

# INSPECTION REPORT

## **LYDIARD MILLICENT CE PRIMARY SCHOOL**

Lydiard Millicent, Swindon

LEA area: Wiltshire

Unique reference number: 126337

Headteacher: Mrs Kathy Godfrey

Reporting inspector: Bogusia Matusiak-Varley  
19938

Dates of inspection: 27-28 January 2003

Inspection number: 248764

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior  
School category: Voluntary controlled  
Age range of pupils: 4 to 11 years  
Gender of pupils: Mixed

School address: The Butts  
Lydiard Millicent  
Swindon  
Wiltshire

Postcode: SN5 3LR  
Telephone number: 01793 770571  
Fax number: 01793 770571

Appropriate authority: The governing body  
Name of chair of governors: Revd Peter Knight

Date of previous inspection: 3 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
19938	Bogusia Matusiak-Varley	Registered inspector
9614	Carolyn Webb	Lay inspector
22059	Neil Wales	Team inspector

The inspection contractor was:

Full Circle division of Parkman  
The Brow  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Lydiard Millicent CE VC Primary School is a popular small rural school situated in the village of Lydiard Millicent in Wiltshire. The school has grown considerably in numbers since the last inspection with 35 per cent of pupils coming from outside the local area. There are 167 pupils on roll, 86 boys and 81 girls. Pupils are taught in mixed age groups in Years 3/4 and Years 4/5. Almost all of the pupils are of white British origin with a very small percentage of Japanese and Indian origin, but these pupils' language skills enable them to have full access to the curriculum. Pupils' attainment on entry to the reception class is above average. One per cent of pupils are eligible for free school meals, which is very low. Eight per cent of pupils have special educational needs (SEN), which is below the national average. There are no pupils with statements of SEN. The nature and range of SEN are related to learning difficulties. The school has received achievement awards for raising standards and meeting the criteria for healthy schools initiatives.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with some excellent features. It provides a very good quality of education for all of its pupils and meets their academic, personal and social needs very well. Standards at the end of both Year 2 and Year 6 are well above average in English, mathematics, science, information and communication technology (ICT), history, design and technology and art and design. The quality of teaching overall is very good with excellent features and this has a very positive effect on pupils' learning and their very good attitudes and behaviour. The leadership and management of the headteacher are excellent; she has created a high performing team of very professional and dedicated teachers who are continually striving to improve on their previous best performance. The governing body fulfils its duties very well and the school's capacity for further improvement is very good. The school provides very good value for money.

#### **What the school does well**

- By the end of Year 2 and Year 6 pupils attain standards which are well above average in English, mathematics, science, ICT, design and technology, history and art and design. The standards attained in the majority of other subjects are above average.
- The quality of teaching is very good in both Key Stages 1 and 2 with several examples of excellent teaching seen. As a result, pupils learn very well, are highly motivated, have very good attitudes to learning and behaviour is excellent.
- The quality and range of the learning opportunities in Key Stage 1 and Key Stage 2 are very good. The curriculum is very well planned and it is well matched to the needs and interests of all pupils, and provision for pupils in spiritual, moral, social and cultural development (SMSC) is very good.
- Most groups of pupils are effectively challenged because of the very good assessment systems and school self-evaluation undertaken by all of the staff.
- The leadership and management of the headteacher are excellent. The headteacher is an inspirational leader, who has created a high performing team of staff and governors.

#### **What could be improved**

- Whilst the overall provision for the Foundation Stage of learning is good, planning and assessment procedures need to be improved.
- The quality of accommodation restricts opportunities for reflective study and large scale art and design and design and technology work.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in November 1997. All key issues identified have been successfully addressed. Standards have improved significantly in design and technology, history and ICT and, in the core subjects of English, mathematics and science, standards are well above average. Improvement in teaching has been very good; there is no unsatisfactory teaching throughout the school and, as a result, pupils' attitudes are very good and behaviour is excellent. The leadership and management of the school are excellent and financial planning is now very good. Very good improvement has been made in developing both assessment procedures and their use to set targets for pupils. Alongside all the other very positive outcomes, the very good rates of improvement are a contributory factor to the very good value for money that the school provides.

