

## INSPECTION REPORT

### **SOUTHWICK CE VC PRIMARY SCHOOL**

Southwick, Trowbridge

LEA area: Wiltshire

Unique reference number: 126359

Headteacher: Mrs S Summers

Reporting inspector: Mr D J Curtis  
20893

Dates of inspection: 30<sup>th</sup> September – 3<sup>rd</sup> October 2002

Inspection number: 248770

Full 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 - 11
Gender of pupils:	Mixed
School address:	Hollis Way Southwick Trowbridge Wiltshire
Postcode:	BA14 9PH
Telephone number:	01225 763325
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Charles Roberts
Date of previous inspection:	June 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20893	Mr D J Curtis Registered inspector	Mathematics; Information and communication technology; Design and technology; Physical education; Special educational needs.	How high are standards? (The school's results and achievements) How well are pupils taught?
9644	Mr M Whitaker Lay inspector		How high are standards? (Attitudes, behaviour, personal development, relationships and attendance) How well does the school care for its pupils? How well does the school work in partnership with its parents?
15334	Mrs J Hooper Team inspector	English; Geography; History; Areas of learning for children in the Foundation Stage.	How well is the school led and managed?
30438	Mr R Guest Team inspector	Science; Religious education; Art and design; Music; Educational inclusion.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Southwick CE VC Primary School is situated in the village of Southwick close to the town of Trowbridge in Wiltshire. It is a much smaller than average sized primary school, with a total of 65 boys and 70 girls on roll, including eleven children in reception who currently attend part time. Three of the six classes cater for pupils from more than one year group. There is a small number of pupils from ethnic minority groups, none of whom have English as an additional language. There are 14 pupils on the school's register of special educational needs; this is below the national average. Two pupils have statements of special educational need under the terms of the DfES Code of Practice<sup>1</sup>, this is below the national average. Currently, five pupils are entitled to free school meals; this is below average. Children enter school with standards that are average for the local education authority.

The quality of collective acts of worship is inspected by an inspector appointed by the diocesan council. The report will appear under a separate cover.

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

This is a good school. By the end of Year 6, standards in English, mathematics and science are well above average. Teaching is good across the school. Pupils' relationships are very good and their attitudes to learning and behaviour are good. The leadership and management of the new headteacher, key staff and governors are good, a significant improvement since the last report when the school was placed in serious weaknesses. The school provides good value for money.

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

- By the end of Year 6, standards in science are excellent; standards in English and mathematics are well above average. In art and design, design and technology, history and music, standards exceed expectations for eleven year olds.
- Pupils' relationships are very good; behaviour, attitudes and personal development are good.
- Teaching is good and contributes significantly to improving standards.
- The provision for pupils with special educational needs is good, including support given by learning support assistants.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- The leadership of the headteacher is very good and management of the school is good.
- The school has effective links with its parents and the community it serves.

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

- At the end of Year 6, standards in information and communication technology (ICT) should be higher.
- The long term strategic planning for school improvement.
- Teachers' understanding of expectations for more able pupils in science at the end of Year 2, to raise standards further.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION**

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<sup>1</sup> Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

The school was previously inspected in June 2000 and placed into 'serious weaknesses'. The school has made very good progress since then. It has the capacity to sustain that improvement and make even further improvement. Standards in English, mathematics and science, and in the quality of teaching, have improved dramatically. The curriculum has been improved and now meets all statutory requirements. Although improving, standards in information and communication technology by the end of Year 6 are still not high enough.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores<sup>2</sup> in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	B	A	B
Mathematics	E	B	A	B
Science	D	A*	A*	A

**Key**

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

Similar schools are those up with up to eight per cent of pupils entitled to free school meals.

At the time of the inspection, there was no national comparative data available for the 2002 National Curriculum assessments for pupils in Year 6. The school's results were not significantly different from those achieved in 2001. In 2001, the school was in the top five per cent of schools nationally for its results in science.

Current inspection findings show that by the end of Year 6, standards in science are excellent, with those in English and mathematics well above average. In information and communication technology, standards are below national expectations. In art and design, design and technology, history and music, standards exceed expectations for eleven year olds. In geography and physical education, standards meet expectations. In religious education, standards meet the expectations of the locally agreed syllabus.

Current inspection findings are that by the end of Year 2, standards in reading, writing and science are above average, with standards in mathematics well above average. In ICT, standards meet national expectations. In design and technology, history and music, standards exceed expectations for seven year olds. In art and design and physical education, standards meet expectations. In religious education, standards meet the expectations of the locally agreed syllabus.

By the end of the Foundation Stage, standards in personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development exceed the expectations of the Early Learning Goals<sup>3</sup>. In physical development, standards meet expectations.

<sup>2</sup> Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

<sup>3</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

Pupils with special educational needs make good progress in their learning because of effective support from class teachers and learning support assistants.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show positive attitudes to school and lessons. They clearly enjoy school and are prepared to work hard.
Behaviour, in and out of classrooms	Good. Pupils now behave well in lessons, at breaks and lunchtimes and when moving around the school. Pupils benefit from an excellent range of activities at lunchtime.
Personal development and relationships	Relationships between pupils and between pupils and adults are very good and a significant strength of the school.
Attendance	Good. Most pupils are punctual and lessons start on time.

This is an inclusive school and relationships between pupils from different backgrounds are very good and contribute to the positive attitudes seen in the majority of lessons.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.*

Teaching in the Foundation Stage<sup>4</sup> is good, with strengths in the teaching in all six areas of learning. Relationships with children are good and effective use is made of the learning support assistant to support children's learning. There is a satisfactory balance of adult-led activities and those children choose for themselves, although early in the school year there is an over emphasis on teaching literacy and numeracy, rather than communication, language and literacy and mathematical development.

Strengths of teaching in Years 1 to 6 include good relationships between pupils and teachers. Teachers manage pupils well and make good use of resources, including learning support assistants to help pupils in their learning. Lesson planning meets the different learning needs of pupils by ability and age group. Lesson objectives are shared with pupils at the start of lessons, which enables them to take a full part in their own learning.

Teaching of literacy is good; teachers implement the National Literacy Strategy effectively in lessons. The key skills of reading and writing are taught successfully and have a positive impact on the significant improvement in standards. The teaching of numeracy in Years 1 to 6 is good. Teachers implement successfully the National Numeracy Strategy. The teaching of key skills in number is good and contributes to improving standards.

<sup>4</sup> The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

Pupils work hard in lessons and a significant strength is their willingness and enthusiasm when working in pairs on investigations, experiments and challenges from teachers.

Teaching of pupils with special educational needs is good. Teachers and learning support assistants are aware of the targets in individual education plans and ensure pupils' work is matched to these.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. The school provides pupils with their full entitlement to the National Curriculum. A good range of extracurricular activities, together with educational visits and visitors to the school widens pupils' learning.
Provision for pupils with special educational needs	Very good, with pupils receiving effective support from teachers and dedicated learning support assistants. Strong one to one support for pupils with a statement of special educational needs ensures they are fully included in all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, with particular strengths in moral and social development which make a positive contribution to pupils' good attitudes and relationships. Spiritual development is very good. Cultural development is satisfactory.
How well the school cares for its pupils	Good, pupils are well cared for in the school. Child-protection procedures are fully in place and health and safety issues are monitored regularly. Effective procedures for promoting and monitoring behaviour have brought about significant improvement in pupils' behaviour since the last inspection.

Parents who attended the meeting and who returned Ofsted questionnaires were supportive of the work of the school. They recognise the significant improvements made since the previous inspection. The school has very effective procedures for assessing pupils' learning and using the results of information gathered to plan pupils' future work.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for the future of the school. She is firmly supported by the deputy headteacher and a committed teaching staff who share that vision. Together, they are securing improvements in the standards pupils achieve.
How well the governors fulfil their responsibilities	Good. Governors have a much stronger understanding of the school's strengths and weaknesses. They are hard working and supportive.
The school's evaluation of its performance	Good. The headteacher and her colleagues have a clear and detailed understanding of the school's strengths and areas for improvement.

The strategic use of resources	Good. Funding for special educational needs is used efficiently. Funding for ICT resources is raising standards.
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The accommodation is good and has a positive impact on pupils' learning. Staffing levels are good and resources are satisfactory. The strength of leadership and management is one reason for the success in raising standards and bringing about significant improvement since the last inspection when serious weaknesses were highlighted. The school applies most successfully the principles of best value in its spending decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school has high expectations of their children.</li> <li>• Their children like school.</li> <li>• They are comfortable in approaching the school with questions or problems.</li> <li>• Teaching is good.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Better information about the progress their children are making.</li> </ul>

Nine parents attended the meeting with the registered inspector and 75 questionnaires were returned. Inspection findings support the positive views of parents. Inspection findings are that the school provides parents with good information about their children's progress.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

1. At the time of the inspection, there were 25 children in the reception class in the Foundation Stage of whom eleven were attending mornings only. In addition to the work of these children, judgements are based on looking at the work of the youngest children in Year 1. As the result of good teaching, children in the reception class make good progress in their learning from an average starting point. By the time they start Year 1, children exceed the expectations of the Early Learning Goals in all six areas of learning, with the exception of physical development where standards meet expectations.

2. The results of the 2001 National Curriculum assessments for pupils in Year 2 placed the school in the top five per cent of schools, and similar schools<sup>5</sup> nationally, because all pupils achieved the expected Level 2<sup>6</sup> and above in reading, writing and mathematics. The proportion achieving the higher Level 3 was below average in reading, above average in writing and well above average in mathematics for both all schools and similar schools. In the teacher assessments for science all pupils achieved Level 2 and above, but none achieved the higher Level 3. In science, teachers are insecure in their assessments of what pupils need to achieve to reach the higher Level 3. The school's results in 2002 confirm the year-on-year trend of improvement since the last inspection. The main factor in improvement is the high quality of teaching.

