pupils and for the behaviour of whole class groups. Targets are clear and can easily be monitored but do not yet sufficiently support whole school initiatives to raise standards, for example in handwriting, and presentation in science. Careful assessments are made of pupils with special educational needs and those with English as an additional language. The information gained is carefully recorded and used well to inform planning.
26. Overall the school has good support and guidance for its pupils, with some very good elements and is very much in line with the previous inspection. The pupils benefit from being part of an open, welcoming and caring school community whose strength lies in its mutually supportive relationships. Parents have every confidence that the school does its best by their children and are pleased with the school in most areas of its work. Arrangements for the pupils' day-to-day welfare are good. The pupils are well cared for through formal procedures which ensure their safety and well being during the school day. The head teacher, her staff and the governors work hard to ensure that the school operates to the best advantage of the pupils. The class teachers know their pupils well and successfully build friendly but respectful relationships between themselves and the pupils, as is seen in the majority of lessons when these very good relationships have a very positive impact on the pupils' learning.

27. The school has good procedures for child protection. One of the senior teachers has been nominated as a child protection liaison officer and the school follows the county guidelines. There has been training for all members of the school's staff. Health and safety within the school is promoted well including in lessons. The governing body takes its responsibilities seriously and is regularly reviewing and updating its procedures. The school's procedures for monitoring the pupils' attendance are satisfactory. The head teacher takes a keen interest in the tracking of pupils' attendance. However, the school does not yet take a sufficiently robust approach to actively improving the overall attendance of its pupils. The school's procedures for promoting good behaviour and eliminating unacceptable behaviour are very good. The pupils are encouraged to behave in a responsible way to build a harmonious and happy school community supported by the whole school code of conduct, which is clear and straightforward, together with classroom rules, which the pupils themselves decide upon. Individual and team effort are rewarded. The consistent approach of the class teachers to pupil management, which is fair but firm, is the key to its success. The pupils know and take seriously the school's system and its success is reflected in the good behaviour of the pupils, which makes a significant contribution to their levels of achievement.
28. The pupils' personal and academic development is supported well through the good knowledge that the class teachers have of their pupils. This results in the school being aware of the needs of individual pupils and supporting them so that they can make progress. Pupils whose behaviour is a cause for concern receive very good support through individual programmes with the full involvement of their parents or carers. The system of pupils' files, which progress with them as they move up through the school, is good and helps to build a clear picture of each pupil's needs and progress. The pupils have a good understanding of their own learning, which is encouraged through the sensitive and relevant use of questioning in lessons. The pupils also benefit from a well organised personal, social, moral and health education programme that enables teachers and pupils to discuss together such diverse issues as the needs of the more vulnerable members of society to the importance of listening well in lessons. Overall the pupils benefit from a well organised pastoral system which makes a good contribution to their learning and personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

29. Parents have positive views of the school. They appreciate and support the school in many areas of its work. In particular they believe that their children enjoy going to school where they benefit from good teaching, are expected to work hard and that they make good progress in their learning and personal development. They feel welcomed by the school. They have some reservations over the amount of opportunities their children have for extra-curricular activities and over the amount of homework their children receive. The inspection concurred with the parents' positive views and found that the school provides a satisfactory number and variety of extra curricular activities and that the programme of homework is typical of most primary schools.
30. The school has good links with its parents, which are developed through its 'open door' policy. The class teachers always greet and accompany their pupils into school at the beginning of each school day which enables parents to consult with them over any concerns or queries on an informal basis. These good links begin in the early years when a sound induction programme enables parents to be involved at an early stage with their children's learning. There are two formal meetings a year for parents to discuss their children's progress but also parents have the opportunity to attend one informal meeting to look at work in progress across the school. The school has also organised curriculum workshop evenings in English, mathematics and science when parents have the opportunity to take part in lessons with their children. The school has also canvassed parents' views through questionnaires in order to build a mutually beneficial partnership. These various opportunities are building an effective partnership with the parent body, which is evident in the high percentage of parents who have signed the relevant and supportive home-school agreement. Parents of pupils with special educational needs are involved at all appropriate stages. The strength of this partnership is reflected in the good involvement that parents have with the school, supporting it in many ways - in particular through the active Friends of Ivy Lane School which raises large amounts of money to enhance the school's resources. For

example, the 'Friends' group gave £2000 towards the new computer suite. Parents are willing to help with one off activities such as swimming lessons and with school visits. There are relatively few parents at present helping in the classrooms, but those who do help are dedicated and valued by the school and take their contribution seriously. The school is keen to build and strengthen its partnership with the parent body and is constantly reviewing and developing this area of its work.

31. Parents have good opportunities to be involved with their children's learning at home but there is an apparent lack of understanding amongst some parents as to the value of the tasks their children are given to do at home. This may be in part due to a lack of written information on what it is their children are learning in their lessons. For although parents receive good information on the life of the school through the school's documentation and regular newsletters and the opportunity to keep abreast of new developments in education through curriculum workshops, other information is in retrospect through their children's annual reports. These reports are good in that they give a good view of pupils' strengths and areas for development with targets for development in English, mathematics and science. However, they are not an appropriate means of delivering curriculum information. The school is aware of the need to develop this area of its work and is keen to improve it. Overall, the school's partnership with its parents is good and improving, and makes a positive contribution to the pupils' learning and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

32. Overall management at the school is very good. This is a significant improvement on the previous inspection which found weaknesses in several aspects. The headteacher provides high quality proactive leadership which has impacted very well on many areas of school improvement. She is very conscious of the school's strengths and developmental issues and projects its image well. She is well respected by staff and pupils alike. The acting deputy head has a strong complementary role. In addition to her management responsibilities – which include responsibility for the standards fund, monitoring co-ordination budgets and liaising with the governors on curriculum issues – she leads by the example of her own high quality teaching. There is a senior management team which has a relevant role, meeting regularly with a set agenda to explore emerging issues and to plan the forward development of the school. It also systematically measures the progress of the school development plan. Each member of the team also has an individual management initiative. These currently include, for example, improving playtime supervision procedures, evaluating staff development programmes and monitoring the progress of different attainment groups towards improved assessment results. The previous report criticised weaknesses in the monitoring role of subject co-ordinators. All co-ordinators now have been trained and have time available to monitor teaching in their subjects – according to a focus decided by the senior management team. Demonstration lessons have been held for staff in literacy and numeracy and the literacy and numeracy co-ordinators have produced teaching information booklets. The literacy co-ordinator was on maternity leave school during the period of the inspection, but is normally a leading literacy teacher for the local education authority. The headteacher also monitors teaching with the involvement of a local authority adviser and a colleague head to secure consistency of findings. There is a common monitoring profile in use in the school to support feedback to individual teachers. All subjects also have 'shadow' co-ordinators based in different parts of the school to ensure continuity and good communication.
33. The governing body is very supportive and satisfies its statutory responsibilities well. Its work is enhanced by a number of committees which meet regularly to review different aspects of school life and the curriculum. Individual governors are attached to various subjects, while some help in school taking assemblies, for example, or working with groups of pupils. The school development plan is a well thought out and relevant document. Governors and members of staff are suitably involved in its construction and monitoring at appropriate points. The school benefits from a well-qualified and experienced co-ordinator for special educational needs. She has a full time class commitment and so is not directly involved in the day-to-day provision of this support, but the latter is well provided by a part time teacher and good quality teaching assistants. The school is making good use of the new Code of Practice and keeps all parties fully informed. All statutory requirements in respect of pupils with special educational needs are met. The quality of information is good. The governing body has a clear view of special educational needs provision in

the school. It is included in all their meetings and in the annual report to parents. The management of the Foundation Stage is effective and the early years co-ordinator has had a significant impact on the quality of the learning environment that these young children experience. Routine administration is efficient and there is no evidence of inappropriate bureaucratic demands on the school..