## STANDARDS

Children's attainment on entry to the Foundation Stage is variable but is just above average in communication, language and literacy, mathematical development and knowledge and understanding of the world. It is average in personal, social and emotional development, creative development and physical development. By the end of the Foundation Stage children exceed the Early Learning Goals (ELG) in all areas of learning and almost all of them are working on the early stages of the National Curriculum. Most children have attended pre-school nursery or playgroup.

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
	2000	2001	2002	2002
English	A	A	A	B
mathematics	A	A	A	A
science	A	C	A*	A

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

The national test results of 2002 show that, in comparison with all schools, standards at the end of Year 6 were consistently well above average, and in science they were in the top five per cent nationally. The percentage of pupils attaining the higher levels was well above average in mathematics and science, and in English it was in line with the national average. In comparison with similar schools, standards were above average in English and well above in mathematics and science. By the end of Year 2, in comparison with all schools, standards were well above average in reading and mathematics and were in the top five per cent nationally in writing. In comparison with similar schools, standards in reading were well above average, and in mathematics they were above average. In writing, standards were well above average, being in the top five per cent nationally. Standards in science, based upon teacher assessments, were well above average. The percentage of pupils attaining the higher levels in reading, writing and mathematics was well above the national average. Teacher assessments in science indicate that standards were very high and the percentage of pupils achieving Level 3 was in the top five per cent nationally. Over three years, pupils'

attainment in both key stages exceeded the national average. There were no gender differences in attainment. The school sets challenging targets and meets them consistently.

Progress is better in Key Stage 1 and Key Stage 2 than it is in the Foundation Stage; whilst the youngest pupils make good progress overall, the school has recognised that certain aspects of provision need to be improved. Children's rates of progress could be even better with further improvements made to planning and assessment procedures. Overall most groups of pupils, including those with SEN and English as an additional language (EAL), and higher attaining pupils achieve very well in relation to their prior attainment. Inspection findings show that, by the end of Year 2 and Year 6, pupils attain standards which are well above average in English, mathematics, science, ICT, history, design and technology and art and design; in all other subjects standards are above average. In both key stages, pupils achieve very high standards because of the very good use of assessment, very good teaching and exciting learning opportunities.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils are conscientious, hard working and confident learners. They take pride in all they do and their written work is neatly presented. There have been no exclusions and pupils love coming to school.
Behaviour, in and out of classrooms	Excellent. Pupils are excellent ambassadors of their school. They behave very maturely and treat one another with respect, both in and out of the classrooms.
Personal development and relationships	Very good. The very good relationships between staff and pupils and the very good opportunities provided for pupils to take responsibility, such as the emerging school council, contribute very well to pupils' development of citizenship.
Attendance	Very good. Pupils are very keen to come to school even if they are feeling unwell.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Very good	Very 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.*

Overall the quality of teaching is very good. During the inspection 21 lessons were seen, seven of which were excellent, nine very good and five good. Excellent teaching was seen in science Year 2, English in Years 4/5 and English, mathematics, history and physical education in Year 6. The teaching of English and mathematics is very good throughout the school and all groups of pupils make very good gains in learning. The teaching of pupils with SEN and EAL is very good and these pupils achieve very well in relation to their prior attainment due to the very effective use of target setting. The teaching of children in the Foundation Stage is good; the newly qualified teacher is coming to grips with all aspects of

Foundation Stage provision. A contributory factor to the very good teaching is the good support provided by classroom assistants. Very good emphasis is placed on literacy, numeracy and ICT in other subjects and also on the teaching of subject specific skills. The school meets the needs of all of its pupils very well.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in Key Stages 1 and 2, and good in the Foundation Stage. Broad, balanced, relevant and enriched by trips, visits and visitors with plenty of opportunities for pupils to develop their skills of literacy, numeracy and ICT in all subjects. All National Curriculum requirements are met in full.
Provision for pupils with special educational needs	Very good. The headteacher, who is the SEN co-ordinator, ensures that all recommendations suggested by specialists are acted upon and that all staff identify these pupils' needs in their planning.
Provision for pupils with English as an additional language	Very good. Though few in number, these pupils are fully integrated in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, excellent provision for social development. Pupils are given plenty of opportunities for reflection on the part they play as young citizens. Acts of collective worship contribute positively to pupils' spiritual development. Pupils are taught to respect the variety of different ethnic cultures and are well prepared for life in a multicultural society.
How well the school cares for its pupils	Very well. Pupils are very well cared for and looked after. In Key Stage 1 and Key Stage 2 there are very good assessment procedures for pupils' academic development. They are detailed, effective and are used well to plan the next steps of pupils' learning.