3. Current inspection findings are that at the end of Year 2, standards in reading and writing are above average, with those in mathematics well above average. More able pupils

<sup>5</sup> Schools with up to eight per cent of pupils entitled to free school meals.

<sup>6</sup> It is the national expectation that pupils should achieve Level 2 and above in the Year 2 National Curriculum assessments.

are suitably challenged and achieve high standards. In science, standards are above average. The school is sustaining the improvements made since the previous inspection where standards in reading and writing were judged to be 'average', with those in writing 'below average'. Standards in mathematics were judged to be 'good'.

4. At the end of Year 2, standards in information and communication technology meet national expectations and have improved since the last inspection where they were judged to be 'unsatisfactory'. Standards have improved because pupils now have regular opportunities to use computers to support their learning. Standards in religious education meet the expectations of the locally agreed syllabus and have improved from 'unsatisfactory' because of better teaching. In design and technology, history and music, standards exceed expectations for seven year olds. In art and design and physical education, standards meet expectations. There has been improvement in all subjects as a result of better planning and a higher quality of teaching. In geography, there was insufficient evidence to make a judgement.

5. The results of the 2002 National Curriculum assessments for pupils in Year 6 indicate that the school has maintained the high standards achieved in the previous year. Standards in English and mathematics were well above average in 2001, with standards in science very high and placing the school in the top five per cent of all schools. The 2002 results indicate that the school is sustaining the year-on-year improvement made since the previous inspection. Standards then were judged to be 'average' in all three subjects. Consistently good, and very good, teaching is the main factor in securing this improvement. The school has received two consecutive 'School Improvement Awards' in recognition of its success in raising standards.

6. Current inspection findings judge that at the end of Year 6, standards in English are above average, with those in mathematics well above average. In science, standards are very high. In all three subjects, more able pupils are suitably challenged and achieve high standards. Pupils achieve high standards because of good quality teaching, including high expectations of what they can achieve.

7. At the end of Year 6, standards in ICT are below national expectations. Although improving, standards are not high enough because of significant gaps in pupils' prior learning and they have not caught up. In religious education, standards meet the expectations of the locally agreed syllabus and have improved since the last inspection because of better teaching. In art and design, design and technology, history and music, standards exceed expectations for eleven year olds. In geography and physical education, standards meet expectations. There has been good improvement in all subjects because of better teaching and improved planning which ensures that pupils are taught the required knowledge, skills and understanding in all subjects.

8. Across the school, pupils with special educational needs make good progress in their learning and achieve well, with most reaching the expected levels in the National Curriculum assessments. Progress is good because of dedicated teaching and the very effective support given to pupils by learning support assistants which ensures these pupils play a full part in lessons. Pupils from ethnic minority groups make good progress and achieve the same good standards as the rest of the pupils. They play a full and active part in all lessons.

9. The school regularly amends its targets based on its analysis of both the National Curriculum results and those of the optional end-of-year assessments for each year group. With the exception of pupils expected to achieve the higher Level 3 in science at the end of Year 2, the school sets realistic and challenging targets for its pupils. Inspection evidence is consistent with the school having the ability to meet these targets.

### **Pupils' attitudes, values and personal development**

10. Pupils' attitudes to school are good, which represents an improvement on the satisfactory attitudes noted in the previous inspection report. Children in the reception class, in their third week of school, are brought into class by parents where they quickly and confidently settle to classroom routines. Absorbed in the range of activities on offer, they are content to be left. Older pupils respond well to stimulating and challenging lessons as was seen for instance in a Year 6 science lesson where pupils were studying the increasing length of night in autumn. Younger pupils in Year 2 showed very positive attitudes in a design and technology lesson in which they were designing and constructing 'Incy Wincy Spiders' to be winched up 'drain spouts'. The majority of pupils demonstrate interest, enthusiasm and a keenness to participate in their lessons.

11. Behaviour is good, representing a considerable improvement on the unsatisfactory behaviour reported at the last inspection. In lessons, pupils respond well to the school's positive ethos, teachers' high expectations and active pupil involvement in learning. In the playground, play is lively but not threatening; pupils take advantage of the wide range of toys, games and play activities on offer. The school is free of any sort of harassment, whether on gender, racial, faith or ability grounds; it is an inclusive community. Lunch is a pleasant, sociable event. Pupils are friendly and outgoing with visitors, and happy to talk about their school. Pupils in Years 5 and 6, in particular, are excellent ambassadors for the school. School premises, property and equipment are treated with respect and there is no sign of litter or graffiti. There have been no exclusions over the preceding twelve months.

12. Personal development is good. Pupils of all ages have classroom duties, which they carry out with minimal fuss. Older pupils have specific responsibilities for younger children; Year 5 and 6 pupils man the 'listening bench' in the playground (a refuge for those with nobody to play with), they escort younger classes into assemblies and they visit their classes to share reading books. All of these duties are carried out without self-consciousness. Pupils from all classes except reception have the opportunity to stand for election to the school council. Members take their responsibilities seriously when attending meetings. Pupils feel a sense of ownership of their school: for example a girl was seen tidying the cloakroom. She had not been detailed to do the job; she "just felt it needed doing." Other pupils, unprompted, looked after visitors at lunch, clearing plates and fetching drinks and puddings. Pupils' awareness of the world beyond school is enhanced by the school's involvement with the 'Young Enterprise' scheme.

13. Relationships are very good, and a strength of the school. The school itself is a model of co-operative working, with adults demonstrating good role models for pupils. In classes, there are strong relationships between staff and pupils. Pupils' contributions are valued. Lunchtime supervisors maintain order without a heavy hand, and earn the respect of the pupils. Relations between pupils themselves are very good. Older pupils look after younger ones spontaneously, and in lessons, pupils work well together, in groups and pairs.

14. Attendance is good, being above the national average for primary schools. There is virtually no unauthorised absence and pupils are punctual and lessons start on time.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

15. The previous inspection report judged that '16 per cent of teaching was unsatisfactory' and this was a factor in the school being placed into 'serious weaknesses'. The school was given the following key issue: 'take steps to eliminate unsatisfactory teaching through rigorous monitoring, support and evaluation; create a better balance between teacher instruction and independent learning; match pupils' tasks to their abilities, particularly for higher attainers; use good practice in the school as exemplars for others'.

16. Current inspection findings show that the quality of teaching is good and that it is having a significant impact on the improving standards pupils achieve. The key issue from the

previous inspection has been addressed fully and no unsatisfactory lessons were observed. The majority of teaching was good, with a high proportion which was very good or excellent. Findings confirm the very positive views of parents, where 93 per cent agreed or strongly agreed that teaching in the school is good.

17. In reception, the quality of teaching and learning is good and some very good teaching was observed. The adults work closely together as an effective team and clearly know the learning needs of children of this age. The quality of relationships is a significant strength, providing a very positive social experience for these children. Although curriculum planning is appropriately based on the Early Learning Goals, at this stage in the school year, too great an emphasis is being placed on teaching to the National Literacy and Numeracy Strategies.

18. In literacy, the quality of teaching is good, overall, with examples of very good teaching. Teachers plan their lessons to meet the requirements of the National Literacy Strategy. They nearly always share with the pupils what they want them to learn and, in the best lessons, ask them at the end whether they have achieved this. Most teachers ensure the work is matched to the varying ages and attainment levels of pupils in their classes but is challenging enough to make sure pupils maintain a good rate of learning. Learning support assistants provide very good support for those pupils who need help with their work.

19. Teaching of numeracy is good and makes a major contribution to the high standards pupils achieve. Teachers show good subject knowledge and implement effectively the National Numeracy Strategy. Mental arithmetic sessions are fast and challenging, with a good emphasis on pupils applying mental skills to problem solving. In the main part of lessons, work is matched carefully to the differing learning needs of pupils, with the result that all make good progress. Teachers make very good use of resources, including learning support assistants to support pupils.

20. Teaching of pupils with special educational needs is good and makes a positive contribution to the good progress made in lessons. Teachers are aware of the targets in pupils' individual education plans and they work in effective partnership with learning support assistants to ensure that pupils work to those targets. Pupils take a full part in lessons and are encouraged to be involved fully in lesson introductions and in the final or plenary session.

21. Teaching of pupils from ethnic minority groups is good and ensures that pupils take a full part in all aspects of lessons. As a result, pupils make good progress and achieve the same high standards as their classmates.

22. Teaching of information and communication technology is satisfactory and is contributing to the improving standards in the subject. Teachers show greater confidence in teaching the subject and plan more opportunities for pupils to use computers to support their learning in many subjects. In literacy and numeracy lessons, there are more planned opportunities for pupils to use computers. Teachers' planning includes opportunities for pupils to use literacy, numeracy and ICT skills in other subjects: for example in science where pupils in Years 5 and 6 investigate changes in the hours of daylight as the weeks pass.

23. In the best lessons, teachers share the learning objective with pupils, which immediately engages pupils in their own learning. For example in a Year 2 design and technology lesson when the teacher said that the objective was to make 'Incy Wincy Spiders', there was a resounding chorus of "Yes!" from the pupils. The enthusiasm and application to work that followed was most impressive. In lesson introductions, teachers show good subject knowledge which they pass on to pupils with interest and enthusiasm. For example, in a games lesson in Years 3 and 4, the teacher's skills in demonstrating how to throw a chest pass resulted in pupils making good progress in the lesson. In a numeracy

lesson in Years 5 and 6, the teacher made very good use of the whiteboard to show pupils how to convert pounds into kilograms.