34. Strategies for performance management are fully in place. Teachers find these helpful. Newly qualified teachers are very well supported and specific grants are spent well. Strategies for budget construction and monitoring are good and reflect the school's priorities very well. The finance committee of the governing body, for example, has a very active role. The school had an above average carry forward of funds from the last financial year to the present. This is aimed at cushioning the effects of a temporary decline in pupil numbers. The school has a very high regard for the principles of best value, carries out detailed analyses and comparisons and takes relevant action where this is possible. Resources – including staffing and accommodation – are sufficient, with a strength in a recently established computer suite. All staff have a shared commitment to improvement and the capacity to achieve this. Ethos at the school is very high. The school is effective and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes further:

- (1) Continue to raise standards in writing, handwriting and presentation by:
 - a) Raising teachers' awareness of their own consistency, style and standard of handwriting within the classroom, including marking, labels and model writing on boards.
 - b) Raising teachers' expectations of what pupils can achieve.
 - c) Encouraging pupils to take more care and be consistent in their joining of writing.
 - d) Establishing and monitoring firm guidelines for the change from pencil to ink.
 - e) Using all opportunities across the curriculum for quality and extended writing regularly through the school.

(See paragraphs 1, 2 and 48.)

- (2) Continue to improve standards in mathematics by:
 - a) Maximising the number of opportunities pupils have to develop their numeracy skills across the curriculum.
 - b) Ensuring that tasks set are more finely matched to the needs of different attainment groups within sets in some lessons.

(See paragraphs 3, 54 and 55.)

The school has identified the need for improvements to writing and mathematics as targets in its most recent improvement plan.

In addition to these key issues there are some other less important weaknesses which the school should consider for inclusion in the action plan. These involve removing pupils for extra special needs support from some lessons, further developing procedures for promoting good attendance and using assessment information more to inform the provision of work for pupils in some lessons and are found in paragraphs 16, 27 and 24.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	26	37	25	0	0	0
Percentage	3	29	41	27	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	354
Number of full-time pupils known to be eligible for free school meals	70

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	95

English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	29	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	10	20
	Girls	23	21	25
	Total	41	31	45
Percentage of pupils at NC level 2 or above	School	79 (76)	60 (76)	87 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	20	22
	Girls	23	25	28
	Total	40	45	50
Percentage of pupils at NC level 2 or above	School	77 (83)	87 (85)	96 (85)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	31	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	28
	Girls	26	22	27
	Total	51	48	55
Percentage of pupils at NC level 4 or above	School	80 (73)	75 (81)	86 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	29
	Girls	23	23	27
	Total	47	49	56
Percentage of pupils at NC level 4 or above	School	73 (76)	77 (81)	88 (88)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	2
Chinese	0
White	303
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	14	1
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	14.8
Number of pupils per qualified teacher	23.9
Average class size	27.2

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	147

Financial information

Financial year	2000/2001
	£
Total income	692,020
Total expenditure	676,184
Expenditure per pupil	1,717
Balance brought forward from previous year	59,183
Balance carried forward to next year	75,019

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	11
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	354
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	25	5	0	1
My child is making good progress in school.	58	38	1	0	3
Behaviour in the school is good.	50	34	13	1	2
My child gets the right amount of work to do at home.	38	38	18	4	2
The teaching is good.	54	42	0	0	4
I am kept well informed about how my child is getting on.	45	41	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	64	28	5	0	3
The school expects my child to work hard and achieve his or her best.	57	37	3	0	3
The school works closely with parents.	46	33	12	4	5
The school is well led and managed.	51	32	11	3	3
The school is helping my child become mature and responsible.	55	32	4	2	7
The school provides an interesting range of activities outside lessons.	36	21	18	5	18

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

35. The provision for children in the Foundation Stage is very good. Two reception classes are taught in classrooms that are well equipped and imaginatively arranged in areas that make collaboratively planned work between them an important feature of this provision. The secure outdoor area is an attractive feature and its use is fully integrated into the daily planning to enhance the physical and creative areas of the curriculum. Plans to partially cover it will further increase its use during wet weather. The early years co-ordinator has made a significant contribution to the development of the learning environment and is pleased to acknowledge the support of the local authority. This, together with the appointment of an enthusiastic and committed teacher at the beginning of the year, has contributed well to the strength of provision.
36. Children enter the school in September on a part time basis for the first two weeks. The older ones start full time after this and by December all children are full time. A well-planned programme introduces the new children and their parents to the school and ensures that positive relationships are quickly forged with families. A weekly overview of the curriculum for the coming week is given to the parents and encourages parental involvement in their child's learning. Links with the five or six local pre-school providers, from which most children come, are developing, with recently established visits by the co-ordinator, and the children invited to the school's Christmas production.

The provision for children in the Foundation Stage has been significantly improved since the last inspection by:

- a) replacing the mixed reception/Year 1 classes with two reception classes;
 - b) planning the curriculum so that it is based on the nationally agreed early learning goals, focused on the 'stepping stones' within these;
 - c) providing planning that allows for the development of the children's increasing independence during the year and that works towards a literacy and numeracy hour in the summer term in preparation for Year 1;
 - d) establishing very good quality individual assessment and target setting procedures;
 - e) providing a secure outdoor area to enhance the overall provision; and
 - f) improving the quality of teaching from satisfactory to very good.
37. All children are eager to come to school, behave very well and work hard, in response to very good teaching and high quality support from the teaching assistants in all areas of learning. Planning is very thorough. Teachers are very skilled at challenging the children to extend their knowledge and vocabulary. They seize every opportunity to reinforce their literacy and numeracy skills. Teachers use their assistants effectively to support group and individual children's learning. They are always well briefed and know how to guide and encourage the children. At times they observe and record, for example, the contribution individual children make to group discussion, as part of the assessment procedure. The quiet but firm management of pupils, and the consistently high expectation of good behaviour, have achieved a calm purposeful working atmosphere where relationships between both the children, and children and adults, are very good.
38. In recent years the local authority baseline assessment has indicated that children's attainment on entry to the school is overall below - and frequently well below - average, with particular weaknesses in communication, language and literacy. The baseline assessment of the current intake of children indicates that these are uncharacteristically at least in line with the national average in most areas. There are still weaknesses in reading - which is well below the national average - and shape and space in mathematics. However, as a result of high quality teaching and provision they are expected to reach the early learning goals in all areas of learning by the end of their reception year, and be confident and ready to start in Year 1. This represents a good level of achievement.

Personal, social and emotional development

39. Children in the classes are happy and have settled very quickly into the class routines. They have quickly learned the rules and conventions associated with the classroom and school life. This area of development is very well taught and teachers and teaching assistants have high expectations of what pupils should do for themselves. A great deal of time has been spent on organising the environment, and activities are provided to enable children to make choices and decisions. They encourage a degree of independence in learning by, for example, children placing their photograph on the 'play wall' to indicate the activity in which they are involved when there is some choice. They are beginning to work together collaboratively, as for example, when a group arranged large paper coins on a washing line in the outdoor area. The use of circle time, when children discuss the differences in people, contributes to their development by providing structured opportunities to share views and experiences, only speaking at the appropriate time. They play and work happily together and know the rules associated with taking turns, tidying up and listening to others. They undress and dress themselves for physical education.

Communication, language and literacy

40. Teachers provide many purposeful activities, which make a valuable contribution to this area. For example children recount their news and learn to sing a large repertoire of rhymes, which helps them to practise putting words into sequence, as well as their pronunciation and listening skills. Children's speaking skills are sound, but not well developed, and teachers structure small group situations to encourage them to discuss, for example, 'What do you think Jack said?', writing their suggestions on a large picture of Jack. Further opportunities for speaking are provided as children develop their imagination and language through role-play as, for example, in the imaginative role-play area, currently set up as 'Jack's Castle', and 'Jack's Village' in the outdoor area. Children's weakness in understanding books identified in the baseline assessment has been successfully addressed. They enjoy books and delight in taking them home to read. Comments in children's home school reading journals indicate a high level of support and encouragement of reading. Boys and girls handle the books carefully and understand that print is read from left to right and talk enthusiastically about the pictures. They are beginning to recognise many clearly displayed captions and notices in the classroom. They follow text, making plausible guesses at covered words and letters. They know a good range of initial letter sounds and letter names and can identify words on the 'tricky word hat'. They follow, predict and retell the sequence of a story when reading, 'Jack and the Beanstalk'. While most pupils recognise their name none have a sight vocabulary on entry to school and although children are making good progress in learning to read there are no fluent readers. They are starting to copy words and many can write a simple sentence with a full stop. They know where to find words around the classroom to help them with their writing and they have regular handwriting practice. They use the writing areas well, some scribbling a note in Jack's castle, while other more able writers write a list of the fruits they used to make their fruit salad the previous day. All children are making good progress in improving their writing skills. Teachers take every opportunity to reinforce communication skills and reading and writing play a big part in lessons. A consistent approach and emphasis on learning new vocabulary is successful in leading children to meet the early learning goals expected by the end of the reception year. The very few children for whom English is an additional language are well supported and are making good progress in English language acquisition.

