

# INSPECTION REPORT

## **DILTON MARSH CE PRIMARY SCHOOL**

Westbury

LEA area: Wiltshire

Unique reference number: 126375

Headteacher: Mrs J Finney

Lead inspector: Mrs L Woods

Dates of inspection: 7 – 9 June 2004

Inspection number: 255972

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	151
School address:	High Street Dilton Marsh Westbury Wiltshire
Postcode:	BA13 4DY
Telephone number:	01373 822902
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs L Weare
Date of previous inspection:	15 – 17 March 1999

## CHARACTERISTICS OF THE SCHOOL

Dilton Marsh Primary School is at the centre of the village community. It is smaller than most primary schools, but has grown in numbers since the last inspection. There are currently 151 boys and girls on roll with roughly equal numbers of each. It serves the village community, where there are very mixed socio-economic circumstances amongst the families. Around 15 per cent of pupils are known to be eligible for free school meals, which is broadly average. Children's attainment on entry to school is below average overall, and well below average in important areas, for example in their personal, social and emotional development. There is very little ethnic mix in the school, with only one per cent of pupils coming from ethnic minority families, and none learning English as an additional language. The school, however, welcomes pupils from traveller families, who represent around four per cent of the school's population. Six per cent of pupils are identified as having special educational needs, which is below average, and one pupil has a statement of special educational need. The school copes very well with the significant number of pupils who have behavioural problems, in addition to those on the special needs register. The turnover amongst the pupil population is similar to the picture found nationally. The school has experienced considerable difficulties in relation to staffing in the past two years, with a number of teachers taking maternity leave and a high turnover amongst supply staff covering for this.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21079	Mrs L Woods	Lead inspector	The Foundation Stage Information and communication technology Art and design Design and technology
9614	Mrs C Webb	Lay inspector	
32197	Mr M Dukes	Team inspector	Mathematics Science Geography History Physical education
21121	Mr D Houghton	Team inspector	Special educational needs English Personal, social and health education including citizenship Music Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Children join the school with below-average levels of attainment and make good progress so that standards in English, mathematics and science are above average by the time they leave at the age of 11. This is the result of good teaching, particularly for the youngest children and oldest pupils, and the warm, inclusive ethos which permeates the school. All staff work as an effective team and the school is managed well. The school is very well led by an inspirational headteacher who, together with the deputy headteacher, provides an excellent role model for staff and pupils alike. Governors give very good support to the school and financial management is very good, so that the school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is good in relation to their starting points, and standards are above average by the time they leave the school.
- Assessment information is not used sufficiently to support curriculum planning.
- Lesson planning does not always provide sufficient support for new teachers or challenge for pupils of differing abilities.
- Very good leadership provides excellent role models for staff and pupils, supported by very good contributions from governors.
- Pupils' involvement in the life of the school is very good, and pupils develop well as mature, responsible and self-confident individuals.
- Links with parents are very good, and parents make a very positive contribution to the work of the school.
- The school provides a rich range of activities outside lessons.

The school has made good progress since the last inspection in March 1999, and addressed the issues raised at that time well. Standards in English, mathematics and science for pupils in Years 1 and 2 have improved, as have standards in information and communication technology (ICT) throughout the school. Information gained through assessing pupils' work is collated effectively, although not always used sufficiently to ensure that planning matches the needs of all pupils. Co-ordinators have a good understanding of their roles and lead their areas of responsibility well.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	B	B
Mathematics	D	D	C	C
Science	E	D	D	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is good.** Children achieve well in reception from below-average attainment on entry to reach expected standards in communication, language and literacy and mathematical development. Although standards in personal, social and emotional development are below expectations, this still represents good achievement from well below average standards when they join the school. Around a quarter of children are exceeding expectations for their age in all three of these areas of learning. In Years 1 and 2, pupils' achievement is satisfactory, and they reach average standards in reading and writing and above average standards in mathematics. Provisional

results for the 2004 national tests show a significant improvement over those in 2003, when standards in reading were well below average and in writing were below average. Achievement in Years 3 to 6 is good, and pupils reach above average standards in English, mathematics and science by the time they leave school. This represents good improvement in mathematics and science, both over the picture found at the last inspection and over the results in the 2003 national tests for Year 6, shown in the table above.