24. Where teaching is strong, planning meets the learning needs of all pupils in the class. For example in a Year 2 numeracy lesson on money, more able pupils had to use the computer and chose from a café menu items that would cost exactly £1.50. Average ability pupils explored ways of making amounts of money with a set number of coins: for example 55p using only five coins. Less able pupils were able to practise their money skills by buying items from the class 'shop' and giving the right amount of money or, where change was needed, checking it was correct. Such planning ensures that all pupils make good progress in lessons and are fully absorbed in their work.

25. Teachers use successfully the final or plenary part of lessons to check on the progress that pupils have made in lessons. For example in an art and design lesson in Years 5 and 6 on using 'cold' and 'warm' colours to represent feelings, pupils were asked, "Have you conveyed your emotions to those who viewed your work?" This ensured that pupils had the opportunity to measure their own success in meeting the lesson objective.

26. A significant strength of teaching is the use of resources. Teachers use learning support assistants most effectively to support pupils, particularly in group work. In addition, in whole class sessions, teachers use learning support assistants to make assessment notes on pupils' work; this is a strong feature of physical education lessons. In a numeracy lesson in Years 5 and 6, the teacher provided a very good range of items for pupils to weigh in both metric and imperial measures. Because the resources allowed pupils to work in pairs, very good progress was made in the lesson in reading scales accurately and in learning how to convert pounds into kilograms.

27. Relationships are good and teachers manage pupils well and this makes a significant contribution to the marked improvement to behaviour and attitudes to learning. Teachers work hard to encourage pupils to be independent and to work in pairs and this is reflected in pupils' very positive attitudes to work in lessons. Marking and day-to-day assessment of pupils' work are good. Teachers make good use of homework to support and extend learning.

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

28. An appropriate curriculum is now in place in the school, which meets statutory requirements and is an improvement since the last inspection. The quality and range of learning opportunities are good overall.

29. The quality and range of the curriculum provided at the Foundation Stage are satisfactory. The curriculum is broad and balanced and is well planned to meet the requirements of the Early Learning Goals. However, there is an over emphasis being placed on the teaching of literacy and numeracy skills at this very early stage of the year. In addition, children do not receive sufficient opportunities for regular outdoor play as part of their physical development.

30. There is a satisfactory curriculum in place for pupils in Years 1 to 6, which provides a good range of learning opportunities. In addition, the requirement of the Wiltshire Agreed Syllabus for religious education is being met. There has been a very good improvement in the curriculum provision since the last inspection. The planning for mixed aged classes to ensure no unnecessary repetition of work is secure and pupils make good progress in acquiring key knowledge, skills and understanding as they move up through the school. However, in history and geography, whilst satisfactory at present, there is a need to improve the systematic development in pupils' knowledge and understanding.

31. The school has developed very good strategies for the teaching of literacy and numeracy skills. The national strategies have been successfully implemented with a corresponding improvement in standards. Both subjects are effectively being used to support work in other aspects of the curriculum.

32. Detailed policies and good planning, approved by the governing body and its curriculum committee are fully in place, as is the locally agreed syllabus for religious education. This provides an effective base for termly and weekly planning which is now effective in the school and has been instrumental in the provision of a good quality of learning opportunities for pupils.

33. The provision for pupils with special educational needs is good. Pupils receive appropriate support from learning support assistants who play an active part in assessing pupils' progress. Pupils who need them have appropriate individual education plans. Pupils with statements of special educational need are included in all activities and receive effective support. The Code of Practice for special educational needs is appropriately met.

34. The curriculum is designed to ensure equality of access to all pupils. The school's positive ethos indicates that all pupils take a full part in lessons and all aspects of school life. However, the school does not have clear procedures for ensuring that pupils are not taken out of the same lesson at the same time each week to receive additional support or to be heard reading by parent helpers.

35. The provision for pupils' personal, social and health education is good. Throughout the school, pupils are made aware of the need to keep bodies healthy and how to do so. The school has an approved sex education policy. In June 2002, it identified the need to construct an approved policy for drugs education. This still has to be implemented. Pupils sometimes independently show very good examples of social and personal development. The school's use of 'Golden Time' to reward good personal, social and moral behaviour during the week reinforces pupils' development in this area.

36. There is a good range of extracurricular activities for pupils. These include gardening club, recorder group, choir, chess club, netball, football and French. These add to the overall quality of the curriculum which the school provides. The school has greatly increased the visits it makes since the last inspection; visits include two residential options for older pupils. Similarly, many visitors visit the school. Some have enriched the pupils' cultural awareness, for example the opportunity to listen to and play African drums. Again, these opportunities enrich curriculum provision.

37. Effective links have been established with parents and the local community, playgroup and secondary school. The playgroup visits to have lunch. Regular liaison takes place with the secondary school. The local vicar, ministers and members of the community visit to help with assemblies, clubs and religious education.

38. The school makes good provision for pupils' spiritual, moral, social and cultural development overall. This has improved significantly since the last inspection.

39. Provision for spiritual development is very good. Religious education lessons, acts of worship, and personal, social and health education all add to pupils' experience of spirituality. Other areas of the curriculum enhance the spiritual feelings of pupils: for example pupils in science experiments experienced a sense of wonder with a light sensor. Every pupil was still and held by the moment. The ethos of the school exemplifies its Christian foundation where care and concern for each other's wellbeing is obvious at all times.

40. Pupils' moral development is good and the school actively encourages this by having rules clearly understood by all and adhered to by the vast majority of pupils. Adults are good

role models and treat pupils with firmness, consistency, care and concern. The majority of adults in the school consistently look to praise and reward good behaviour.

41. Provision for development of pupils' social skills is good. The social climate of the school is good. Pupils work readily in pairs and small groups. They take turns when speaking and listening, queue in an orderly manner and constantly are aware of the feelings of others. Pupils welcome the listening bench where they can share problems rather than go to an adult.

42. Provision for pupils' cultural development is now satisfactory. The school has provided pupils with experiences of other cultures, noticeably African. Religious education plans now include opportunities to study other religious communities, such as Jews and Muslims. The school recognises the need to develop this still further in some areas of the curriculum, such as in geographical enquiry and the provision of ethnic instruments. The school has developed consistent practice in this area, which is continuing.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

43. Procedures for ensuring pupils' welfare are good. The headteacher is the designated person for child protection purposes. All staff and volunteers are aware of the procedures to be followed in cases of concern. Appropriate support plans are in place for children in the care of the local authority.

44. All necessary health and safety procedures are in place and are effective. A governor is responsible for the matter; she and the headteacher conduct regular inspections of the premises. Risk assessments have been carried out for most areas of school life; the school has satisfied itself that the centres used for pupils' residential visits are properly and professionally managed. Contracts are in place for the safety inspection of electrical, fire, physical education and play equipment. The fire bell is regularly tested and fire drills are carried out periodically. There are competent arrangements for pupils' medical needs and first aid.

45. There are good procedures for monitoring and promoting attendance. Registers are properly kept and any instances of unsatisfactory attendance are followed up; the school has access to the services of an education welfare officer. Parents receive a copy of the school attendance policy. Whilst an increasing number of parents are taking advantage of cheaper holidays in term time, the numbers do not constitute a real problem. The school has a welcoming, friendly atmosphere and 99 per cent of parents report that their children enjoy attending – a fact which has a significant bearing on the high attendance levels.

46. Procedures for monitoring and promoting good behaviour are very good. The previous report noted that the 'new headteacher has focused upon encouraging a positive ethos in the school'. That focus has been maintained resulting in the transformation of behavioural standards. The dominant ethos of the school is one of encouragement. Each Friday's assembly is a celebration assembly at which good work and effort are publicly rewarded. Names of pupils whose achievements have been celebrated are displayed in the school foyer. Pupils can earn an activity of their choice ('Golden Time') through good behaviour. In classrooms, there are displays with titles, such as, 'What have you done today which is helpful?' Lunchtime supervisors, who have been trained in behaviour management, have their own reward system. Constructive play at break time is encouraged by the provision of a range of toys, games and other activities. Lunchtime supervisors suggest and initiate activities – they do not merely supervise. Classroom teachers and the headteacher monitor behaviour. If necessary, parents are brought in and behaviour plans are set up. Instances of bullying and racially offensive conduct are recorded and addressed in pupils' personal social and health education lessons (each class has one such session every week). The school's procedures for promoting a racially harmonious atmosphere are very effective.

47. Procedures for assessing pupils' attainment and progress are good, particularly in English and mathematics. The results of pupils' statutory and non-statutory national tests are analysed in detail and used to inform the school's target setting process. The process is, however, less successful in science in Year 2. Day-to-day assessment is very effectively used – a marked improvement upon its unsatisfactory use recorded in the previous inspection report. In a number of lessons observed, teaching assistants were assessing pupils as the lesson progressed – an effective use of their time and skill.

48. There are good procedures for monitoring and supporting pupils' academic progress and personal development. Teachers maintain detailed records of pupils' progress, especially in writing, spelling, reading and mathematics. These records ensure that appropriate, informed support can be given from a sound basis of knowledge about the child. The small size of the school, and the very good relationships between pupils and all staff ensure that pupils' personal development is securely overseen.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. The school has developed good effective links with parents. It provides information of a good quality about the school and school events. Both the prospectus and the governors' annual report are readable and informative; both meet statutory requirements. Regular, chatty newsletters keep parents informed of school events. Good information is provided about pupils' progress through regular meetings and reports. Each class gives parents advance information regarding the topics their children will be studying over the ensuing term. Parents have three formal opportunities a year to meet staff and discuss their children's progress. These are well supported – the headteacher estimates that 95 per cent of parents attend. Pupils' annual reports are good; they address each subject of the National Curriculum separately and provide the parent with a clear judgement about the child's attainment and progress. Good detail about pupils' personal development is provided and pupils are given the opportunity to express a view about the year's work in each subject. Parents are invited to add their comments. At the previous inspection, pupil reports were said to be unsatisfactory; the school has firmly addressed that criticism. In addition to comprehensive annual reports (issued halfway through the school year, in February – an innovation universally welcomed by parents), parents are given brief progress reports on their child's attainment in statutory and non statutory national tests. Informal access is particularly easy – staff are always prepared to have a quick word with a concerned parent at the beginning or end of the day and the headteacher is usually to be seen by the school gate.