Mathematic development

41. Teachers effectively encourage mathematical development through the use of number on a day to day basis. Children enjoy their work with numbers, responding quickly and with a good degree of accuracy in their mental maths work. They can 'count on', given a random number below ten, and know numbers less than and more than a given number. Most children can count as a large group in twos to 30. They are beginning to identify pence and £1 coins, and in a shopping activity they combined coins to pay for a 5p item - although some children had difficulty in understanding that a 2p coin is the same as two 1p coins. These activities give children a range of experiences to consolidate their understanding. Number songs and daily routines are used to reinforce counting activities and, as a result, the children learn quickly and make good progress.

Knowledge and Understanding of the World

42. Children are gaining good understanding of the world in which they live through their topic about growth. They set up a fair test in groups to grow cress seeds in different conditions, predicting what will happen. Children make a fruit salad, chopping and adding the ingredients. Computers are used to help children design their seed packet based on their sketched design. In religious education children learn about the differences between a church and other buildings. They use the school and its surrounds to gain an awareness of places in relation to each other. Boys and girls have good opportunities to use a variety of construction kits to make their own models. Good teaching enables children to have a good balance of formal investigation and guided play. This helps them to 'discover' new knowledge and make good progress.

Creative development

43. Teachers organise the curriculum well and provide the children with regular planned opportunities for music, play dough, paint and a range of materials. The children paint beanstalk leaves using different media. They explore colour mixing using marbling and develop their three dimensional skills when they make collages. They explore colour and shape using an art program on the computer to recreate their fruit salad. They make observational drawings of real fruit using different art medium such as, chalk, pastels and wax crayon. In music children respond to songs with actions and use instruments. They know a variety of rhymes and jingles and are beginning to develop a sense of time and rhythm through clapping.

Physical development

44. The area of physical development is well taught and children progress well. Children have many opportunities to develop fine motor skills as they handle small tools such as pencils, crayons, paintbrushes, glue sticks and scissors. They frequently put together and take apart construction materials and work with jigsaws and other tabletop equipment. These activities are making a significant contribution to their physical development. Regular planned times in the hall provide a structured time for responding to music through dance as, for example, when children interpreted the movement of a seed growing. They use small apparatus for throwing and catching. Opportunities for physical development using the wheeled vehicles and other apparatus in the secure outdoor area, currently as 'Jack's Village', are well provided.

ENGLISH

45. The present Year 6 class has a higher than usual number of special educational needs pupils. Standards are below average in reading, writing and speaking and listening as a result. This means that on the face of it overall standards have dropped since the last inspection and also are lower than the 2001 results. However, there has been a steadily rising trend since a low point in 1997 and the 2001 results showed that a greatly increased number of pupils are reaching the higher level (Level 5). This is the result of a carefully structured curriculum, influenced by the National Literacy Strategy and improvements in the quality of teaching. Overall, pupils achieve satisfactorily in Years 3 to 6. Although the progress seen in lessons during the inspection was good, the good strategies put in place by the school have not yet had time to impact fully.
46. Standards in the Year 2 national tests in 2001, were well below average in reading and writing.

They have since risen to below average in reading, writing and speaking and listening. Results since 1997 have been erratic, mainly due to the differences in the attainment on entry of the children to the reception class. This inspection judgement is lower than that of the last inspection. However, pupils have made satisfactory achievement over the time they have been in the school. This is because children in the 2001 Year 2 class entered the school with well below average skills in reading, writing and speaking and listening. The progress made by pupils in lessons during the inspection was good, but the good teaching has again not yet fully impacted on these pupils in order for them to reach average levels. Throughout the school, pupils with special educational needs achieve well. At present, extra support for these pupils relies too heavily on withdrawal, which has the effect of too many interruptions in all lessons.

47. Standards in speaking and listening are below average at the end of Year 2 and Year 6. Throughout the school the pupils listen attentively to their teachers and to each other. In Year 2, they understand and respond to a variety of everyday classroom and other familiar instructions, statements and questions, but their ability to respond in clear speech, using standard English, is below average. Many pupils use a limited vocabulary and unclear speech. Pupils in Years 3 to 6 have appropriate listening skills, partly because their teachers insist on a high standard of listening. Pupils are encouraged to speak clearly and there is an increase in their breadth of vocabulary as they move towards the top of the school. This is a result of targeted vocabulary being consciously planned by teachers. All teachers regularly use good strategies for promoting speaking and listening. For example, discussion with a partner is a regular occurrence, particularly when there is a limited response to a teacher's question. This gives pupils confidence in ordering their thoughts and answering questions more clearly. Pupils make particularly good gains in their confidence in speaking with assurance in formal situations in Year 6. A good example of this was the debate organised to give pupils opportunities to put their opinions and persuasive arguments to a meeting concerning the topic 'Should a supermarket be allowed to be built on the local park in Chippenham?' This gave good opportunities for pupils of all levels of attainment, but particularly those who are developing as confident speakers, to engage their listeners' interest in a formal way. Another good strategy used by the teachers is the use of role play and 'hot seating'. Such an example was a history lesson where pupils were in role as 'Athenians' and answered questions put by other pupils about their life style. This gave good opportunities for pupils to both raise and answer questions. In spite of all these good strategies being implemented by teachers, they have not yet impacted on sufficient pupils to bring standards of speaking and listening overall to an average level. This is partly as a result of the use of a limited vocabulary in simple sentence form by a significant number of special educational needs pupils.
48. The pupils' standards in reading are below average by the end of Year 2 and Year 6. An important reason for this is that there is an above average number of pupils in the lower attaining groups in each of these classes. All pupils are taught an appropriate variety of reading skills such as letter sounds and using pictures to help make sense of words. When they start to learn to read, there is a good balance of using initial sounds, as well as whole word recognition, to help to make sense of words. Higher attaining pupils in Year 1 learn to self correct by making sense of a sentence and read fluently with some expression, while lower attaining pupils are sounding out words. In Year 2, higher attaining pupils read a variety of books independently, whilst lower attaining pupils are reading simple passages and need to use their knowledge of sounds to help to decode some words. In Years 3 and 4, higher attaining pupils discuss characters and retell main points of a story, expressing preferences. Lower attaining pupils are reading simple text accurately - but not fluently - and use various methods to establish the meaning of unfamiliar words. In Years 5 and 6, the range of books read independently includes Harry Potter and such authors as Jacqueline Wilson, and pupils have developed clear preferences. They use their research skills well, both in the classroom and at home. The school library is under used for research purposes. In Year 6, there are a significant number of pupils who are reading accurately, but not fluently and are limited in their progress by a low level of understanding of vocabulary. The word 'bulge' was an example of this. Pupils' records are kept up to date by pupils and teachers, and parents give good support by hearing their children read at home. Group reading is a particular favourite of a good number of pupils and records of this are generally well kept. These records include targets, questions to answer about text and characters and have a good level of

involvement in pupils knowing, understanding and helping to record.