Partnership with parents is very good. Parents are consulted regularly about decisions taken by the headteacher to improve the school's provision.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has excellent skills of getting the best out of people. She has created a high performance team, respecting her staff's uniqueness and developing their strengths. She has very clear goals which she consistently achieves by making a point of finding out about best practice. Subject co-ordinators fulfil their duties very well.
How well the governors fulfil their responsibilities	Very well. The governors are very knowledgeable, hard working and support the school very well. Very good procedures are in

	place for managing the budget.
The school's evaluation of its performance	Excellent. The monitoring of teaching, the school's performance data and setting of targets are very comprehensive. The school consistently monitors, evaluates and adjusts its practices to meet the different needs of all of the pupils.
The strategic use of resources	Very good. The school uses its available resources very well to provide for the needs of the pupils. The governors apply the principles of best value very well to all of their spending.

Accommodation is barely satisfactory; there is very little space for the two oldest classes to carry out large scale art and design and design and technology work and there is no room for quiet reflection or private study. Staffing ratios are appropriate and resources are satisfactory overall. Resources in ICT are good and this is a contributory factor to the high standards that pupils attain. Effective administration procedures are in place, which enable the school to run smoothly.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children love coming to school.</li> <li>• Teaching is very good.</li> <li>• Staff are approachable.</li> <li>• All pupils are well looked after.</li> </ul>	<ul style="list-style-type: none"> <li>• A small minority of parents would like more extra-curricular activities and creative arts.</li> </ul>

Inspectors agree with parents' positive views, but disagree with their views on a lack of extra-curricular activities and provision for creative arts, which they judge as good.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**By the end of Year 2 and Year 6 pupils attain standards which are well above average in English, mathematics, science, ICT, design and technology, history and art and design. The standards attained in the majority of other subjects are above average.**

1. The 2002 national test results show that by the end of Year 2 in comparison with all schools, pupils attained standards which were well above national averages in reading and mathematics and were in the top five per cent nationally in writing. In comparison with similar schools, standards in reading were well above average, standards in mathematics were above average and in science standards were well above average and in the top five per cent nationally in relation to pupils attaining the higher levels of the National Curriculum Programmes of Study (Level 3). By the end of Year 6, in comparison with all schools, standards in English and mathematics were well above average, and standards in science were well above average in the top five per cent nationally. In comparison with similar schools, standards were above average in English and well above average in mathematics and science. Over three years the performance of pupils exceeded national averages with no difference in attainment between boys and girls. Children enter the Foundation Stage with above average attainment in communication, language and literacy, mathematical development, knowledge and understanding of the world and average standards in personal, social and environmental development, physical development and creative development. They achieve well in relation to their prior attainment and by the end of the Foundation Stage they exceed the ELGs in all areas of learning.
2. Pupils' good rates of progress in the reception class speed up in the infants and juniors because of the school's very good assessment procedures, curriculum planning, target setting, very good (and in some cases excellent) teaching and good support given by teaching assistants. Inspection findings confirm the very high standards exhibited by national test results. All groups of pupils including those with SEN and EAL achieve very well in relation to their prior attainment.
3. By the end of Year 2 and Year 6, pupils have very good speaking and listening skills. They speak confidently and have a very good vocabulary. They take part in many drama productions and this enables them to present themselves well in front of different audiences and become confident speakers. The consistent emphasis by all staff to ensure that when pupils answer questions they justify their responses is having a very good effect on developing their thinking skills and articulating their answers confidently. In Years 3/4 in a very good drama lesson the teacher enabled the pupils to understand the hardship of the life of a Roman soldier by very effective questioning which elicited a variety of poignant responses from the pupils about life in Roman times.
4. Throughout the school, pupils are avid readers and standards in reading are well above average. Pupils are able to make references to text to support their opinions and the oldest pupils have very good skills of inference and deduction, they understand sub-text and imagery and know that by the choice of words authors use, meaning can be altered. For example, in reading a poem entitled 'Three Green Sailors Went to Sea', pupils understood that the adjective green might have several connotations such as feeling ill or acting naively.