Overall, **pupil's attitudes, values and other personal qualities are good. Their personal and moral development is very good, and their spiritual, social and cultural development are good.** Pupils have good attitudes to school and behave well overall, particularly in the oldest class. Their attendance is good. They are punctual in the morning and reluctant to leave at the end of the day, because they enjoy all the many opportunities provided so much.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education. Teaching and learning are good overall,** particularly in reception, and in Years 3 to 6. All teachers consistently expect the same high standards of behaviour, so that pupils are receptive and ready to learn. In some subjects such as mathematics and science, however, there is not always sufficient challenge for more able pupils, so that they do not always achieve as well as they might. Teaching assistants play an invaluable role in supporting teachers and pupils, making a positive contribution to the quality of teaching and learning throughout the school.

The curriculum is rich and interesting as a result of very effective links made between different subjects, which make learning relevant and fun. A good range of extra-curricular activities enriches the curriculum for all pupils, and parents and the community make a valuable contribution to these. Relationships with parents are very good, and are good overall with the community and other schools. The school cares well for its pupils, who have access to very good support and advice, and whose views are taken fully and seriously into account. Inspectors did note, however, too much unsuitable jewellery and flimsy shoes being worn.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school is very good overall.** Both the headteacher and deputy headteacher are inspirational in their leadership, and they receive very good support from the governing body, which is very closely involved in the life of the school. Management is good, with all staff taking their responsibilities seriously and fulfilling them well. As a result of current staffing difficulties, due to maternity leave and a high turnover of supply staff, co-ordinators have less time to monitor the curriculum and the headteacher has had to take on a class-teaching role, but the school continues to run smoothly. This is in no small part due to the very good support which administrative staff provide for teachers, pupils and parents alike.

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

Parents are overwhelmingly supportive of the school and appreciate all it does for their children. Concerns expressed on questionnaires are not supported by inspectors; parents receive very good information, and homework is relevant and interesting. The school also deals very well with pupils whose behaviour is challenging. Pupils are very proud of their school, and are particularly appreciative of the way it takes their views into account.

## **IMPROVEMENTS NEEDED**

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

- Make full use of information from assessment to support curriculum planning.
- Ensure lesson planning provides appropriate challenge for all pupils, and sufficient support for teachers.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Overall, standards are good as are pupils' achievements. Standards in reception overall meet expectations. By the end of Year 2, standards are average, and are above average by the end of Year 6. Children currently in reception are achieving well. Achievement is satisfactory in Years 1 and 2, and good in Years 3 to 6.

#### Main strengths and weaknesses

- Children in reception achieve well to reach average standards by the end of the year.
- Pupils in Years 3 to 6 achieve well and reach above average standards in English, mathematics and science.
- More able pupils do not always achieve as well as they could in mathematics and science.

#### Commentary

1. Children join the reception class with below average standards overall, and well below average attainment in personal, social and emotional development, and in their communication skills. They achieve well and make good progress as a result of good teaching. By the end of the year, although attainment in personal, social and emotional development is still below expectations, standards in communication, language and literacy and mathematical development meet expectations. Across these three important areas of learning, around a quarter of children are exceeding expectations for their age, and working well within the first levels of the National Curriculum.

#### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	14.3 (16.1)	15.7 (15.8)
writing	13.7 (14.7)	14.6 (14.4)
mathematics	16.8 (18.2)	16.3 (16.5)

*There were 12 pupils in the year group. Figures in brackets are for the previous year.*

2. In the 2003 national tests for seven-year-olds, standards in reading were well below, and in writing were below, the average found in schools nationally. Standards in both reading and writing were well below average when compared with similar schools, based on free school meals statistics. By contrast, attainment in mathematics was above average in both comparisons. Statistics need treating with caution, however, because the group taking the tests was small. Additionally, pupils experienced considerable disruption as a result of staff turnover. Provisional results for the 2004 tests show a significant improvement; using the national performance in 2003 as a measure, attainment in reading and mathematics is above average, and in writing is average for current Year 2 pupils. This is a credit to the hard work of current teachers and to the implementation of effective strategies to improve standards. Inspection evidence supports the improvement, judging standards in English to be average, and in mathematics to be above average. Standards in science are also average, showing a marked improvement over teacher assessments in 2003, when attainment was judged to be well below average. Pupils are achieving satisfactorily in English and science, and achieving well in mathematics, which has been a focus for development this year.

### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	27.6 (26.6)	26.8 (27.0)
mathematics	27.0 (25.9)	26.8 (26.7)
science	27.6 (27.7)	28.6 (28.3)

*There were 20 pupils in the year group. Figures in brackets are for the previous year.*

3. In the 2003 national tests for eleven-year-olds, attainment in English was above average, in mathematics was average and in science was below average, compared with the national picture. Compared with similar schools, attainment in English was above average, in mathematics was average and in science was well below average. Pupils made good progress during Years 3 to 6 in English, satisfactory progress in mathematics, but unsatisfactory progress in science. The targets set for these pupils were not met. Teacher assessment of pupils' performance in the 2004 tests exceeds the targets set early on in pupils' careers, and shows good standards in English have been maintained, and standards in both mathematics and science have improved. Inspectors agree, judging attainment in all three subjects to be above average, with pupils achieving well and making good progress. However, in mathematics and science, teachers are not consistently planning sufficient challenge for pupils of differing abilities. As a result, not all achieve as well as they could in these subjects.
4. Standards in ICT have improved since the last inspection, when they were below expectations throughout the school. Pupils are now achieving satisfactorily, and standards meet expectations, as a result of significant improvements to both provision and teaching and learning, brought about by the establishment of an ICT suite and concentrated training for teachers. In religious education, pupils achieve satisfactorily throughout the school, and attain standards in line with requirements in the locally agreed syllabus.
5. Pupils from traveller families are fully integrated, and achieve standards in line with their abilities. The attainment of pupils with special educational needs is below average overall and varies considerably. However, because of the good provision made by the school they make good progress and achieve well in relation to their prior attainment, with several moving off the register as their work improves.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attendance is good. They have good attitudes towards their education, and their behaviour is good overall. Spiritual, moral, social and cultural development are good overall.

### **Main strengths and weaknesses**

- Punctuality is very good, because pupils enjoy coming to school.
- Pupils' personal development is very good, as a result of effective provision.
- Procedures for behaviour management are very effective.

## Commentary

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.0
National data	5.4	National data	0.4

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

- As a result of the school's good monitoring systems, and their eagerness to attend school, pupils arrive very punctually in the mornings. Their attendance has improved significantly in the current academic year from the below average picture recorded in the table above. It is good at 95 per cent, with no unauthorised absence, and has been achieved despite the fact that holidays are taken in term time and that the families of some traveller pupils do travel.
- Very good behaviour management strategies and effective support for those with identified behavioural problems result in good behaviour from the majority of pupils, particularly in the older classes. These include rewards as well as the 'think sheet' for reflecting on and recording what has gone wrong. As a result of teachers' high expectations and interesting lessons, pupils like learning and the majority work well together, sometimes evaluating their own and others' work. The disruptive few, mainly boys, are well supported by sensitive and well trained staff, who know how to deal with their problems. Other pupils recognise their difficulties and are tolerant of their behaviour. There have been two exclusions for short periods in the last twelve months, and one in the last academic year.

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	141	1	0
White – any other White background	8	0	0
Mixed – any other mixed background	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

- Pupils' spiritual awareness is well promoted and developed. At one assembly, a 'stillness' was apparent as a minister talked of the 'lost sheep' returning, and later when the headteacher spoke of her early morning vigil watching a family of badgers at play. Pupils' cultural development is good. Art and multi-cultural weeks, when staff wear national dress from other societies, fuel interest in the traditions of other religions and countries. Pupils listened, fascinated, to an Indian woman's tale of how she could not wear her sari twenty years ago because of the attitudes prevalent at that time. Although there are no dual text language books and none in other forms of writing, the school has plans to remedy this.
- Children in reception are not yet meeting the goals in their personal, social and emotional development, because of their well below average skills when they join the school. However, by the time they leave school from Year 6, pupils' personal development is very good. Very good moral values and good social skills develop as they go up the school. Relationships are good in this lively, inclusive, well-integrated society. Pupils are proud of their school, and those in Year 6 take great pleasure in showing visitors around and explaining all the exciting things they do. Pupils are aware of those less fortunate than themselves and care well for each other.