49. Standards in writing are below average at the end of Year 2 and Year 6. The school has identified a weakness in writing and spelling, and some effective strategies have been established. These are not yet fully impacting on standards and there are several reasons for this. There is good and regular attention to teaching spelling rules and strategies and to the teaching of handwriting. Homework is used well to support these. Results of tests and work in handwriting books are showing improvement, but these improvements are not yet impacting sufficiently on standards in pupils' other work. Teachers' expectations overall are not high enough and they do not all consistently role model good careful presentation themselves. For example, although there are some teachers who do consistently use joined script, in other classes this is not the case. Additionally, in several lessons, teachers modelled good joined writing on the board, then switched to a mixture of joined and printing in writing during the lesson. This gives the message to pupils that it is all right to mix print and joined writing. Pupils do not take sufficient care in their presentation. As a result there is too much crossing out and very often a mixture of joined and printed handwriting, or older pupils who do not join at all. Opportunities to write for a variety of different purposes throughout the school are good. For example, pupils write poems and accounts and they retell stories. They also write in different styles, for example journalistic or persuasive styles. The opportunities to write in other areas of the curriculum are good in terms of taking notes for research in history and geography, or writing up experiments for science, but there are lost opportunities for quality or extended writing in history, for example. The structure for different forms of writing is taught very well. A good example of this is the structure being taught for persuasive writing in Year 6. This teaches the pupils to put their arguments and evidence clearly and successfully, using effective oppositional connectives such as 'although' and 'never the less'. Links with information and communication technology are appropriately established, but too often the computer is unused during lessons. Good examples of extended writing were available from the last Year 6 pupils, but there was little evidence of sufficient writing of length from older pupils in the work scrutiny. The school's strategy for literacy is fully developed and overall, the school has adapted it appropriately to meet the particular needs of its pupils. For example, teachers use a range of strategies to engage pupils in different activities that interests and excites them, and consequently enlivens the structure of the literacy lessons.
50. The quality of teaching and learning is good overall throughout the school and has improved since the last inspection. There are examples of very good teaching in the Years 1 and 2 classes and in the Years 3 to 6 classes. Teachers plan carefully and clearly identify what the learning for each lesson will be. These aims are clearly explained to pupils in simple language at the start of the lesson. This gets the lesson off to a brisk start and helps pupils pay attention to what they are learning. A good range of questions are asked by the teachers, often directed at particular pupils to match their attainment or to hold their attention. A wide range of teaching methods is used, which helps to involve all pupils in their learning. Examples include paired discussion, asking questions and role play. The management of pupils is consistently good, enabling lessons to run smoothly without interruption and pupils to learn well. Marking is carried out consistently and positively and is well related to the good and well established setting of personal targets for pupils. Teachers' expectations of presentation by pupils are not rigorous or high enough in many classes. Homework is regular and is used well to support learning, particularly in spelling and research work. All lessons finish well. Teachers carefully review with the pupils what they have learned by asking key questions or asking pupils to talk about what they have learned. This helps to reinforce the pupils' new knowledge and further their speaking skills. Consequently, they talk about what they have learned and have good knowledge of their own learning.
51. The leadership of the subject is good. All documentation is up to date and there has been good monitoring of the teaching. Very good assessment systems have been established, which allows the school to track each pupil's progress carefully through the school. The information gained from assessments is used well to inform whole school planning, but has not yet fully impacted on raising standards in English.

MATHEMATICS

52. National test results for the Year 2001 indicate that at the end of Year 2 standards were well below average. Results have fluctuated over the last five years but with figures more often close to, or above the national ones than was evident in this last set of results. The 2001 group of pupils entered the school with well below average attainment in most aspects of mathematics. Taking the results of the last three years together there is no significant difference in the performance of girls and boys.
53. In the 2001 tests of pupils at the end of Year 6, results were average, and above those reached at the time of the last inspection. The current standard of work of pupils in Year 2 and Year 6 is overall below that expected nationally. In both year groups, however, there are a substantial number of pupils who are appropriately meeting national standards. The school takes its responsibility for educational inclusion very seriously and the number of pupils with special educational needs has increased in recent years and is now above average. This has to be taken into account in overall judgements on standards of attainment. Furthermore, the pupils in the present Year 6 had national test results in Year 2 below the national average, when there were fewer pupils with special educational needs in the year group. Overall the achievement of all pupils is therefore now satisfactory and has improved since the last inspection.
54. Most pupils of average attainment in Year 2 have a secure knowledge of the appropriate language of mathematics, are beginning to use the number bonds of ten in addition of larger numbers and understand place value in two and some three digit numbers. The use of the number line in early work on subtraction, however, is not yet secure. They recognise odd and even numbers and can halve some even numbers in the twenties but not the thirties with reasonable accuracy. They have an understanding of simple fractions. Most pupils know the names of simple plane shapes and solids as in the Year 2 lesson where pupils were introduced to pentagons, hexagons and octagons and could describe their simpler features. Higher attaining pupils can subtract one-digit numbers from two-digit ones less than twenty and can relate multiplication to repeated addition, using rectangular arrays of dots to represent this. They describe the simple properties of cuboids and pyramids. By the end of Year 6, pupils of average attainment have a sound understanding of number and the four operations and work accurately when multiplying by one digit numbers - but long multiplication is not secure. Their understanding of decimals is developing and most understand place value of numbers with two decimal places. They appreciate the concept of negative numbers, particularly when related to a practical application, for example temperature, but have problems with numerical calculations. They understand that fractions can be equivalent and that data can be represented in various ways. They plot co-ordinates in the four quadrants with varying success. Higher attaining pupils can find decimals and fractions that are equivalent and calculate the perimeters of squares whose sides are composed of numbers that have decimal parts. They calculate simple probabilities and can abstract information from conversion graphs. The pupils' competence in numeracy is used satisfactorily in other curriculum areas through the use of graph plotting, for example, as in the Year 6 science lesson based around 'heating and cooling', and drawing plans and measuring in design and technology. However opportunities are missed and the school has not yet examined its curriculum with a view to maximising the support of pupils' mathematical development with planned experiences across the curriculum.
55. The quality of teaching across all the year groups is good and sometimes very good. No unsatisfactory teaching was observed. In Years 1 and 2 it is good and sometimes very good. In Years 3 to 6 it ranges from satisfactory to excellent but overall is good. The quality of teaching has improved since the last inspection. Teachers have good knowledge and understanding of the key skills required and with the help of the subject co-ordinator they plan work for three levels of attainment across each year group in order to ensure that suitable challenge is provided for the range of pupils. This works well in Years 1 and 2 where pupils are taught in mixed ability groups. However in Years 3 to 6, where pupils are taught in ability sets, the success of the planning is variable and some lessons pupils do not have sufficiently well focused tasks to cope with the range of needs within an attainment set. Where work is appropriately matched to need, pupils are involved with their work and learn well. In Year 1, for example pupils were producing repeated patterns of two-dimensional shapes. Lower attaining pupils used two different shapes; middle-

attaining pupils were given the choice of using two or three different shapes and higher attainers, three or four. In the most effective lessons the learning objectives are made clear to the pupils at the start of the lesson, sometimes displayed at the front of the classroom and referred to again in the review session at the end. This enables the pupils to obtain a clear understanding of what has been achieved, but their use is variable across the school, as is the use of lists of key words related to the particular topics. Teachers employ a good range of methods and these captivate the interest of the pupils. In a Years 3 and 4 lesson, for example, the pupils enjoyed singing the six times table accompanied by a commercial tape. Pupils are well used to being given a short period of time to discuss a teacher's question with a partner before a whole class question and answer session continues. This enables all pupils to have the opportunity to express their answer and clarify their thoughts before offering a response in a whole class situation. In Year 6 lessons the pupils were encouraged to use an overhead projector to record their answers to the teacher's questions relating to angles, thus ensuring that they could draw their angles on a flat surface and enabling the rest of the class to be able to maintain concentration because they could see these clearly. In some lessons, however, the worksheets used are from a published scheme and are not appropriate for the range of pupils for which they are intended.