50. Parents make a significant contribution to their children's learning both at home and at school. A number of parents work voluntarily in school; several were seen during the inspection including a mother in costume as Jane – Samuel Pepys' maid – describing the Great Fire of London to a Years 1 and 2 history class. Others come in regularly to hear children read or help with swimming. Parents provide good support at home; parents look at their children's homework and spelling books and use them as vehicles for home-school dialogue. Home-school reading records are very well supported from reception through to Year 6; the strong parental support contributes to pupils' good standards in reading. The school is supported by an active 'Friends' association, which acts both as a link between school and community, and as a fundraising body. Pupils benefit directly from their activities, which have provided, amongst other things, a digital camera and books for the school library.

51. Parents' views of the school are very positive. The Ofsted pre-inspection questionnaire attracted a high response, and the great majority of those responses were strongly favourable. Parents spoken to before and during the inspection were unanimous in their support of the school and in their praise of the improvements achieved since the last inspection by the headteacher and staff. In particular, parents appreciated the friendly welcoming atmosphere in the school. They were pleased by the children's good manners,

good behaviour and outgoing confidence. There was universal praise for staff's willingness to discuss problems readily and informally.

52. The pre-inspection questionnaire raised no significant concerns. However, fifteen per cent of respondents were unable to agree that they were kept well informed about their children's progress and seven per cent expressed concerns about homework and out-of-school activities. Inspection evidence does not support those concerns. Information provided about pupils is good, as is the range of extracurricular opportunities, which includes two residential visits as well as a variety of lunchtime and after school clubs. Good use is made of homework which attracts the support and involvement of a significant number of parents.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

53. The overall leadership and management of the school are good and represent a significant improvement since the last inspection. The headteacher's leadership is very good. Appointed not long before the last inspection, she has overseen significant, steady improvements in the quality of the curriculum, the quality of lesson planning and of teaching, through rigorous monitoring and evaluation. As a result, the quality of education, and especially teaching, throughout the school has improved significantly, and the performance of Year 6 pupils in the national tests in 2001 in English, mathematics and science was well above average. As a result, the school received a School Achievement Award for the improvements made in 2001 and 2000. The headteacher has a clear vision of how she sees the school developing, and this is linked firmly to improving the quality of education and standards. Although, with the staff and governors she has developed a comprehensive plan indicating school improvements for the current year, there is nothing written establishing priorities for future developments. Her very effective and enthusiastic leadership has cultivated a team spirit within the school community so that there is a shared, whole school determination and capacity to succeed in the pursuit of raising standards. The senior management team, which includes the very effective deputy headteacher, work very well together and their complementary individual expertise leads to a successful management structure. The wholly appropriate aims of the school are met and a very positive ethos pervades the school.

54. Governors are keen, supportive and take an active role in the management of the school, which is a great improvement since the last inspection. Many are regular visitors to the school offering practical help, for example, reading with pupils and DIY, as well as developing their role in monitoring through lesson observations. They fulfil their statutory obligations which include the most recent requirement to devise their policy on race equality. The school monitors and evaluates its performance closely and governors have a growing understanding of the school's strengths and weaknesses. They make good use of the detailed analysis of assessment results and compare them with other schools both locally and nationally.

55. The school is effective in evaluating the curriculum and teaching, and the impact it has on pupils' learning, especially through classroom observations undertaken by the headteacher, senior management team, outside agencies and in some cases, subject leaders. The senior management team monitors pupils' progress through monitoring work in books each half term, giving them a clear picture of the progress made. The role of subject leaders has developed very successfully in some subjects, for example, English and mathematics. In other subjects the development has been restricted: for example in history and geography where the long term sickness of a teacher has inhibited progress. However, most subject leaders now have focused development plans, have worked hard to review planning in line with curriculum changes and keep governors up to date with developments.

56. The special educational needs co-ordinator provides effective leadership and management. The school is meeting fully the requirements of the new Code of Practice.

Individual education plans are of good quality and contain clear, realistic and achievable targets. The co-ordinator has established effective links with outside agencies. Parents are encouraged and expected to support their children. Effective leadership and management and use of all dedicated funds contribute to the good progress made by pupils.

57. Financial management is good. The finance officer works closely with the headteacher and governors in setting and monitoring the budget. The members of the governing body's finance committee apply the principles of best value to the purchase and hire of goods and services. For example, they have successfully contracted out the school meals and cleaning services and are monitoring the effects of this. Financial systems are good and the school makes good use of modern technology. The recommendations of the most recent audit report have been put in place. Short term educational priorities are well supported through the school's financial planning. However, currently there is no formal written overview of plans for future developments and the related financial implications they may incur. For example, the balance of the budget for the financial year 2001/2002, was 12.5 per cent of the year's income, which is in excess of an average budget surplus. Although the school has created a new class and used the surplus to resource it, there were no written plans to indicate the proposed spending.

58. Specific grants are spent appropriately and best value principles are followed. For example, funds allocated for students training to be teachers are used very effectively to enable the deputy headteacher to support the students during their time in the school.

59. The ability of the teachers and support staff to meet the demands of the curriculum is good and is an improvement on the judgements made in the previous report. Performance management procedures are well underway; all staff are fully involved and regularly undertake training to update their skills and knowledge. The staff work very well together as a team and are dedicated to providing the best education possible. They are instrumental in raising the standards in the school. Teachers, new to the profession and to the school, are given very good support when they start. The administration procedures are carried out very effectively enabling the school to run smoothly, so that routines are familiar to staff, parents and pupils.

60. Learning resources are satisfactory, although the current provision of gymnastics equipment, especially for the younger pupils, is barely satisfactory. Resources for mathematics and music are good. Resources are well organised and easily accessible. Teachers make resources which support learning effectively, such as banks of words for subject topics, that help pupils with their spelling and widen their vocabularies. Teachers use the school grounds, organise visits and invite visitors with expertise to the school to enhance pupils' learning. All resources are used well and make a positive contribution to raising standards. The accommodation is good. The classrooms, hall and outdoor play areas enable all areas of the curriculum to be taught. The buildings are clean and well maintained. The learning environment is enhanced by very attractive displays of teaching and learning aids and pupils' work. Outside, the provision of a wild area, playhouses, adventure area and attractive tree and flower planting, provides an aesthetic learning environment.

61. Given the average attainment on entry, the good quality of teaching and learning and the above average standards achieved, the school has improved considerably. Although spending per child is above average the school now gives good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER**

62. In order to raise standards the headteacher, staff and governors should:

- **Raise** standards in information and communication technology by rigorous monitoring of the implementation of the current action plan.  
(Paragraphs: 7,111,115,121,133.)

- **Write** a strategic long term development plan for the school.  
(Paragraphs: 53, 57.)

- **Provide** in-service training so that teachers have a clear understanding of what pupils in Year 2 need to achieve in order to reach the higher Level 3 in science in the National Curriculum teacher assessments.  
(Paragraphs: 2, 24,47,94.)

In addition the governing body should consider including the following in its action plan:

- Ensuring that in the early part of a new school year, children in the reception class are taught communication, language and literacy and mathematical development; and that they have more opportunities for outdoor play as part of their physical development.  
(Paragraphs: 17, 71, 73.)
- Ensuring that pupils are not taken out of the same lesson each week for additional support or help.  
(Paragraph: 34.)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	15	13	0	0	0
Percentage	7	24	37	32	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 two percentage points.

### 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)	135
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
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	0

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

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.02
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	Total
	2002	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (94)	100 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (94)	100 (94)
	National	85 (85)	89 (89)	89 (89)

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

Due to the number of boys and girls being less than 10 only totals are reported.

### 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	14	12	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	14
	Girls	11	11	12
	Total	25	23	26
Percentage of pupils at NC level 4 or above	School	96 (90)	88 (90)	100 (100)
	National	N/A (75)	N/A (71)	N/A (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	14
	Girls	10	11	12
	Total	21	22	26
Percentage of pupils at NC level 4 or above	School	81 (90)	85 (81)	100 (100)
	National	N/A (72)	N/A (74)	N/A (82)

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

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

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	131	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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)	5.6
Number of pupils per qualified teacher	24
Average class size	27

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

Total number of education support staff	6
Total aggregate hours worked per week	96

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/2002
	£
Total income	360,768
Total expenditure	363,226
Expenditure per pupil	2,671
Balance brought forward from previous year	47,640
Balance carried forward to next year	45,140

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
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)	0.5
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	135
Number of questionnaires returned	75

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	40	0	0	1
My child is making good progress in school.	55	41	3	0	1
Behaviour in the school is good.	41	55	1	0	3
My child gets the right amount of work to do at home.	31	61	4	3	1
The teaching is good.	57	36	3	1	3
I am kept well informed about how my child is getting on.	43	41	15	0	1
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	72	25	3	0	0
The school works closely with parents.	45	49	5	0	1
The school is well led and managed.	71	23	3	0	3
The school is helping my child become mature and responsible.	57	41	1	0	1
The school provides an interesting range of activities outside lessons.	26	51	4	3	16

## **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**

63. The children start in the reception class in the September following their fourth birthday. At the time of the inspection the older children whose birthdays are before Easter were attending full-time, the rest were attending in the morning and will be full-time after Christmas. The majority of the children have had some pre-school experience at the local playgroup. They enter reception with overall attainment assessed as average. Children achieve very well and make good and often very good progress during their time in reception due to the good teaching and good range of learning opportunities provided. Good induction procedures are in place, which help to develop good relationships between home, play group and school, and these have a positive impact on the way children quickly settle into the routines. At the time of the inspection, all of the children were four-years-old.