5. By the end of Year 2 and Year 6, pupils write very well for a variety of audiences and apply the skills of literacy confidently in all subjects. Standards in writing are well above the national average. Their work is neatly presented, spelling is usually correct, and in the case of lower-attaining pupils, phonetically justifiable. In Year 2 pupils know how to change statements into questions, for example, "Is Neptune the last of the giant planets?" Whilst studying the story of 'Goldilocks and The Three Bears' they know that by paying attention to detail they will grab the interest of the reader, for example, when writing about Goldilocks going for a walk in the woods, they clearly described the setting, "Early one morning when the sun had burst open, Goldilocks went for a walk in the deep, dark woods".
6. By the end of Year 6, pupils have acquired the very good use of writing conventions and choose appropriate styles suited to the purpose. When writing about relationships in 'The Tempest' one average-attaining pupil started her story by writing, "Great flashes of lightning struck almost blinding the mariners. Thunder boomed and roared like an angry dragon which was compressed in a cage".
7. Pupils attain very high standards in mathematics at the end of Year 2 and Year 6. Standards in mathematics are well above average. In both the infants and juniors, mental mathematics is very effectively taught and pupils love manipulating numbers and finding patterns. They have very good skills of problem-solving because teachers consistently ask them to explain their thinking, so that they can intervene should any misconceptions arise. Pupils apply the four rules of number very well and use their numeracy skills with confidence in all subjects such as when measuring and estimating in design and technology, and reading graphs in science. In an excellent lesson in Year 6, pupils made excellent progress in counting up in decimals and in understanding rotation of shapes. Using a floor grid in the hall pupils could work out co-ordinates and understood the difference between the 'x' and 'y' axes. In both the infants and juniors, pupils are making very good gains in understanding mathematical vocabulary because teachers offer detailed explanation and continually check pupils' understanding.
8. By the end of Year 2 and Year 6, standards in science are very high and are well above average. Pupils know how to set up experiments, record their findings in a variety of ways and ask scientific questions. They use ICT very well to research topics. In Year 2, they make very good gains in learning about materials and their properties because they are given good opportunities to describe the texture of materials and their uses. In both the infants and juniors pupils are consistently challenged to explain their findings and their results by justifying what they think and predicting what the right answer might be. This is because one of the targets on the school development plan is to develop pupils' speaking and listening skills. The fact that teachers consistently challenge pupils to justify their opinions is having a very positive effect on learning. Furthermore, there is consistency of approach among staff in challenging pupils' thinking and this is a contributory factor to pupils' confidence and high self-esteem because they feel valued by staff.
9. Standards in ICT are well above average due to the very good training staff have received from the ICT co-ordinator. All strands of the ICT curriculum are very effectively taught. By the end of Year 2 pupils can minimise functions, and paste text and images from one source to another. They can use borders, change shape using the mouse, as well as being proficient in using punctuation marks. They are able to use the mouse and arrow keys to insert data, and can work through adventure programs making notes of their decisions and explaining what they would do differently next time. By the end of Year 6 pupils can create their own databases, use

the text icon to label, and are able to use Ecolog to investigate best materials for insulation. They confidently use spreadsheets and the Internet, search websites independently, and can send e-mails and select criteria for sorting data using the mouse. Information and communication technology is used very well to support learning in all other subjects and all groups of pupils make very good progress.

10. Design and technology and history were subjects which were identified in the previous report as needing improvement. The staff have tackled this very well and, as a result, standards are now well above national expectations. This is because curriculum planning is very good, subject specific skills are very effectively taught, staff have received appropriate training to improve their subject knowledge and assessments are used well to move pupils on in their learning. In design and technology by the end of Year 2 and Year 6, pupils have very good knowledge of all aspects of the Programmes of Study. By the end of Year 6 they are able to relate the way things work to their intended purposes, know how to reinforce structures, mark and measure accurately, undertake detailed designs and when working on shelters know how structures can fail when loaded. They are able to offer detailed explanations as to how to reinforce and strengthen materials and have undertaken extensive research visiting websites which support outdoor activities to deepen their understanding of what is required to design appropriate shelters.
11. By the end of Year 2, pupils know how to strengthen straws, make moving pivots and identify forces which push and pull reinforcing their knowledge of the science topic on forces. Their plans are well detailed and their work is appropriately measured, clearly labelled and well evaluated.
12. By the time that pupils leave school they attain very high standards in history. They can make links between two periods of history such as the Tudors and World War II. They understand the concept of power, compare Henry VIII and Hitler and enter into debates as to what might have happened had both rulers not come into power. They have well developed skills of synthesis, comparison, cause and effect and chronology. By the end of Year 2, pupils understand and can explain time lines, recognise features of old and new and know about schooling and sea-sides in Victorian times. They are fascinated by old toys and realise how lucky they are to have teachers that make learning interesting and do not use the cane!
13. In all other subjects, standards are above average. Very effective examples of art and design work were seen with pupils demonstrating their above average skills of observational drawing, shading, colour mixing, aboriginal art and knowledge of artists. Since the previous inspection the school has made very good improvement in raising standards especially in English, mathematics, science, ICT, design and technology and history.