56. Teachers' management of pupils is very good and very good relationships exist within the classroom between the pupils and the pupils and adults. Overall, pupils respond well to lessons. They work together well and this enables teachers to ask pupils to discuss questions with a partner during whole class sessions and know that pupils will not take advantage of the situation. Learning support assistants are used effectively and make positive contributions to the pupils' learning by their competent reinforcement of the teacher's objectives. A very good working atmosphere is a feature of most of the lessons observed. Most teachers use the allocated time efficiently. Lessons are suitably structured and well-organised with resources and instruction/task sheets ready to hand so that minimum time is spent during lessons on unnecessary organisation. This maintains the motivation of the pupils and encourages purposeful activity as the norm. In some lessons the pupils spend too long on the carpet during the whole class sessions, however, and so the time available for their individual work is too short. In general teachers question pupils well, being aware of their differing levels of attainment. In mental arithmetic sessions the use of open-ended questions or different questions to cater for different attainment groups within the room is more limited. The National Numeracy Strategy, with its three-part structure, is well established and teachers ensure that the whole range of pupils, including those with special educational needs, is included in review sessions at the end of each lesson. Generally pupils' written work is marked appropriately with helpful comments for the learners and an expectation that pupils should respond to these. While not unsatisfactory, high quality of marking is not evident across the whole school. Homework supports learning satisfactorily. The use of information and communication technology to support the subject is still limited. However, in some lessons, classroom computers are used effectively by pairs of pupils at a time, as for example in a Year 6 lesson to support work on angle. Pupils from the two classes in Year 6 are put into three smaller sets for mathematics lessons, thus enabling pupils to benefit from more individual attention.
57. The curriculum is broad and balanced and fulfils the requirements of the National Curriculum. Assessment procedures and their use in most ways are now very good. This is a significant improvement since the last inspection when the school was not analysing National Curriculum test data in order to aid teachers in lesson planning. Now assessments are completed each half term. Results are analysed thoroughly in order to ascertain pupils' individual achievements, track their progress and to inform class teaching. Pupils are set individual targets and these are shared with pupils and parents regularly. An analysis of questions least well done in the Year 6 National Assessment tests is also carried out and this information is used to inform teaching right across the school. A clear example of this is the way that the school has enhanced the pupils' skills in problem solving. The development of this was very clear in the scrutiny of work. Pupils in Year 2, for example, make up simple problems and accompany them with a written solution, while pupils in Year 6 pick out key words and use a problem solving frame as part of their taught strategy. A well-organised and very enthusiastic co-ordinator monitors teaching, planning and pupils' learning. She has put together a portfolio of pupils' work annotated with National Curriculum levels and has

completed moderation and levelling procedures with the whole staff. Overall the school has made good improvement since the time of the last inspection.

SCIENCE

58. Attainment in science for pupils currently in Years 2 and 6 is satisfactory and in line with the national average. This is an improvement on standards found in the last inspection in 2000 and successfully addresses one of the key issues in that report - which was to raise standards in science - particularly in Years 3 to 6. Improvements in standards have been achieved through good teaching, better assessment procedures and improved planning that makes good use of a new scheme of work for the subject. In 2001, at the end of Year 6, standards reached in the National Curriculum tests were average. In 2000 and 2001 there was an improvement in the results in science after below average results in 1998 and 1999. There is currently no significant difference in the performance of boys and girls in science. Pupils enter the school with below expected levels of ability. Therefore their achievement overall is good.
59. Pupils currently in Year 6 know the characteristics of living things and use scientific language accurately and with understanding to describe them. They can identify various parts of a green plant, know about the process of photosynthesis and know what conditions are necessary for healthy growth. They know about circuits and draw circuit diagrams accurately, can talk about the effects of insulators and identify the effects of including components into their circuits. Their investigations include the use of a variety of scientific skills which enable them to make careful observations and to record their findings on charts and graphs. Pupils in Years 3 to 5 are making good progress and achieving standards in line with national expectations. Year 3 pupils sort and classify materials according to their properties and record the results on simple charts and tables. Their work in forces has enabled them to learn about pushes and pulls and to recognise them in the world around them. The work in science in Year 4 has enabled pupils to investigate sound and echoes and the texture of soils. They know about human development and growth and have learned about mixtures and simple separation techniques. They make simple observations and record their results on charts and diagrams. They can make simple predictions and identify some of the principles involved in fair testing. Year 5 pupils apply their knowledge of science to planning their own investigations, for example when planting a pea and deciding what are the optimum conditions for growth. They use their knowledge of the properties of materials to design a waterproof case for an underwater camera and have a good idea of the various types of materials in use today. They know that gases have different properties and apply their knowledge of particle theory to explain the differences between materials in the three different states of matter. There are good opportunities to learn about science and to carry out investigations but few of these are initiated by the pupils themselves. Recording in science takes a variety of forms but, with the exception of in Year 6, drawings and diagrams are often inaccurate and data lacks interpretation.
60. In 2001, teacher assessments of pupils at the end of Year 2 indicated that the percentage reaching the expected Level 2 was above average – an improvement on the previous year. However, the percentage reaching the higher Level 3 was well below average. Current pupils in Year 2 know that there is a variety of materials in the world, that these are used for a variety of purposes and that some are magnetic. Their work has included investigations about sounds around them and in a study of light they use the words 'transparent', 'translucent' and 'opaque' accurately. They make simple predictions and provide explanations for these, for example through dissolving sugar and then checking the results against their initial hypothesis. In their investigations they appreciate the need for care and are beginning to appreciate the principles of fair testing. Pupils in Year 1 are making good progress and gaining sound standards. They know there are solids, liquids and gases and can identify explain that electricity is provided by batteries as well as through the mains. They make simple predictions and the more able attempt to provide a reason for these predictions. The presentation of work in science books is generally inaccurate. Drawings and diagrams are not clear and it is often difficult to work out what they are intended to show.
61. The standard of teaching in science is good. The improvement in the standard of teaching has done much to raise standards in science since the last inspection. Teachers have a secure

knowledge of science and use scientific language well. They also expect pupils to use this language correctly in their work in science. Teachers make good use of the new scheme of work for science to plan lessons where the learning is clearly identified and builds on previous work. The use of a scheme for science is already having a positive effect on helping to raise standards but it is very new and has not yet become fully embedded in the school's programme. The science process skills are clearly identified in the scheme but the school now needs to be clear about how they are to be developed in order to ensure progression. All teachers make sound use of the assessment data for individual pupils when planning new work. Time and resources are generally used well and pupils make good progress. In the best lessons there is a high level of challenge and teachers make good use of teaching assistants and the time available. They use questions well and expect all pupils to make a contribution to the lesson. Where teaching is less effective, work is not sufficiently matched to the needs of all the pupils in the class, especially in the classes containing more than one age group. This was particularly evident when pupils were making electrical circuits and there was little difference in the demands made on pupils of different ages in the class. The level of challenge for some of these pupils was low and they become restless and did not pay sufficient attention to their work. Most teachers make good use of questions, but this needs to be further developed in order to present pupils with more opportunities to plan and carry out their own investigations. Teachers give pupils many opportunities to present data, but the analysis of this is, at the moment, largely descriptive and lacks real interpretation.

62. Pupils respond well to their science lessons and there were very few incidences of inappropriate behaviour during the inspection. They take an active part in lessons and are eager to answer questions. They work well and co-operate sensibly with others in the class. The combination of good teaching and a positive attitude to science enables all pupils, including those with special educational needs, to make good progress in lessons. The presentation of work in their books does not however reflect this enthusiasm for the subject.
63. The school is now using a scheme of work for science which is beginning to have an impact on helping to raise standards in the subject. All aspects of the National Curriculum for science are successfully addressed but, at the moment, there is insufficient clarity in the development of skills. Generally, science makes limited contributions to numeracy and literacy. Pupils do write about their work and undertake research but the quality of the presentation is limited. Similarly, pupils use their mathematical knowledge in using graphs but these are not interpreted and conclusions drawn from the data are rare. There is some use of information and communication technology through the use of CD Roms for information and word processing. The school grounds are used well to support work on life and living things but not yet for other areas of the science curriculum. The school makes good use of assessment data through the use of optional tests, teacher observations and marking pupils' work. There is very detailed data on individual pupils which is used for planning and for setting targets for future attainment but, at the moment, this data is in a format which is not easily interpreted in order to gain an overall impression of the achievement of the whole class. Teachers' assessments of pupils' attainment are accurate but there are insufficient opportunities to moderate these results with other schools, especially for Year 2 teachers. The school's co-ordinators are well qualified and have a clear idea of what they want to achieve in science. They have opportunities to visit other classrooms and use these to monitor the subject throughout the school. They have very clear plans for developing the subject and intend to improve the provision for and use of information and communication technology in science. There are sufficient resources for science in the school and the subject makes some contribution to the pupils' social development through opportunities to work together and share resources.

ART AND DESIGN

64. Although only one lesson was seen in Years 1 and 2 during the inspection, teachers' planning and pupils' work around the school show that standards at the expected levels by the end of Year 2 and Year 6. Standards have stayed the same since the last inspection. All pupils, including those with special educational needs, achieve well as standards are below expectations on entry to school.