#### **Personal, social and emotional development**

64. The quality of teaching is very good and, together with the strong emphasis placed on developing social skills, this means that children are on course to exceed the Early Learning Goals in this area of learning by the time they start in Year 1. The very good range of opportunities and activities provided for the children's personal, social and emotional development ensures that the majority of children make very good progress. Children make particularly good progress in developing their independence and self-confidence as they make choices, organise themselves for the activities and clear away sensibly. Most work well together in pairs and in groups and often help each other; for example, one boy helped another put on his coat. They line up for drinks and snacks at 'snack time', sensibly waiting their turn. Children enjoy taking responsibility for simple tasks, for example, taking the register to the office and helping to prepare for 'snack time'.

65. Almost all of the children listen and behave well. They develop good attitudes to school and are keen and enthusiastic to take part in all the activities on offer. They follow instructions and persevere with their tasks for a good length of time, for example, when working at the computer. Children make good use of a self registration board in the mornings to indicate their dinner time requirements and most are beginning to develop an understanding of how to use the planning board to 'sign themselves in' for activities. Most know what is expected of them and respond very well to the good classroom organisation. They know where to hang coats and bags and are very able when dressing themselves for physical education or practical activities.

#### **Communication, language and literacy**

66. The children start school with average skills in communication, language and literacy. However, they make good and sometimes very good progress in response to the good teaching, so that by the end of the reception year the majority exceed the Early Learning Goals in this area of learning. The role play area encourages the development of the children's language skills. Children often share objects they bring into school with the others and are encouraged through good questioning by the staff to describe and talk about them; most do so clearly, often using full sentences.

67. Children enjoy a range of books in the book corner where some choose to spend time looking at books. Children's early reading skills are developed through regular story sessions and sharing books with staff and their parents. Most children build up a story from the pictures in their books and the higher attaining children recognise familiar words easily and read simple texts. The children's writing and phonic skills are developed well as they work

with the teacher to build up a list of things they need at bedtime. In this session, several of the more able children were skilled at recognising letter sounds and were blending these to read simple words.

### **Mathematical development**

68. The quality of teaching and learning in the mathematical area of learning is good and most children are on target to exceed the expected Early Learning Goals in this area of learning. Most children recognise and name simple shapes, such as circles, triangles, rectangles and squares, and many referred to these shapes when looking at kites later in the day. More able children count the number of sides of a triangle and recognise that it is the same as the number of 'points'. These children count objects up to five and beyond, and when playing a game with five objects know how many have been taken away by the number left. When comparing the sizes of circles, the children develop their mathematical vocabulary, using words such as 'smaller', 'smallest', 'bigger', and 'biggest'. The teacher often uses songs, rhymes and counting games to help make the learning of numbers fun as well as to reinforce children's learning of how to count on and back.

### **Knowledge and understanding of the world**

69. Good teaching and a well organised curriculum with a balance of activities ensures that the children will have exceeded the Early Learning Goals by the end of their reception year. They make good, and sometimes very good, progress as they investigate through practical experiences, for example, 'What makes a kite fly?' and 'What is the best shape for a kite?' They design their own kites, and use letters, marks and pictures to indicate the materials they will use to make them. During a walk in the rain, the children observed and talked about rain coming from the clouds and drainpipes carrying water from the roof to the drains. Through good questioning techniques the teacher gave children the understanding that the playground would be flooded if there were no drains to take the water away. Some knew that the sun dries up the puddles.

70. The children gain sound early information and communication technology skills when they use number, language and other programs confidently, either independently or with a partner. They quickly learn what the icons are for, and show satisfactory control of the mouse as they click on them. children show a good elementary understanding of how things work as they build a range of models using construction toys.

### **Physical development**

71. The children make satisfactory progress in their physical development and are likely to attain the Early Learning Goals in this area of learning. The children gain some of the necessary experiences as they use the apparatus and equipment in the school hall, but much of this is unsuitable for these young children. Children mainly use the secure outside play area as a whole class, which limits their space and choice of the wheeled vehicles. However, most children show good co-ordination, riding, pulling and pushing the toys with due regard to others around them. Currently there is no suitable equipment that will allow the children to climb and balance in order to make greater progress and further develop their control and co-ordination. Most children control tools such as pencils, brushes and scissors correctly in the wide range of activities provided for them. Teaching is satisfactory.

### **Creative development**

72. Children are well taught, respond well and make good progress in their creative development. Activities are organised so that children can express themselves through painting, printing, drawing, making collage pictures and working with malleable materials such as 'play dough'. Good links are made with children's learning, for example, about the

weather, as they paint colourful umbrellas. They enjoy experimenting with paint and mixing colours; most know the names of the colours they use. In the role-play area they engage in imaginative play based on their own experiences. They enjoy singing songs and join in enthusiastically, remembering the words and actions.

73. The quality of teaching and learning are good in reception overall and some very good teaching was observed. Adults work closely together as an effective team and clearly know the learning needs of children of this age. The quality of relationships is a significant strength, providing a very positive social experience for these children. Although curriculum planning is appropriately based on the Early Learning Goals, at this stage in the school year, too great an emphasis is being placed on teaching to the National Literacy and Numeracy Strategies. Children are assessed regularly and outcomes from assessments are used well to identify individual needs and to inform planning. The teacher and support staff maintain detailed and informative records. Children with special educational needs are well supported and all children have the opportunity to take part in all activities. Learning resources are good to support all six areas of learning and they are well organised and easily accessible to adults and children. Well thought out practical activities such as kite flying with an expert enhance pupils' learning considerably. However, there are some shortcomings in the provision for aspects of physical development. Currently, the teacher is bidding for funding from the budget carry forward to develop the outside area and improve the quality of provision for all aspects of learning, especially physical development.

## **ENGLISH**

74. Standards in English have improved greatly since the last inspection and at the end of Years 2 and 6, pupils achieve above average standards with those with special educational needs performing well.

75. Overall, speaking and listening skills of pupils throughout the school meet expectations for their ages. However, there is a significant minority of pupils in all age groups who display above average standards in speaking and listening. Most pupils speak clearly, and communicate their thoughts and feelings well in lessons. They speak confidently and articulately using an increasingly wide vocabulary as they move through the school. Teachers are good role models and speak clearly, enunciating their words properly. They value the contributions pupils make when answering questions or making comments, giving them a greater confidence. Pupils improve their speaking skills through group and class activities. For example, pupils in Year 2 were retelling a story they had heard, each one adding a sentence as they passed 'Mog' the toy cat round their circle. Pupils listen attentively to their teachers and each other and this contributes greatly to their learning.

76. Throughout the school, reading skills are above average. Pupils read a variety of appropriate texts, and observations indicate that they use non fiction books effectively for research for topic work. In an early morning activity during registration, pupils in Years 5 and 6 were using atlases to look for Warsaw in preparation for their literacy lesson. Year 1 pupils associate sounds with different letters and many read simple texts, making good use, when necessary, of letter sounds, pictures and the meaning of the sentence to help them decipher unfamiliar words. Pupils in Year 2 read accurately from increasingly more difficult books as they get older, talk knowledgeably about characters in the stories they have read and discuss other stories they have heard. More able pupils in the class frequently predict what might happen next in the story. By the time they are eleven-years-old, most pupils are fluent readers and show a good understanding of the text. For instance, one pupil gave a clear, succinct précis of the beginning of the story she was reading and referred to the text when explaining her ideas. Many pupils confidently discuss books they enjoy reading and their preferred authors. They choose books carefully and are encouraged to read a wide range of books, including poetry, fiction and non fiction and most write a brief analysis of the book

when they have finished reading it. Because they enjoy reading so much, some pupils say they borrow books from the public library to supplement their reading at school.

77. Writing skills are well developed and standards at the end of Years 2 and 6 are above average. The school has seen improving pupils' writing as a high priority and is still working to improve this further through developing and using literacy skills in other subjects. For example, Year 2 pupils were formulating questions they wanted answered about the Fire of London, and used and developed their writing skills as they wrote these down, using question marks correctly. Within the literacy hour pupils develop their writing skills appropriately and learn to write for different purposes and audiences. During the inspection, pupils in Year 1 were learning how to write simple instructions. In this excellent lesson, the class teacher ensured that the pupils knew what instructions were, modelled making a cereal breakfast clearly, using instructional language to express what she was doing, and gave the pupils banks of words to help them with their spelling. Some pupils were making very good use of the alphabet friezes and other aids around the classroom walls to help with their spelling. In Year 2 pupils were writing sentences distinguishing between those which needed an exclamation mark or a full stop at the end.

78. In a lesson observed, Year 6 pupils were building up a character study of a character in the class story they were reading. Some more able pupils were making deductions and using inferences in the text effectively to help them build up a picture of the character. They were organising their work well, using web diagrams and making reference to the basis of their evidence. During this session, there was a good level of collaboration as the pupils discussed the text and helped one another to a greater understanding.

79. Overall, standards of spelling and grammar are good. Throughout the school, pupils use dictionaries, word banks and other visual aids effectively to help with their spellings, and teachers usually correct misspelt words in pupils' books. Most of the Year 2 pupils use capital letters and full stops to punctuate their sentences correctly. In their work, the more able Year 5 pupils (now Year 6) were, at the end of last year, beginning to write longer imaginative pieces of work and paragraphing them. Nearly all pupils take a pride in their written work, presenting it in a neat cursive style of writing to a good standard. Most teachers provide good examples of writing when they write on the board. However, there were only a few examples of pupils using their word processing skills to produce final copies of their work.

80. Most pupils throughout the school are making good progress in their knowledge and use of English, through the consolidation and reinforcement of previous learning. Often, during literacy hours, some pupils were observed to be making very good progress in their learning owing to the high expectations of the teachers, and the brisk pace of lessons. Pupils with special educational needs make good progress in relation to their prior attainment with work that is matched to their particular needs. The help they receive from learning support assistants enhances the progress they make.