**The quality of teaching is very good in both Key Stages 1 and 2 with several examples of excellent teaching seen. As a result, pupils learn very well, are highly motivated, have very good attitudes to learning and behaviour is excellent.**

14. Teaching throughout the school is never less than good. During the inspection seven excellent lessons were seen in Year 6 English, mathematics, history, physical education and in Year 4/5 English and Year 2 science. Very good teaching was seen in literacy and numeracy throughout the school. Whilst no direct teaching of ICT was seen, scrutiny of work, interviews with staff and observations of pupils working on computers suggests that the quality of teaching must be at least very good. Teachers are highly skilled professionals who are totally dedicated to their work and

work very well as a high performing team. The excellent monitoring of teaching by the headteacher has ensured that all staff receive appropriate training to ensure that they are confident in their knowledge and understanding of subjects. Relationships throughout the school are very good. Teachers use humour very effectively and pupils love learning.

15. Teachers share their interests with pupils for example, the Year 6 teacher's admiration of Kylie Minogue and Steps (a pop group) raises peals of laughter from his pupils. Teachers connect with their pupils because they try to see the world through the pupils' eyes and thus capitalise on their interest levels; learning is seen as fun. Teachers have very good subject knowledge, offer very good explanations, check pupils' understanding and use time very effectively. Every minute is accounted for, teachers constantly remind pupils that they only have a few minutes left to finish their tasks; this spurs them into working quickly and efficiently. Teachers understand well how children learn and ensure that their explanations match pupils' learning styles. They pause for 'Brain Gym'<sup>1</sup> exercises, when they notice that pupils are getting tired, establish very secure learning environments in which pupils can ask questions and consistently check pupils' understanding by asking them to put up their thumbs if they understand the explanations given. The teaching of pupils with SEN and those for whom EAL is very good. All pupils have detailed individual education plans which are consistently followed up by support staff. Classrooms are places of creativity, inquisitiveness, productivity and fun. As a result, pupils are highly motivated to learn and have very good attitudes to learning because they know that their teachers will offer them consistent support.
16. Pupils adore their teachers. There is mutual respect and every answer is valued by teachers because it informs them which stage pupils have reached in their learning. For example, in Year 6 during an excellent history lesson the teacher said to his pupils 'If I've made you think and altered the way you see things, that's fantastic'. In an excellent English Year 4/5 lesson which focused on guided reading, the teacher challenged pupils' views on stereotypical representations of heroes and beasts. This type of very effective pushing of intellectual boundaries to develop creative insight is typical of the very good quality of teaching in this school. In an excellent science lesson in Year 2, the teacher gave pupils very good explanations and word lists of properties of materials and encouraged them to use these words in their writing. Excellent opportunities were given for pupils to record their findings in a variety of ways, and as a result, pupils made excellent gains in developing their self-confidence and determining their own learning style by recording results in a way that was meaningful to them. A wide range of effective teaching methods is used for example, excellent opportunities are provided for group work, pupils are encouraged to work in pairs, help one another and above all learn from one another. This motivates them to try harder because they know that their 'buddies' generally want them to succeed.
17. Throughout the school teachers make very good links with pupils' previously learnt skills of literacy, numeracy and ICT. This enables pupils to make very good gains in learning for example, very good emphasis is placed upon developing extended writing in all subjects and, as a result, pupils are very confident writers.
18. Teachers have very high expectations of their pupils. All of them are encouraged to try their very best and effective support is provided by support staff who help any pupils who might initially struggle. Teachers' high expectations are demonstrated by ensuring that learning objectives are challenging and extend pupils' learning, whilst at

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<sup>1</sup> A technique used in accelerated learning which aids concentration and subsequent learning.

the same time providing opportunities for consolidation of previously acquired skills. Targets are consistently applied and met and, as a result, pupils are aware both of their strong points and of areas for improvement. The very good management of pupils by teachers in class produces excellent behaviour. Pupils love learning; they respect one another and are so keen on learning in their group work that they do not have time to misbehave, nor is there the need to. They do their homework regularly and this is always linked to lessons undertaken during the school day. Teachers expect pupils to finish their work, present it neatly and correct any mistakes.