65. It was not possible to make an overall judgement about the teaching in Years 1 and 2. In the one Year 2 lesson observed, the teaching was very good. The planning was very good and included the good use of pupils' sketch books. The pupils designed their collage and included an evaluative comment. A wide range of materials was readily available, enabling pupils to make suitable choices. While the pupils worked, the teacher circulated well, supporting pupils and making a very good contribution to pupils' learning. Very good questioning established the techniques pupils use and encouraged pupils' own evaluation of their work. Teaching at Years 3 to 6 is good overall. Teachers make good use of the work of famous artists and encourage pupils to study and learn about their lives, look at their style and use this knowledge in their own work. Year 6 pupils, for example, had researched and discussed the life of Picasso and were painting plates to reflect one of his later periods. After closely studying collections of painted china and planning their work in sketch books, pupils produced their own pleasing and carefully thought out designs. The very good teaching in this lesson encouraged pupils to evaluate and modify work. Pupils' response is good in art lessons. They appreciate the work of others and concentrate on their own. Sound links are made by teachers in their use of information and communication technology. In particular, there was good evidence of the programme 'Dazzle' being used in all year groups. Pupils enjoy their art work and respond well, sharing resources and planning their work effectively in their sketch books. Much of the work displayed around the school has good links with other areas of the curriculum. For example, links with literacy in one display where 'Titch' is portrayed well in chalk. Other pictures linked to the 'Fire of London' make effective displays of pupils' work.
66. Co-ordination of the subject is good. There is an up to date policy and government guidance is used to plan work. Some teaching and samples of pupils' work are regularly monitored and an art portfolio is kept. This provides good evidence of previous work and standards being attained by pupils. An effective assessment system is established by which each topic covered is assessed. There is good provision for extending class activities by involvement in the school's 'creative week', which incorporates art, music and drama in activities focused on 'creativity around the world'. Evidence of work done with visitors - such as metal worker Melissa Cole - is well displayed on the front of the school in the form of pleasing metal work of sprays of flowers and is a permanent display of work in a different medium.

DESIGN AND TECHNOLOGY

67. The attainment of pupils at the end of Year 2 and Year 6 is in line with national expectations. It was not possible to make overall judgements on attainment at the time of the last inspection because of the almost total lack of examples of pupils' work. At that time, the way that the timetable was organised meant that there were considerable gaps, sometimes of months, when pupils were not involved in the subject. Since then, support has been sought from the local education authority and design and technology has been given a higher profile in the school, with regular weekly lessons and an emphasis on skills teaching to raise the attainment of the pupils. This has had a positive effect on pupils' learning and the achievement of pupils, including those with special educational needs, is now good.
68. By the end of Year 2 pupils understand the process of plan, do and review. They have experienced working with an appropriate range of materials and use relevant tools adequately. In Year 1, for example, pupils gain an understanding of moving parts and construct card models of themselves using split pins to enable the limbs to move. They investigate different ways of producing movement - as in the Year 1 lesson where pupils plan scenes from Goldilocks and the Three Bears and discuss which parts could move and how. They experience working with a variety of materials, planning and constructing and decorating hand puppets in Year 2, for example. As part of their development in food technology they plan, produce and sample items like soup, fruit salad and fairy cakes.
69. Pupils continue to develop their design, construction and evaluation skills appropriately through Years 3 to 6. Pupils in the mixed age classes in Years 3 and 4 continue developing their skills with textiles, for example, and produce items for a purpose in the form of money containers. They use their imaginations to good effect in their production of 'scrumptious sandwiches'. In Year 5,

pupils develop their evaluative skills further in their assessment of breads and their planning, construction and evaluation skills through the production of a variety musical instruments and 'insect catchers'. Pupils in Year 6 appreciate the skills of disassembly and use these to examine a purchased slipper as part of the design process of producing their own.

70. Only a small number of design and technology lessons were observed during the week of the inspection, so no overall judgement on the quality of teaching can be made. The lessons observed, however, were of good quality. They were well planned and organised, and the presentation of the tasks engaged the interest of the pupils. In Year 1, for example, the teacher used a big book, 'Goldilocks and the Three Bears', a story that the pupils had clearly enjoyed, in order to introduce the idea of producing a picture that has moving parts. In a Year 6 lesson, the pupils were motivated by the slippers that they had planned to construct and settled down well to practise the backstitch needed in their construction. Pupil management was effective in all the lessons observed and pupils were involved in their tasks, making appropriate progress. No evaluation of teaching was made at the time of the last inspection, although it was noted that the school was aware that some staff lacked confidence, knowledge and understanding in the subject. This has now been addressed well by the school, which has appreciated the effective support and input of the local education authority.
71. The curriculum, which was in a process of development at the time of the last inspection, is now sound. It is based on national guidelines, which the school has adapted appropriately in order to raise the low skill levels exhibited by the pupils. They have been successful in this. There was no evidence, other than by outcome, that tasks are geared to the needs of the range of pupils in a class, however. There are some effective links with other curriculum areas, although this is capable of further development. Good examples of this are the picnic planned, costed, purchased, produced and eaten by Year 6 pupils, and the planning and production of musical instruments in Year 5. The subject co-ordinator is enthusiastic and well organised and monitors teachers' planning. No assessment procedures are yet in place - other than the school's annual report to parents. However, on a recent in-service training day the staff produced a bank of assessment questions, which will be used in discussions with pupils. The subject is supported satisfactorily by the use of information and communication technology; for example Year 6 pupils have planned bedrooms for themselves using appropriate software. Aspects of food technology related to cooking are difficult at present because of the nature of the site, but the school is in the process of planning a food technology room, which will have the potential to further enhance pupils' achievement in this area of learning. Overall the school has made good improvement since the last inspection.

GEOGRAPHY

72. No geography lessons were seen during the inspection week due to the timetabling of the subject for the majority of year groups being blocked to different times of the year. Therefore, judgements are based on an analysis of pupils' work, wall displays, teachers' planning documents and discussions with pupils and teachers. Standards of attainment in geography are in line with expectations by the end of Year 2 and the end of Year 6, and have been maintained since the previous inspection. By the end of Year 2, pupils, including those with special educational needs, achieve well. During Years 3 to 6, pupils' achievement is satisfactory.
73. By the end of Year 2, pupils have studied a seaside location at Weston-super-Mare and a region of Mexico using secondary sources. They have learned appropriate geographical terms and in discussion they show sound knowledge of local landmarks. From the work scrutiny and discussion with pupils, it is clear that by the end of Year 6, pupils have a sound knowledge of the different climatic zones of the world. They identify tropical, temperate and mountainous regions and know the factors that contribute to particular climates. They can compare and contrast climate, food, work and homes of a developing village in India with Chippenham and can produce a fact-file of a particular region. They soundly recall their comparisons between life in the Gambia and life in Britain. After their residential visit to the Isle of Wight, pupils produce a geography fact-file, with information about the island. However, Year 6 pupils are less secure in their use of large-scale maps, mapping symbols and the use of six and eight figure grid references, though they are

able to recall how they followed a map when walking around Chippenham, as part of a Victorian history topic. They have also used atlases to support their history topic on Ancient Greece.

74. As no lessons were seen, it is not possible to make judgement about teaching, but long and medium term planning is sound and teachers assess pupils' knowledge satisfactorily. In discussions with pupils, they showed good attitudes and an enthusiasm for the subject. They recall their work well. Year 6 pupils express enjoyment in the subject and are especially eager to talk about their visit to the Isle of Wight and their year group debate on the pros and cons of building a supermarket on a local site - and the consequences a new store would have on the local environment and population. Although this was actually a literacy lesson, it contributed well to geography and environmental issues. The presentation of work in pupils' books varies and indicates that not all teachers insist on high standards of written work. As judged in the previous report, teachers' display work well to celebrate the subject.
75. Although new to the role, the co-ordinator leads the subject well and is ably supported by a 'shadow' co-ordinator. The local advisor for geography also supports the co-ordinator well. The co-ordinator has a clear understanding of the strengths and areas for development. She has had the opportunity to monitor teaching and to work alongside colleagues in order to develop her own understanding of how the subject is taught and to feedback to teachers so as to improve their quality of teaching. She is developing the scheme of work to include more skills based activities for learning. Assessment procedures are satisfactory and are based on pupils' knowledge of geographical facts. The co-ordinator is presently developing procedures to include assessment of pupils' geographical skills. The use of information and communication technology to support the subject is underdeveloped. However, Year 6 pupils use an overhead projector and computer generated information to give presentations about volcanoes. In the past pupils have e-mailed a school in Cumbria but inspection evidence indicates that this has not happened recently. The use of the library for research purposes is underdeveloped. The residential visit to the Isle of Wight supports pupils' geographical knowledge of a contrasting location well.