Some in Years 3, 4, 5 and 6 act as ‘special’ friends for reception children, for instance. Pupils are confident that the school listens to their opinions and ideas, voiced through the school council. Those in Year 6 saw democracy in action on their parliamentary visit, arranged after the local MP attended the weekly lunch for visitors, where pupils cook and serve the food. Residential trips start in Year 4 and these, plus information from visitors on how to deal with difficulties found outside school, increase pupils’ self-esteem and confidence in their abilities to cope. They are thinking and confident young people, with strong principles and not afraid to express their views, by the time they transfer.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching is good overall, and the good curriculum is rich, varied and interesting. Assessment is satisfactory, and the school cares well for its pupils.

### Teaching and learning

Teaching and learning are good overall, particularly in reception and in Years 3 to 6. Assessment is good in reception and satisfactory in Years 1 to 6.

### Main strengths and weaknesses

- The teamwork between all who work in the school is a significant strength.
- The very high quality of teaching by senior staff provides an excellent exemplar for other teachers.
- Weaknesses in planning mean that not all pupils are provided with appropriate work.
- Assessment systems are not fully developed.
- Very good use is made of homework to support learning and to strengthen links between home and school.

### Commentary

10. The school has suffered considerably from turn-over amongst the teaching staff in the past two years. The quality of teaching and learning is a credit to current staff, most of whom have only been in the school for a short time. The sense of teamwork and mutual support between teachers and teaching assistants is very good, and leads to an effective learning environment in which pupils thrive.

### Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	3 (9%)	14 (42.5%)	14 (42.5%)	1 (3%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

11. Teachers have a secure understanding of the subjects they teach, both in the Foundation Stage and in Years 1 to 6. They work hard to make learning relevant and fun by making effective links between different areas of learning and subjects. Where teachers have particular expertise, such as in music and art, this is very effectively shared with pupils, who are inspired and enthused as a result. This was evident in a very good music lesson for Year 6, where pupils made very good progress and achieved highly. Very good and excellent teaching by the headteacher and deputy headteacher provides an exemplary role model for all staff, and is a significant contributing factor to pupils’ good achievement. Pupils respond enthusiastically to their talented teaching, work hard and make good progress.

12. Teaching assistants play an important role in supporting both teachers and pupils, and are valued highly. In reception, the partnership between the teacher and her assistant is very effective in ensuring that all children are encouraged to think and talk about what they are doing, as a result of shared, high expectations. In other classes, teaching assistants work closely with individuals and groups of pupils, supporting both their behaviour and their understanding of the lesson. All staff consistently implement the school's very high expectations of good behaviour, and this contributes very positively to the purposeful atmosphere in almost all lessons. In only one lesson did this break down, leading to unsatisfactory teaching and learning, and low achievement.
13. Teachers make full, effective use of a very good and innovative homework system. This is based on a three-week programme in all classes, including reception, which successfully helps parents and pupils to work enthusiastically together on a range of interesting topics, which are later celebrated in school.
14. Pupils with special educational needs are taught individually, in small groups or within the classroom as appropriate. They generally benefit from this individualised approach, which contributes positively to their satisfactory progress. However, in some classes, work is not always matched accurately enough to these pupils' needs and some teachers do not take enough account of the targets set in pupils' individual education programmes. Teaching assistants make a valuable contribution in helping these pupils. Pupils from traveller families are fully integrated into lessons and benefit alongside their peers from the overall good teaching. Additional help is sympathetically and effectively provided by visiting teachers from the traveller support services, as well as by teachers and teaching assistants in the school, and this boosts their confidence and achievement well.
15. Assessment in reception is good. From detailed assessment of children's attainment on entry, regular evaluations are recorded against all the areas of learning, giving a clear picture of individual children's progress. The school is aware of the value of analysing this data against the whole year group, to provide information on the value added in this important first year, and to monitor trends. Assessment through the rest of the school is satisfactory. Teachers gain an understanding of how pupils are progressing through structured tests, informal assessments and marking work. The school has recently introduced rigorous systems for regular, formal assessment of English, mathematics and science. These systems have the potential for providing detailed information to track the individual progress of pupils and for helping teachers to modify their lesson plans to match their teaching to the abilities of their pupils more closely.
16. However, the assessment arrangements are so new that they have not had sufficient time to make an impact on teaching or learning. In addition, in many cases teachers do not routinely use information from their day-to-day informal assessments well, to match their teaching to the learning needs of all ability groups in their classes. This leads to a weakness in teachers' lesson planning, which is some times too brief to provide sufficient support, particularly for teachers who are new to the profession. Additionally, planning is not always effective in meeting the needs of all pupils, especially when they are not challenged at a sufficiently high level, thus preventing them from achieving as well as they could. Teachers mark pupils' work regularly and well. They include comments on how pupils can improve and reach their individual targets, as well as friendly words of praise and encouragement. The school is aware that there are no adequate assessment procedures for subjects other than English, mathematics and science to inform them of strengths and weaknesses in those subjects. Consequently, they have plans to address this issue.