19. Pupils in the Foundation Stage are taught well. The newly qualified teacher is making a promising start to her teaching career and now that the headteacher is back from maternity leave she is offering appropriate support and guidance to develop her teaching skills.
20. Since the previous inspection, very good improvement has been made in developing teaching. This is the result of excellent leadership, staff commitment to continuous improvement, excellent school self-evaluation, and effective implementation of planning methods. In addition to this, there is excellent provision for staff's continuing professional development brought about by monitoring of teaching and learning undertaken by the headteacher and subject co-ordinators.

**The quality and range of the learning opportunities in Key Stage 1 and Key Stage 2 are very good. The curriculum is very well planned and it is well matched to the needs and interests of all pupils, and provision for pupils in spiritual, moral, social and cultural development is very good.**

21. The learning opportunities offered to pupils are tailor-made to their needs. They are very well planned, giving full consideration to all the Programmes of Study in the National Curriculum in addition to incremental learning of subject-specific skills. French is taught in Year 6 and contributes very well to pupils' cultural awareness. The curriculum is broad, balanced, relevant to the needs of the pupils and meets statutory requirements. Very good planning ensures that all of the skills and inclusive values underpinning Curriculum 2000 are offered to pupils. Very good provision is made for developing pupils' skills of literacy, numeracy and ICT. Teachers work hard to promote pupils' thinking skills, problem-solving skills, co-operation and independent learning. Subject co-ordinators regularly update their schemes of work in light of monitoring and evaluation that they have undertaken. Every year national test results are analysed and the curriculum is adjusted in light of pupils' emerging needs. For example, staff highlighted the need for pupils to develop their problem-solving skills, and as a result of this all medium-term plans now reflect opportunities for pupils to explain and clarify their thinking.
22. The national strategies for literacy and numeracy are very well implemented; sex and relationship, drugs education, citizenship, racial equality and inclusion are all addressed through the curriculum. The excellent school Christian ethos reflects the school's aims which are fully met in practice, 'At the heart of our school is the provision for an inclusive learning environment with equality of opportunity for all, that will give our young people a positive outlook, appropriate skills and adaptability to an every changing worlds in an increasingly challenging 21<sup>st</sup> century'. The school prepares its pupils very well for their next stage of education.
23. The school uses additional strategies such as booster classes to continually raise pupils' attainment. The curriculum for the Foundation Stage of learning is good but more work needs to be done to bring planning in line with the very good examples in

Key Stage 1 and Key Stage. At present, insufficient links are made between the ELG and the lower levels of the National Curriculum. The curriculum throughout the school is very well enriched with visits and visitors and, as a result, learning becomes alive and linked to events of everyday life.

24. Opportunities for pupils' personal development are every good and this is reflected in pupils' attitudes to learning and excellent behaviour. For example, pupils participate in extra-curricular activities, such as school productions and church services. They take part in residential, undertake monitoring roles, such as setting out the hall for acts of collective worship and initiate charity fund raising. Their personal development is well enhanced by the very good provision for spiritual, moral and cultural development and excellent provision for social development. Acts of collective worship contribute significantly to ensuring that pupils focus on the higher values of life. For example, when discussing what is precious, pupils are steered away from materialistic interpretations and are taught to value family, friends, justice, honesty and truth. In lessons, very good attention is paid to drawing out human dilemmas; for example, in literacy pupils are taught to understand why characters act in a particular way. In personal, social and health education, pupils explore the values people live by; for example, in Year 6 pupils learnt about Martin Luther King standing up in the face of adversity.
25. Provision for moral and cultural development is very good. Pupils are taught right from wrong and the effect that their actions have on others. This results in excellent behaviour. They understand the multicultural nature of our society, study aboriginal art work, Japanese culture, French, and have visits from practising Muslims from the mosque at Swindon. Pupils have very good understanding of world faiths and traditions and cultures represented in this country. Excellent provision is made for pupils' social development through the good range of extra-curricular activities especially in sport but also in ICT and in music. Pupils' participation in drama productions, group work in classrooms, peer tutoring, school council meetings, and debates in classrooms all contribute significantly to pupils' social development and subsequent personal development.
26. The very well structured and planned learning opportunities ensure that the curriculum meets the needs of all pupils irrespective of gender, race or background.
27. Since the previous inspection, very good progress has been made in developing curriculum planning. The meticulous identification of clear expectations of pupils' learning in all subjects coupled with clear skills identification and regular opportunities for pupils to develop their skills of literacy, numeracy and ICT are contributory factors to the very high standards these pupils attain.