HISTORY

76. At the end of Year 2 and Year 6 standards are in line with national expectations and have been sustained since the last inspection. However, the overall improvement in the subject is good. The co-ordinator has focused on the development of pupils' historical knowledge though historical skills, and the range of teaching strategies to develop these skills has improved. The quality of teaching is very good. Pupils achieve well over time and make good progress in lessons.
77. Charred wood, a diary and other artefacts stimulate Year 2 pupils in their discussion about the Fire of London. The teacher's effective questioning contributes to pupils' empathy with the plight of the population during the fire. By developing their enquiry skills, pupils understand how the fire spread through half-timber buildings in close proximity to each other, and the importance of recording history by diarists such as Pepys. Years 3 and 4 pupils research text to find out more about rich and poor people in their homes, leisure times and entertainment in Tudor England. They are developing a sense of chronology as they place events in sequence. Year 5 pupils plan for their role as archaeologists by preparing questions such as, 'How did it get there?', 'What is it used for?', 'How old is it?' and 'Did it belong to a tribe?', in their search for information about artefacts they will unearth. Carefully they brush away the sand in the tray revealing a replica Greek artefact. However, they are beginning to understand the value of evidence, but in their enthusiasm to find out what the artefact is, many guess rather than question. They are beginning to discuss the reliability of sources of evidence. In another Year 5 lesson pupils mime in groups the key elements in the story of Orpheus and Eurydice, gaining an empathy with the characters' emotions as the story unfolds. Year 6 pupils show their understanding of the differences between the lifestyles of Athenians and Spartans when 'hot seating' questions from the class. They research text and make notes on the similarities and differences between the lifestyle in ancient Greece and their own in 2002 in terms of schools, homes, clothes and food.
78. The co-ordinator has worked hard to develop the subject and has clearly identified, in the scheme of work, the skills necessary to develop pupils' historical awareness. The assessment procedure

in an 'I can...' format are levelled against national curriculum criteria for differing attainment groups within each year group. In addition to monitoring planning and supporting colleagues with ideas, the co-ordinator intends to assess a sample of pupils in each year group at the end of each unit of study. The strength in the teaching of history is in developing pupils' skills in historical interpretation and enquiry through active teaching based on the well thought out use of strategies, such as drama, 'hot seating' and practical archaeology - as well as the use of artefacts, and research through books and information and communication technology. Visits to the local museum and to Roman Bath contribute to pupils' cultural development. The weakness is in the quantity of recorded history in pupils' book. There is insufficient use of their literacy skills, not in note taking, but in producing quality written work that reflects pupils' knowledge, understanding and enthusiasm for history.

INFORMATION AND COMMUNICATION TECHNOLOGY

79. During the inspection week, it was only possible to observe direct teaching of information and communication technology in Years 1 to 4. No direct teaching was seen in Year 5 and Year 6, although some pupils were observed working on computers in groups or in pairs. Therefore, judgements at the end of Year 6 are based on a limited number of whole class lessons, observation of groups, the scrutiny of pupils' work and displays, teachers' planning and assessment records and discussion with pupils and teachers. Standards are in line with that expected of Year 2 and Year 6 pupils - except in control and monitoring where standards are below expectations. This is because the school plans to deliver this aspect of the subject to pupils during the remaining part of the current academic year. Overall, pupils achieve well by the end of Year 2. During Years 3 to 6, they achieve satisfactorily. However, recent initiatives; for example staff training and the new computer suite; are ensuring that standards are beginning to rise but have yet to impact fully on pupils throughout the school. By Year 2, pupils use the mouse well to log on, select from an on-screen menu, drag and drop screen icons and print their work. They are soundly able to find letters and numbers on the QWERTY keyboard. They know that information can be obtained from television, radio, video and audio tape, CD-ROMs and via the large projector screen in the computer suite. Pupils spoken to, confidently changed text and colours and could select from an on-screen menu.
80. By Year 6, pupils confidently log-on and close down the computer, manipulate screen icons using the mouse, select items from an on-screen menu, use the 'drag and drop' features of a program and print their work. They are prepared to experiment should anything go wrong. They write simple stories and change the size, style and colour of fonts. However, examples of pupils' work show that this is sometimes drafted on paper first and then copied onto the computer rather than using a word processing program as the drafting tool. Year 6 pupils combine clip art pictures and text to write a 'Peace Prayer' or to produce a group poster to advertise, for example, a holiday destination or the sale of electronic goods. Pupils save their work on to the hard drive for later use. In the work scrutiny there was little evidence of pupils regularly using e-mail, the Internet and external control devices. There is a weakness in the use of sensors, which the school is aware of and has addressed with the purchase of new sensor equipment. With the introduction of the local authority scheme of work, these weaknesses are now well planned for.
81. The quality of teaching in the Year 1 and 2 classes is satisfactory overall and results in satisfactory progress in lessons. Pupils are well managed and generally they work well. Not enough lessons were observed in the Year 3 to 6 classes to make a judgement on teaching. However, in the lessons seen the quality of teaching was satisfactory overall. In the Year 1 and 2 classes, a third of lessons were good. In the Year 3 to 6 classes, the one lesson observed was good. Judgements are similar to the previous report. At the time of the inspection there was an over emphasis on the use of an art program by teachers in the Year 1 and 2 classes and Years 3 and 4. This was because it was supporting pupil and teacher confidence in using the new suite, but it reduced progress by pupils in the Years 3 and 4 classes to only being satisfactory overall. In some lessons observed, unsatisfactory use was made of assessment to inform planning for individuals or groups of pupils. Higher attaining and lower attaining pupils were often set the same task, which didn't consider the needs of different attainment groups. The previous inspection judged that some teachers did not have the necessary subject knowledge and skills to provide

pupils with suitably challenging activities. Although there is still a lack of confidence amongst some teachers, this has improved as a result of the introduction of the local authority scheme, improved planning of lessons, staff training, and the upgrading of resources, including the computer suite. In a good Years 3 and 4 lesson observed, the teacher introduced pupils to the work of Monet by showing them how to access the Internet to download a copy of 'Waterlilies'. However, pupils were not introduced to search engines to support personal research but were given access to a predetermined web file. The pupils made good progress in the lesson and were able to confidently use the mouse and on-screen menu to select colours and sprays to reproduce a picture in the style of Monet. They were able to instantly move back and forth from the Internet picture to their own picture in order to compare the two and gain further inspiration. In Years 5 and Year 6, teachers confidently use the classroom computers to support learning. For example, Year 6 pupils are set the challenging task of controlling an on-screen icon to move around the screen and draw a variety of shapes. Year 5 pupils use a CD-Rom to research information for science. However, the use of classroom computers in other years is less well developed.

82. Boys and girls have good attitudes towards the subject and the same growing confidence and interest. They are eager to learn new skills and happy to experiment and learn from their mistakes. In many lessons, pupils work in pairs or in groups of three. The majority of teachers ensure that pupils take turns to use the mouse and keyboard, but in a minority of lessons some pupils do not share equally the use of the hardware, which was not monitored by the teacher. Year 6 pupils spoken to were especially proud of the way they used overhead projectors and computer generated work to deliver presentations about volcanoes.
83. Increasingly, the suite is providing opportunities for pupils to use information and communication technology across the curriculum. However, this is still underdeveloped and there is very little evidence of computer-generated work in pupils' books, on display around the school and on display in the suite. Satisfactory use is made of information and communication technology in English and mathematics. For example, spreadsheets are used in Year 6 to interrogate information on the heights of pupils. In Year 5 pupils use a program about area of shapes to develop their knowledge about shape and space. The new computer suite is beginning to have a positive impact on the raising of standards, as whole class lessons can now be taught using a projected image for all to see. This ensures that pupils have the skills and knowledge to use computers and the programs. The overall quality of computers has improved since the previous inspection report, when they were judged to be outdated and unreliable. However, some classroom computers are still old and unreliable and were not working during the inspection week - or only had a limited amount of memory to run programs. Unfortunately, the large windows in the new suite means that despite having window blinds the projected image on to the large screen is not always clear to see. For example, in a Years 3 and 4 lesson the vibrant colours of Monet's 'Waterlilies' could not be seen because the sunlight falling on the screen deadened the impact that the painting should have had.
84. The new co-ordinator is knowledgeable and enthusiastic and has clearly identified the strengths of the subject and the areas for development. She has had the opportunity to monitor teaching and learning and has fed back to teachers in order to improve their skills. As a result of a national training initiative, she is well qualified to train staff and is presently delivering a training programme for all teachers and teaching assistants. Staff training has resulted in improved teacher knowledge. Parents have generously supported fund raising activities, which helped to finance the new suite.