81. The quality of teaching varies, but is good overall, and occasionally very good. Teachers plan their lessons in line with the requirements of the National Literacy Strategy. They nearly always share with the pupils what they want them to learn and, in the best lessons, ask them at the end whether they have achieved this. Most teachers ensure the work is matched to the varying ages and attainment levels of pupils in their classes but is challenging enough to make sure pupils maintain a good rate of learning. Learning support assistants provide very good support for those pupils who need help with their work. In the introductions to lessons, teachers use skilful questioning techniques to revise and review work covered in previous lessons, and they value the contributions made by their pupils. Teachers give clear instructions and explanations for follow-up work and have high expectations that pupils produce their best work. They build effectively on pupils' enthusiasm for their work and eagerness to learn, so that from an early age, pupils sustain concentration

even when not directly supervised by an adult. The good standards of handwriting throughout the school are an example of teachers expecting the best. In all classes, teachers monitor pupils' reading carefully, both through the guided reading sessions in the literacy hour and through pupils' independent reading. Pupils regularly take their reading books home to share with their parents, or in the case of older pupils for extra quiet reading practice. The 'Share a Book' is used as an effective vehicle for a two-way dialogue between staff and parents, especially those of the younger pupils.

82. The subject leader is experienced in the role and manages the subject very well. She has developed a clear and detailed policy statement in line with the National Literacy Strategy. All teachers have adapted the National Literacy Strategy lessons appropriately to meet the needs of the mixed-age classes. The school is continually working to raise standards in writing throughout, as national assessment test results over the last two years have not shown the same improvement in writing as in other aspects of English. This has had positive effects on standards. The headteacher, subject leader and outside agencies have undertaken some monitoring of the effects of the National Literacy Strategy on pupils' attainment through direct classroom observation and analysis of work. The library has a suitable range of fiction and non fiction books and, situated next to the classroom of the Years 5 and 6 pupils, provides a valuable space for pupils' independent research. Literacy skills are used effectively to support other subjects for example: geography.

## **MATHEMATICS**

83. At the end of Year 2 and Year 6, standards are well above the national average in mathematics and have improved significantly since the previous inspection when they were judged to be 'average'. The improvement is the result of good teaching linked to much higher expectations as to what pupils can achieve. More able pupils achieve very high standards. Pupils with special educational needs make good progress and many achieve the nationally expected levels at the end of Year 2 and Year 6.

84. Pupils apply successfully their literacy skills, especially when solving word problems. In interpreting data from graphs, tables and charts, they show good understanding. Pupils use effectively their numeracy skills when they measure results of experiments in science and when they measure ingredients in food technology. A particular strength is the confident use of speaking and listening skills. For example, a pupil in Year 6 explained clearly to her class how to use a scale from '0oz to 1lb' when using imperial measures. She explained and demonstrated on the whiteboard where to put '4oz, 8oz and 12oz'. Information and communication technology skills are used successfully, for example in solving money problems and in entering data into spreadsheets.

85. Pupils make good progress in the use and application of mathematics into problems and investigations. In Year 2, pupils solve accurately problems, such as 'The bus left at 10 o'clock. It took 30 minutes to get to the shops. What time did it get there?' In Year 4, in work linked to food technology, pupils change the amount of ingredients in a recipe for four people to one for three people. In Year 6, pupils solve confidently problems, such as 'In a million hours would you be alive and how old would you be?'

86. Progress in number work is very good. At the end of Year 2, pupils know their 2, 3, 4, 5 and 10 times tables and use this knowledge when solving mental arithmetic problems. Pupils read, write and order numbers to 1,000 and are accurate in solving addition and subtraction involving hundreds, tens and units. By Year 4, pupils read, write and order numbers to 10,000 and know how to round to the nearest 10, 100 and 1,000. Through solving money problems, pupils are accurate in the addition and subtraction of decimals. In Year 6, pupils read, write and order numbers to 1,000,000 and show very good application of the four rules of number in solving problems. They understand the relationship between fractions, decimals and percentages.

87. In work on shape, space and measures, pupils make very good progress. In Year 2, pupils tell the time to the hour and half hour. They recognise and name common two-dimensional shapes and show a good understanding of comparative measures, such as 'longer than/shorter than'. In Year 4, pupils recognise and name right angled, acute and obtuse triangles. They recognise common three-dimensional shapes and know which net makes a particular shape. In Year 6, pupils show good skills in reading scales and other measurements. They measure accurately angles to the nearest degree and understand rotational symmetry.

88. Progress in handling data is good. In Year 4, pupils plot accurate graphs showing, for example how the temperature in a room changes from bedtime to the next morning. They understand that if the temperature is  $-7$  and falls by 5 degrees the temperature will be  $-12$ . In Year 6, pupils show good skills in collecting data and drawing well labelled and accurate graphs, for example showing the ten highest mountains in the world. Pupils are very confident in drawing the correct scales and in interpreting the information shown.

89. Teaching is good and makes a significant contribution to the high standards achieved. Teachers implement most effectively the National Numeracy Strategy. In lessons, the mental arithmetic session is fast and challenging. For example in Years 5 and 6, pupils were expected to apply their knowledge of the six times table in continuing the sequence '0.06, 0.12, 0.18'. In the main part of lessons, work is matched carefully to the different learning needs of pupils, with the result that all are appropriately challenged and make good progress. The plenary or final part is used effectively to assess pupils' understanding and the progress made in the lesson. For example at the end of a lesson in Years 5 and 6 on converting metric measures to imperial, pupils were challenged to find the weight of a child in stones and pounds who weighed 20 kilograms. Good use is made of resources, including learning support assistants who make a strong contribution to the good progress made by pupils with special educational needs. Pupils respond very well.

90. The leadership and management of the subject are very strong and have a significant impact on the high standards achieved. A significant strength is the detailed analysis of pupils' learning, particularly through the statutory and optional assessments, and using this information to set future targets by year group, gender, and at an individual level. Resources are good and used effectively to support pupils' learning.

## **SCIENCE**

91. Standards in science are excellent at age eleven. Pupils have achieved good standards by the age of seven. The difference is explained in part by underdeveloped assessment procedures in Years 1 and 2. More able pupils have not been properly identified as reaching the higher Level 3. These pupils however do have appropriate teaching through the school; a judgement supported by the excellent standards reached at age eleven. Very good progress has been made in raising pupils' achievement since the last inspection.

92. By the age of seven, investigative work in science is covered in a satisfactory manner with some pupils able to hypothesise and make predictions. Pupils have learnt about the human body and the forces of pushing and pulling. There was less evidence of work on materials and properties. At the time of the inspection, these pupils were studying light and most have understood the concept of light reflecting from a surface, that different surfaces have variable reflecting properties, and that solid objects block light causing shadows.

93. By the age of eleven, investigative work in science has been well developed. Pupils conduct investigative work with confidence, record data, inputted into computers and make various graphs to show results. They talk confidently about fair testing and make further hypotheses. All other aspects of science work had been fully covered with well written work

books showing work on physical changes, drying washing and burning, forces and motion, friction, light and electricity. Living things have been studied and include systems of the human body. The breadth of study provided for older pupils in the school is excellent. Pupils have a good foundation to ensure progress in knowledge and understanding as themes are revisited.

94. Teaching and learning is satisfactory in Years 1 and 2 and very good in the lesson seen in Years 3 to 6. Science teaching in Years 1 and 2 whilst sound lacks sufficient extension work for more able pupils. As the school has not assessed these pupils there were no challenging tasks set for them and occasionally the teacher did not seem secure in concepts being taught. However, pupils responded well to activities given which did ensure progress was made. Clear instructions were given to pupils and skilful questioning ensured that all took part and satisfactory learning took place.

95. Very good teaching in Years 3 to 6 is characterised by excellent investigative work. In one lesson observed, pupils' knowledge of how to use light sensors was used very effectively and linked to the history theme of blackouts in World War II. In pairs, pupils had discussed which of ten materials would be most effective in blocking light and they had recorded results. They then tested the materials using a light sensor. During this lesson, they demonstrated high levels of discussion skills, the ability to refine investigations and hypothesise further. They had a secure understanding of knowledge and skills involved and were able to reflect purposefully.

96. Pupils enjoy science, have a very positive attitude towards it and all pupils, including those with special educational needs, make very good progress.

97. Pupils' writing up of the results of investigations and the handling of data demonstrate that the subject supports literacy and numeracy well. Pupils use information and communication technology to support science in a purposeful manner as they progress through the school. All pupils are included in lessons and all have a positive attitude towards their obtaining knowledge and understanding of the subject.

98. The co-ordinator had only held this position for a very short while at the time of inspection. She has a shadow co-ordinator to whom she intends to hand the position shortly. The subject has however been well led and managed since the last inspection. The staff have had their teaching monitored and the present co-ordinator and shadow have monitored each other. The co-ordinators are customising the school's current scheme of work to increase time devoted to investigative work. Further in-service training has been arranged for the shadow co-ordinator, the benefits of which will be shared by staff at staff meetings.

99. Resources to support the subject are satisfactory. The school has a planned programme of focused purchasing to be completed. When all aspects are completed as outlined in the current action plan for this year, the subject will be well resourced.

## **ART AND DESIGN**

100. Standards in art and design meet national expectations for seven-year-olds and are above expectations by the age of eleven. At the age of eleven, there are significant strengths in sculpture, three-dimensional paper and wire structures, clay work, sewing and weaving. The quality of work for pupils in Years 3 to 6 has been effectively improved by good use of a visiting artist in residence whose presence stimulated much good work.