**Most groups of pupils are effectively challenged because of the very good assessment systems and school self-evaluation undertaken by all of the staff.**

28. The school has very good assessment systems in place in Key Stages 1 and 2. Teachers mark work well and give pupils pointers for improvement. National test results are regularly analysed and teaching and learning are monitored on a regular basis. This highlights any aspects of underachievement which is immediately tackled. Spelling tests, mathematical tests, ongoing evaluations of pupils' work, checking of progress towards targets, implementation of individual education plans for pupils with SEN, very good assessments in foundation subjects, detailed, annotated portfolios of pupils' work – all of these regularly contribute to providing a holistic picture of pupils' attainment. This information is then used to plan the next steps of pupils' learning and, as a result, all groups of pupils, including the higher attainers are effectively challenged. Each subject co-ordinator has undertaken a detailed audit of standards, provision and resources in their subjects and this informs the school development plan. Staff and the governing body are fully involved in the excellent procedures the school has for self evaluation and, as a result, all groups of pupils are making very good gains in learning. The school has very good procedures for child protection which ensures pupils' welfare.
29. Since the previous inspection, very good progress has been made in developing assessment procedures and, as a result, pupils' progress is now very good whereas previously it was judged as satisfactory.

**The leadership and management of the headteacher are excellent. The headteacher is an inspirational leader, who has created a high performing team of staff and governors.**

30. The headteacher is an inspirational leader who passionately believes in developing people's strengths so that they become expert in all of their undertakings. This is clearly demonstrated by the way she has led her staff and governing body in becoming a high performing team who support her very well in implementing her vision and making the school the heart of the community.
31. The headteacher has vision, drive, determination, and a passion for education that fuels her to continuously improve on previous best performance. She ensures that all staff are very well trained in order to carry out their duties effectively. Her excellent interpersonal skills have created among staff a climate of trust, honesty, as well as a commitment to improvement and determination to succeed. Staff work exceptionally hard and are willing to go that extra mile to bring about improvement. This is because they are valued not only for their expertise in teaching but as unique human beings who bring an element of 'specialness' to this very good school. The Christian aims of valuing one another are truly seen in practice. Governors give staff all of the encouragement and support that they can, fulfill their duties very well and take responsibility for keeping up to date with training. The chair of governors leads the governors with flair and gusto and is a frequent visitor to the school. All governors are kept up to date with standards and progress in the school development plan by regular meetings with the headteacher and subject coordinators. The school is very effective because maximum use is made of all available resources and the budget is systematically linked to making improvements that will benefit the pupils. Best value is sought in all purchases and very good improvement has been made to financial planning, a weakness identified in the previous report. The school rigorously compares the performance of its pupils to schools within the local education authority and uses nationally provided statistics to evaluate improvements over time.

32. Parents are regularly consulted about all aspects of school life and are seen as true partners in their children's learning.

## **WHAT COULD BE IMPROVED**

**Whilst the overall provision for the Foundation Stage of learning is good, planning and assessment procedures need to be improved.**