MUSIC

85. At the end of Year 2 and Year 6 standards in music are in line with national expectations with a particular strength in singing, which is above national expectations. This is a strength of the school which has been sustained since the last inspection. Pupils achieve well in music and show obvious enjoyment in their singing in assemblies and singing practice.
86. Only two lessons were seen during the inspection, but from planning and provision the quality of teaching is good overall, and that of singing very good. In a Years 3 and 4 lesson, pupils listen to

Saint Saens' 'Aquarium' and Gershwin's 'Rhapsody in Blue' to identify glissandos and short repeated notes. They compose in small groups, using xylophones and glockenspiels, a sandwich of repeated and sliding notes, but while they can do this, in demonstrating their composition to the class they forget their original composition. Year 1 pupils recognise and play rhythms clapping these out to toys. Teaching is well-planned and lively, encouraging pupil participation through questioning, and the opportunity to perform. School singing and choir practice, very well managed by teachers, are greeted enthusiastically by pupils, who take a particular pride in singing their school song.

87. There is a good basic scheme of work, and the co-ordinator teaches all classes in rotation for half a term with the class teacher taking the final lesson. This has a beneficial effect on pupils' attainment, acts as in-service training for colleagues and enables the co-ordinator to monitor teaching. Pupils are assessed against average expected levels of attainment for their age. There are good opportunities for extra curricular activities, ranging from recorder lessons, orchestra and choir, to performing to groups in the community such as the fire brigade. The school's 'Millennium' song received recognition in a national competition. Resources are sound and include electronic keyboards, but the use of information and communication technology is under developed. The subject makes a positive contribution to pupils' cultural development.

PHYSICAL EDUCATION

88. Standards are average by the end of Year 2 and Year 6. Pupils come into the reception class with below average skills, so the achievement of pupils in the time that they are at school is good. Teaching is satisfactory throughout the school with some good teaching seen in Year 6. The number of pupils who reach the required distance of 25 metres at the end of Year 6 has improved significantly since the last inspection, although the school has not been able to improve provision for swimming beyond Years 3 and 4. Other weaknesses have been remedied and include:
- a) Good use of warm up in all lessons.
 - b) Guidance for pupils who do not bring their kit.
 - c) Guidance for safety procedures.
89. Teaching is satisfactory for all pupils, including those with special educational needs, resulting in satisfactory learning overall. Lessons are appropriately planned, teachers mainly using a published planning document for gymnastics and dance lessons to help them. This is not always used effectively to allow pupils to plan, practice and perform their own ideas creatively in dance and gymnastics, and there is some over direction by the teacher. A weakness in some lessons is teachers not spending enough time in getting quality of movement in terms of speed, levels and directions. This results in sequences that do not flow smoothly when performed and have insufficient variation of movement. The use of pupil demonstration is generally good and used appropriately to reinforce a new skill. Insufficient attention is paid to developing pupils' evaluation skills at this time, in order for pupils to know how to improve their own performance. All teachers pay good attention to pupils' safety; for example when completing vigorous exercise in the hall and when putting out apparatus. The teaching of games is stronger than that of gymnastics and dance and includes some good teaching. This means that the rate of learning in games lessons is often good. Skills are taught carefully at the start of a lesson. A good example of this is the teaching of chest and bounce passes in a basketball lesson in Year 6. Additionally, in a good lesson, the teacher spends her time in coaching skills of individual pupils as they work. As a result of this, the learning is good in these lessons as pupils improve their skills by direct observation and good teaching. The management of pupils is almost always a strong feature of the lesson, enabling the lesson to run smoothly and pupils' learning to be uninterrupted. All teachers are very careful to explain the effects of exercise on the body after a vigorous warm up. Consequently, pupils have good awareness of this. It was noticeable for example, that one pupil arriving late to a lesson automatically completed some warm up exercises independently before joining in the lesson. Pupils enjoy physical activities and their response is good. They are mostly well behaved, listen to the teacher and carry out instructions carefully. Since the last inspection, the school has made improvements to organising the availability of the two halls to ensure games lessons are carried out during wet weather. This has a positive effect on the overall provision for

physical education and opportunities for pupils to learn.

90. Although standards overall in physical education are average, there are examples of pupils attaining high levels which are apparent in some of the girls' performances in dance and boys' in games activities. This was evident in the basketball lesson for example, when there was some very accurate and skilled team work and passing. The school football team attains very good results in the local league. Additionally, in dance performances on an Olympic theme in Year 5, some girls were observed to be particularly responsive and sensitive to the mood of the music and performed with a high level of control and co-ordination.
91. Co-ordination of the subject is satisfactory and there are regular opportunities to meet with other schools at co-ordinator meetings. The school has benefited from involvement in 'Top Sport', which includes training for teachers and a range of resources. Satisfactory assessment systems have been established based on an identified focus, which targets specific groups of pupils. There are no planned opportunities for the use of information and communication technology in the subject.

RELIGIOUS EDUCATION

92. Standards in religious education are as expected at the end of Year 2 and the end of Year 6 – a similar finding to that of the last inspection. As children's knowledge and understanding are below the expected levels when they enter the school, this indicates that overall achievement is good. As a result of very good teaching and learning, progress made in the lessons seen during the inspection was consistently good.
93. Year 1 pupils have a developing understanding of religious symbolism – such as water in Christian baptism and the significance of the Cross itself. Year 2 pupils successfully examine the perspective that we should care for others as God cares for us. They appreciate Christ's perspective that actions are more important than words. Most can explain ways in which they could care for others and understand how they, themselves, are cared for by members of their own families and of the wider community. Years 3 and 4 pupils have a sound recall of events leading up to the Israelite exodus from Egypt. They produce good ideas about what the travellers might need on their journey to the 'Promised Land'. Most are able to order the Ten Commandments in relation to which they consider to be the most important, and give rational explanations for their opinions. Year 5 pupils can produce a number of ways in which Christians worship God, while Year 6 pupils take this concept one stage further by exploring the relevance of God to their own lives.
94. The pupils are very interested in the content of religious education lessons. Even the youngest are polite during whole class discussions. They listen well to their teachers and to one another and are keen to contribute their own ideas sensibly. Follow-up tasks are carried out effectively and there are good levels of co-operation within groups. Older pupils use paired dialogue very seriously to help them develop their own ideas and religious awareness. Throughout the school, pupils' attitudes and behaviour in religious education lessons are very good. Teaching is also very good. Methods employed are varied and very effective in both maintaining the interest of the pupils and impacting successfully on the pace of their learning. In a very successful Year 6 lesson, for example, the search of a boy in a story, for a religion which would provide him with security and comfort was examined through class discussion, paired 'brainstorming', drama and role play. Objectives are explained to pupils at the beginning of lessons so that they are clear about what they are trying to achieve. Challenging concepts are frequently presented to the pupils, but tackled with sensitivity. This has a positive impact on their developing religious knowledge and understanding. Pupil management strategies are positive and very successful in promoting the very good behaviour, attitudes and relationships in lessons. They are frequently based on mutual respect and create an atmosphere in lessons where pupils feel confident enough to express their deeper views in the knowledge that these will be treated seriously by their teachers, and valued.
95. Although all the lessons seen during the inspection had a Christian focus, scrutiny of previous work indicates that due regard is given at appropriate times to key features of some other major world religions. The subject contributes very well to pupils' personal development. The content of

many assemblies supports the school's overall provision for religious education. An example of this seen during the inspection was when Year 6 pupils very successfully performed a modern version of the story of 'The Good Samaritan' for those in Years 3 to 5. Planning is appropriately based on the locally Agreed Syllabus and on a local authority scheme of work. Assessment, however, is still largely informal. The subject co-ordinator has monitored several aspects of the subject – including teaching – and has a clear view of its strengths and areas for further development. The use of information and communication technology to support learning in religious education is under developed.