101. There is insufficient evidence to make a judgement on the quality of teaching and learning as only one lesson was observed during inspection. This lesson was satisfactory and demonstrated that pupils used sketchbooks effectively and had sound knowledge of techniques of mixing colours. An effective lesson review demonstrated how the school

ensured pupils' progress in the subject when pupils had to explain to the teacher whether the results of their paintings matched the lesson aim. Interviews with pupils, an analysis of work displayed throughout the school, a consideration of the school's scheme of work and planning demonstrate the subject is secure in the curriculum. Pupils enjoy their work and talk confidently about it.

102. The developments the school has made in the subject show that good progress has been made especially with older pupils since the last inspection.

103. The broad experiences now provided include some good three-dimensional wire sculptures which pupils have made of themselves, some embroidered cushions with careful stitching, and some very good face masks in Venetian and African styles. Paper weaving and leaf patterns are of good quality. The quality of display work is satisfactory throughout the school. There were many good displays, characterised by careful presentation of pupils' work with good backing and edging. Many displays are designed to stimulate pupils' thought.

104. A strength of art in this school is the very effective way in which it supports other areas of the curriculum. Pupils in the Year 2 class had made silhouettes to support their science activities on light, and in addition had a good display of Tudor houses drawn to show the spread of the Fire of London. Flames were added to this during each day of the inspection and pupils' knowledge and understanding were developed by its use. The patterns displayed in the hall in the style of Escher reinforced the mathematical concept of translation.

105. The subject has been co-ordinated in a successful manner with the co-ordinator analysing work, monitoring displays and planning. Observation of colleagues has been built into the school's plans, although assessment of pupils' achievements is at a very early stage of development. Pupils discuss freely their achievements and developments and show a sound knowledge of the work of other artists, some of which has been obtained by use of the Internet. They have a positive attitude towards the subject, which is reflected in good behaviour and responses in lessons. Both younger and older pupils have used computer programs to support their artwork. The subject fully includes all pupils, and pupils with special educational needs are well supported and integrated. They make satisfactory progress. Resources are good to assist in the teaching of the subject, with drying stands in the lower school being a very useful feature.

## **DESIGN AND TECHNOLOGY**

106. At the end of Year 2 and Year 6, standards exceed expectations for seven and eleven year olds in design and technology. Across the school, pupils make good progress in acquiring the key skills, knowledge and understanding for the subject. Through effective support from teachers, learning support assistants and their peers, pupils with special educational needs make the same good progress as their classmates.

107. Pupils apply successfully their literacy skills in the subject, particularly in labelling their designs and in their written evaluations of their finished products. Numeracy skills are used effectively in measuring, including ensuring the accurate weighing of ingredients in food technology. The school recognises that pupils' use of information and communication technology skills is underdeveloped and this is being addressed through the action plan for the current academic year.

108. At the end of Year 2, pupils have a very good understanding of the design, make and evaluation process. In their models to depict 'Incy Wincy Spider climbed up the spout', pupils show good design skills and select suitable materials for the task. Making skills are good, including cutting and joining materials, for example by joining pipe cleaners (legs) to sponge circles (the body). Pupils show strong skills in amending designs, such as cutting the rim of a yoghurt carton so that it can be wound freely up and down the spout when it is used as the

'carrier' for 'Incy Wincy'. In textiles, pupils show good skills in sewing when they make glove puppets. In effective links to science, they make 'Healthy Lunchboxes' in food technology lessons.

109. At the end of Year 4, pupils have built successfully on these key skills. In food technology, when making sandwich snacks, they show a good understanding of the importance of hygiene when preparing food. Pupils show good making skills in their jewellery boxes and decorate them to make an attractive finished product. In work linked to science, they disassemble torches and then use their own scientific knowledge of circuits and switches to design and make their own torch. The quality of their written evaluations is a strength. The photograph frames reflect very accurate measuring, cutting and joining to produce a high quality product. At the end of Year 6, pupils show very good skills in textiles when they design and make cushions. Pupils' knowledge and understanding of cams is applied well in models of houses which show Father Christmas going down the chimney. In food technology, pupils evaluate a range of breads and then plan their own recipes. Numeracy skills are applied well when pupils measure the ingredients accurately. The use of literacy skills to evaluate their products is a strong feature of pupils' work.

110. Teaching is good and makes a significant contribution to the good standards achieved. Teachers show secure subject knowledge and confidence in teaching the subject. Lessons are planned well and there is a very good range of resources available from which pupils can select. As a result of teachers' enthusiasm, pupils enjoy the subject as was exemplified by a resounding "Yes!" from pupils in Year 2 when they knew it was a design and technology lesson.

111. The subject is effectively led and managed. There is a regular review of the subject which leads to an annual action plan. The current plan addresses the need to improve links with information and communication technology. The policy and scheme of work have been reviewed this year and both are of good quality and contribute to the good progress pupils make. Resources are good and make a strong contribution to the standards achieved.

## **GEOGRAPHY**

112. Standards in geography at the end of Year 6 have improved since the last inspection and meet expectations for eleven-year-olds. There was insufficient evidence to make secure judgements on standards at the end of Year 2. Not enough lessons could be observed to make an overall judgement on teaching.

113. By the end of Year 2, pupils have a suitable understanding of mapping. They give verbal directions on how they get to school and work from last year showed they had drawn simple route maps. Other work showed they had made good comparisons of the transport on the Island of Struay with that in Southwick. Currently, pupils are studying the local weather conditions and use their information and communication technology skills effectively to record it using weather symbols.

114. Pupils in Years 4 and 5 were comparing Paris with London. Most knew that Paris was the capital of France and the forms of transport they could use to get there. For their homework they had used their research skills to discover certain facts about London and recalled these confidently in the lesson. In an excellent lesson, the teacher of the Years 5 and 6 pupils had prepared, with a visitor with economic expertise, a trading game. This involved various well resourced activities that provided pupils with an insight into understanding how supply and demand influences the value of goods and services and through this pupils were identifying the difficulties experienced in trading for economically underdeveloped countries. The pupils worked very effectively together with very good co-operation and collaboration which involved good levels of discussion. At the end of the lesson, pupils explained their strategies for developing trade and realised the economic necessity of richer countries

working alongside poorer ones. In addition, they realised the importance of working as a team.

115. The geography co-ordinator only took over the post at the beginning of the term and has made a good start by producing an action plan for developing the subject. Before this, because of the long-term absence of the previous leader, very little progress has been made in the overall development of the subject. Evidence from the analysis of last year's work indicated that work was spasmodic in some classes as very little work was recorded. The school has adopted a recommended scheme to help teachers with their planning which ensures appropriate coverage of all aspects of the subject, but this does not currently ensure that pupils' skills are built on in a systematic way as they move through the school. In addition, there are no formal assessment procedures built into planning to determine individual pupils' attainment. There are barely sufficient resources to support learning and the co-ordinator knows that resources for developing mapping skills are insufficient and has plans to build these up. However, good use is made of the environment to provide first hand experiences. Information and communication technology is used on occasions to support learning, but this is not carefully built into planning to make effective use of time.

## **HISTORY**

116. Standards in history for Year 2 and Year 6 pupils are better than those at the last inspection. By the time they leave Year 2, pupils are likely to attain standards above those expected for pupils of their age nationally. Pupils in Years 1 and 2 have a good knowledge of the events that led up to the Fire of London and understand that because the houses were close together, made of wood, and there was a strong wind blowing at the time, the fire spread very quickly. During one lesson, pupils were discovering that Samuel Pepys was an eyewitness to the events and what he wrote in his diaries is evidence of what actually happened. They appreciated that he wrote in the diaries in a code so that no one could read them, and that this code had to be deciphered before the important discoveries were made. The class teacher used skilful questioning to draw out pupils' thoughts and learning after watching a video recording portraying the events. The pupils, in discussion, reasoned thoughtfully that it was important when rebuilding the area that the houses were made of brick and not built too close together.

117. Year 6 pupils when they leave the school attain standards above those expected for their age. Pupils in Years 3 and 4 were gaining a good insight into the ways that the Ancient Egyptians lived, by assessing evidence from photographs of various artefacts associated with their life. In an on-going topic of World War II, pupils in Years 4 and 5 were considering the feelings of children who were evacuated during the war. They built on their knowledge from a previous lesson well, using a variety of resources, such as posters, books and photographs. In a very good lesson, Years 5 and 6 pupils were developing their skills of historical enquiry through looking at various artefacts used during the World War II period and asking questions they wanted to know about them. The pupils were enthusiastically developing their thoughts and ideas about features and characteristics of the period. The teacher had prepared the lesson very well, with a very good range of artefacts and as the lesson moved on produced new materials to stimulate further questioning and help pupils to reach conclusions. During the lesson, a great deal of discussion and investigation took place developing pupils' historical enquiry and increasing their knowledge.

118. The quality of teaching and learning observed was good overall. Teachers plan their lessons well and often share with the pupils what they are going to learn. They have good subject knowledge and show enthusiasm for the subject, which stimulates pupils' learning. Teachers often choose video recordings to stimulate pupils' thinking and in the best lessons use question and discussion to promote pupils' learning. Teachers often skilfully link historical learning with learning in other subjects. For example, the text pupils in Years 4 and 5 were studying in their literacy lesson was a story about evacuees. There were good examples of

pupils using skills learnt in literacy lessons as well. For example, the Years 4 and 5 pupils were taking notes while watching a video recording and using their research skills to find information from books and the Internet. Learning support assistants, who are well briefed by the teachers, are supportive to pupils in their learning, especially those with special educational needs.