33. Children in the Foundation Stage of learning are taught by a newly qualified teacher who is showing promise. The quality of teaching is good but it could be even better with improvements and refinements made to assessment procedures and curriculum planning. The headteacher has only recently returned from maternity leave and is already helping to improve these areas. Whilst children make good gains in learning their rates of progress could be further improved if detailed observations were undertaken of their learning styles and their achievements recorded to further reflect their progression through the 'stepping-stones' and the early stages of the National Curriculum. Some children are already working within the lower levels of the National Curriculum in communication, language and literacy and mathematical development but in other areas of the Foundation Stage curriculum they are still progressing through the ELG. Planning is not sufficiently detailed in relation to what skills pupils need to acquire to move on to the next level of learning. As a result, learning slows down and at times pupils consolidate what they already know, for example revising numbers to ten rather than developing new knowledge. Generally this is achieved by the teachers' good observation of children's learning and subsequent intervention, but could be further refined to ensure that rates of progress are very good.
34. Further to this, a more systematic approach needs to be adopted to liaise with the pre-school, assessment records can be passed on to the reception class teacher so that she can further refine her planning based upon children's prior learning experiences. Plans are already underway to implement this recommendation.

**The quality of accommodation restricts opportunities for reflective study and large scale art and design and design and technology work.**

35. This is a popular school which takes 35 per cent of pupils out of catchment area. Numbers are growing and at present staff and governors work wonders with the limited accommodation and ensure that all the strategy requirements of the National Curriculum, including religious education, are fully met. However, the accommodation is barely satisfactory and restricts the opportunity for reflective study and large scale and design and technology work. Pupils need to use the hall for larger canvas and construction work in these subjects and, whilst this does not directly have a detrimental effect on standards because teachers ensure that all skills underpinning Programmes of Study are appropriately covered, it nevertheless is time-consuming for teachers who have to move equipment and resources. The oldest pupils are taught in a mobile classroom and this is very restrictive when it comes to undertaking research and private study. There is no room in the school for pupils to undertake quiet study and, as a result, it is difficult for teachers to plan opportunities for pupils to reflect quietly on their learning or have the opportunity to browse through books.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. The headteacher, staff and governing body, in conjunction with the local education authority now need to:

(1) Develop the overall good provision in the Foundation Stage by: **33, 34**

- establishing further links with the pre-school centre to ensure that assessments on children are passed to the reception class;
- developing assessment procedures based on the ELG and lower levels of the National Curriculum level descriptors;
- undertaking regular detailed observations of children to help identify their learning styles;
- establishing rigorous planning procedures which clearly identify objectives to be taught, both from the ELG and early stages of the National Curriculum, to match tasks to children's needs.

(2) Improve the quality of accommodation as and when funds allow, so that: **35**

- pupils can undertake large scale canvas work;
- there is appropriate room for all pupils to undertake quiet study.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	9	5	0	0	0	0
Percentage	33	43	23	0	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. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		167
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		14

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.1

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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*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
		2002	12	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	10	10	11
	Total	21	21	22
Percentage of pupils at NC level 2 or above	School	91 (95)	91 (100)	96 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	10	11	10
	Total	21	22	21
Percentage of pupils at NC level 2 or above	School	91 (100)	96 (95)	91 (100)
	National	85 (85)	89 (89)	89 (89)

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
		2002	10	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	10
	Girls	--	--	10
	Total	17	17	20
Percentage of pupils at NC level 4 or above	School	85 (90)	85 (95)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	10
	Girls	--	--	10
	Total	17	16	20
Percentage of pupils at NC level 4 or above	School	85 (95)	80 (95)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### ***Exclusions in the last school year***

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
129	0	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	7.2
Number of pupils per qualified teacher	23
Average class size	27.8

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	55

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

### ***Financial information***

Financial year	2001-2002
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	£
Total income	374,261
Total expenditure	335,848
Expenditure per pupil	2,181
Balance brought forward from previous year	48,275
Balance carried forward to next year	86,688*

\* These monies have been accounted for in

Relation to building work, staffing, asset

Management, the actual carry forward figure is: 8,324

Number of pupils per FTE adult	n/a
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	167
Number of questionnaires returned	103

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	22	3	1	0
My child is making good progress in school.	67	32	0	1	0
Behaviour in the school is good.	76	19	1	0	4
My child gets the right amount of work to do at home.	43	42	10	3	3
The teaching is good.	73	26	0	0	1
I am kept well informed about how my child is getting on.	53	38	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	70	26	2	2	0
The school expects my child to work hard and achieve his or her best.	77	18	3	0	2
The school works closely with parents.	56	32	11	0	1
The school is well led and managed.	79	18	2	0	1
The school is helping my child become mature and responsible.	75	19	2	0	4
The school provides an interesting range of activities outside lessons.	15	36	28	10	12