119. The subject co-ordinator is very new to the post and has made an enthusiastic start. Because of the long term absence of the previous leader very little progress has been made in the overall development of the subject, although due to their enthusiasm for the subject teachers have maintained good standards. The school has adopted a recommended scheme to help teachers with their planning which ensures appropriate coverage of all aspects of the subject. However, it does not currently ensure that pupils' skills are built on in a systematic way as they move through the school. In addition, there are no formal assessment procedures built into planning to determine individual pupils' attainment. Visitors to the school and visits pupils make in connection with their topics enhance their learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. At the end of Year 2, standards in ICT meet national expectations. This is an improvement since the previous inspection when standards were judged to be 'unsatisfactory'. Pupils have more opportunities to use computers in lessons as a result of improvements to the hardware and a greater confidence in teaching the subject. Pupils make good progress in their learning. In lessons, pupils with special educational needs receive effective support and make the same good progress as their classmates.

121. At the end of Year 6, standards remain below national expectations. Although improving, pupils have too many gaps in their knowledge, skills and understanding for them to 'catch up'. However, they use computers regularly to support their learning and progress is satisfactory. Pupils with special educational needs make satisfactory progress because learning support assistants and their classmates support them in lessons. Teachers show greater confidence in teaching the subject and pupils benefit from improvements to the hardware provided.

122. Pupils apply their literacy skills successfully, for example in writing stories and poems. Numeracy skills are applied well when pupils collect data and use a program to create graphs. Pupils show good skills in interpreting the information. In Years 5 and 6, there are impressive links with science when pupils use a sensor to measure the hours of daylight.

123. At the end of Year 2, pupils are confident in the use of the mouse and keyboard and respond well to ICT. They know how to load the program they need and are successful in saving and printing their work. Pupils write instructions for a programmable toy to follow a planned route and then enter the commands accurately so that the toy follows the route. Pupils show good skills in entering weather data and in recognising the correct weather symbols. In numeracy, pupils show good skills in 'clicking and dragging' items from a menu on to a 'table' that in total will cost exactly £1.50.

124. At the end of Year 4, pupils are confident in changing fonts, font sizes and colours. They know how to underline titles. Literacy skills are applied successfully when they write instructions for making a picture frame. In music, pupils use a program to make their own compositions. Pupils use desktop publishing skills particularly well in producing posters to advertise the 'Christmas Bazaar'. At the end of Year 6, pupils further develop their desktop publishing skills when they create front pages of newspapers. A strength of their work is in the use of control skills, for example in operating construction kits they build, including opening and closing a bridge. Pupils use the Internet successfully to carry out individual research, such as collecting geographical information on Kenya. Pupils respond well to ICT.

However, their knowledge, skills and understanding are not at the depth that is expected nationally of pupils in Year 6.

125. Teaching is good and makes a positive contribution to improving standards. Teachers show greater confidence in teaching the subject and plan regular opportunities for pupils to use computers in lessons, including literacy and numeracy. Although only one lesson was seen during the inspection, evidence is consistent with pupils being taught successfully the key skills, particularly of loading, saving and printing their work and, for older pupils, use of the Internet and sensors.

126. The subject is effectively led and managed by the headteacher who is supported by an enthusiastic newly qualified teacher. There is a detailed action plan in place to address further developments in the subject, with the intention to continue to raise standards and the quality of teaching. Inspection evidence is consistent with the action plan having the potential to bring about the required improvements if it is implemented fully. Resources are satisfactory, with two computers in each classroom and a new 'bank' of six laptop computers recently introduced to provide more opportunities for group work.

## **MUSIC**

127. Pupils throughout the school achieve good standards in music which are above national expectations. The subject is effectively taught to the obvious enjoyment of pupils. The school has made satisfactory progress in this subject since the last inspection.

128. Throughout the school, pupils sing well both in lessons and school assemblies, which the subject supports well. They have secure knowledge of pitch and rhythm. Their ability to sing songs as a round is particularly effective. In lessons pupils have the opportunity to use pitched and non-pitched percussion effectively and to perform both for, and with, others. Pupils have good opportunities to compose and perform to an audience. Younger pupils' ability to use dynamics effectively to perform background music to a reading of a story was particularly effective. Older pupils understood ostinato and drone and used their knowledge to excellent effect in listening to African music and replicating sound patterns.

129. Teaching and learning in this subject is good and sometimes excellent. Very good and excellent teaching is characterised by excellent knowledge of the subject and its requirements by the teacher, resulting in very well structured and paced lessons which started simply and raised achievement through more complex tasks. In addition, adult support was plentiful and well used. Teachers' and pupils' enjoyment of the challenge of tasks elicited very good response and achievement from all pupils. Those with special educational needs were well integrated and achieved well, including those with behavioural problems.

130. The school has a systematic scheme for the teaching of music, which ensures curriculum coverage is managed. It supports teaching with a commercial scheme, which it uses according to pupils' needs. The school has identified that assessment procedures need to be further developed. However, teachers make good use of learning support assistants to make day-to-day assessment notes during lessons.

131. Leadership and management of the subject are good. The co-ordinator has an excellent knowledge of the subject and is well supported by other members of staff who have good subject knowledge. This has a positive impact on pupils' learning.

132. The school provides good opportunities for pupils to develop instrumental work and singing with the recent addition of two lunchtime clubs provided by a visiting teacher from the Wiltshire Music Service. Assemblies are introduced with taped music but there was scant evidence that work of various composers and styles are systematically studied. Music is

used to good effect to support pupils' spiritual and cultural development with various other cultural musical styles being shown to pupils.

133. Pupils respond very well to music and appraise their own work. The subject is well resourced with each pupil able to play an instrument during lessons. However, the use of information and control technology is not sufficiently developed in the subject.

## **PHYSICAL EDUCATION**

134. At the end of Year 2 and Year 6, standards in physical education meet expectations for seven-year-olds and eleven-year-olds. Standards have been maintained since the previous inspection. Pupils make satisfactory progress in their learning. In lessons, pupils with special educational needs receive good support from teachers, learning support assistants and their peers which allows them to take full part and to make satisfactory progress. Across the school, pupils have good opportunities to use their speaking and listening skills, particularly when evaluating the work of each other. At the end of Year 6, all pupils meet the national expectation of being able to swim 25 metres unaided.

135. At the end of Year 2, pupils know the importance of a 'warm up' and 'cool down' at the start and end of lessons. They know why it is important to have regular exercise. Pupils show a satisfactory awareness of space when moving around the hall. In dance, pupils in Year 1 show good skills in interpreting the music of 'Peter and the Wolf' in planning and performing sequences to represent the movements of 'The Wolf' and 'Grandfather'. In games, pupils in Year 2 show good skills in throwing and catching, with close control skills a strength when they move around the hall whilst bouncing a ball.

136. At the end of Year 4, pupils show satisfactory development of throwing and catching skills, particularly in the use of chest and overhead passes. During a lesson observed, pupils made satisfactory progress in learning how to signal in order to receive a pass from another player. In gymnastics, pupils in Year 6 plan, perform and refine good sequences in which they work in pairs. They show good imagination in creating symmetrical patterns of movement involving a run, a jump and a balance. Their paired work is stronger than individual work, particularly in holding a balance.

137. Teaching is satisfactory, with good features. In the best lessons, there is a rigorous warm up which is led enthusiastically by the teacher, sometimes to music. Explanations and demonstrations are clear. During lessons, teachers move around the room supporting and encouraging pupils. There is a strong emphasis on improving individual skills. For example, in a lesson in Year 2, the teacher challenged pupils' catching skills by saying, "Beat your own record, see how many you can do in the time it takes to walk around the hall and return to where you started." A significant strength of teaching is the effective use of learning support assistants to make assessment notes of pupils' performances. However, in some lessons, pupils make too much noise and teachers are not consistent in ensuring that pupils listen when instructions are given.

138. The leadership and management of the subject are good. The co-ordinator has written a clear policy and a detailed scheme of work to ensure that knowledge, skills and understanding are taught as pupils move up through the school. Resources are good, with the exception of gymnastics where they are 'tired' and not suitable for younger pupils.

139. Pupils benefit from a good range of extracurricular sporting activities. Clubs are run for football, netball and there is a 'Summer Sports Club' (athletics, rounders and cricket skills). Competitive fixtures are played against local schools and there is an annual sports day in which all pupils take part.

## RELIGIOUS EDUCATION

140. Standards in religious education meet the expectations of the locally agreed syllabus throughout the school. Pupils aged eleven have developed a secure understanding of beliefs, symbols and traditions of Christianity in particular, and other belief systems. These pupils reflect and discuss spiritual ideas in a very mature manner, with great respect for others' beliefs and values. Pupils aged seven have a sound understanding of stories from the Bible and are aware of Christian festivals and the importance of prayer. The subject is well supported by visits to the school from representatives of many denominations who share their beliefs in lessons as well as acts of worship. The subject is very supportive of pupils' spiritual development.

141. Teaching and learning are satisfactory, with some good teaching observed during the inspection. The scheme of work planned builds systematically on earlier knowledge. Where lessons are good, pupils have opportunities for reflection and thoughtful discussion and teachers tell stories in a manner, which holds pupils' attention. By age seven, pupils discuss special times and festivals. However, in some lessons activities were whole class orientated, with little opportunities for more able pupils to progress more quickly. Assessment and use of information and communication technology is underdeveloped within the subject. The quality of discussion and listening to each other amongst older pupils is a good development of these English skills.

142. Throughout the school, pupils' response to their work is good. In lessons, they listen attentively, co-operate well and respect the ideas and opinions of their peers.

143. The co-ordinator has ensured teachers are familiar with the requirements of the locally agreed syllabus in which she has undertaken training. The co-ordinator has undertaken a course in assessment in religious education which will be developed through her action plan.

144. The subject is adequately resourced with a good selection of Bibles for pupils of all ages and abilities. There are artefacts to support work in various religions. Pupils respond to the subject very positively. No pupils are withdrawn from lessons as a matter of faith and the subject fully includes all pupils. Acts of worship contribute to pupils' learning in this subject and appropriate links are made between these and learning in the classroom.