## **The curriculum**

The curriculum is good, providing a wide range of learning opportunities. Resources are **satisfactory** and accommodation is good.

## **Main strengths and weaknesses**

- Innovative planning of curriculum subjects makes learning relevant, interesting and fun.
- The curriculum is enriched by a good range of extra activities and by interesting homework.
- The curriculum is not monitored sufficiently by senior staff or subject co-ordinators.
- Governors make a very good contribution to the curriculum.

## **Commentary**

17. The curriculum meets statutory requirements, and creatively integrates many of the subjects into topics, which captures the interest and enjoyment of pupils. This often involves school visitors, who are used well to support the frequent special events and themed days, to create a vibrant and lively curriculum. Inspectors agree with parents who said that the school makes work relevant, interesting and fun. The curriculum successfully includes all groups of pupils and ensures equal opportunities and access for all.
18. Curriculum provision for pupils with special educational needs is good. Pupils are given individual support as necessary and this helps them to make slow but steady progress. Others are taught in small groups and the school uses effectively recovery programmes such as Early Literacy Skills and Additional Literacy Skills as appropriate. The programmes are all designed to make the pupils feel fully included in the life and work of the school and work successfully.
19. The curriculum is greatly enriched by many opportunities for pupils to learn outside the school day. After-school clubs are enthusiastically attended by most pupils in Years 1 to 6. In recent weeks these have included drama, football, cricket, maths, gardening, choir, recorders, art, gymnastics, science, netball, athletics and sign language. Overall, the range of after-school opportunities is a good achievement and it represents a real strength of the school, which is appreciated by parents.
20. Teachers and support staff are sufficiently trained and experienced to meet the demands of the curriculum. Recent staffing issues, however, have led to the headteacher teaching full time. The school is sensibly paying for supply cover to give co-ordinators some release time, but this is not sufficient for them to monitor the quality and consistency of the curriculum as fully as they would like. The headteacher has inspired the governors to play a very active role in monitoring the curriculum's strengths and weaknesses. As a consequence, they make a very good practical contribution, which supports the school very well. Staff have enough resources for the needs of pupils and the curriculum. The accommodation is good and staff work very hard at making the school bright and attractive. The school's outdoor facilities are very good. With its large field for sports, hard play area marked for sports pitches and playtime games, calm play areas, millennium path and award-winning gardens, the pupils are well provided for in this area.

## **Care, guidance and support**

Consultation with pupils is very good. They receive very good advice and guidance. Procedures for health, safety and welfare are good.

## **Main strengths and weaknesses**

- Pastoral care is very good, and supports pupils very well.
- The school constantly asks pupils for their ideas on how to improve the school and acts on their views.
- Monitoring of pupils' personal development is not formally recorded.

## **Commentary**

21. Health and safety are high priorities, and the school follows good procedures when emergencies arise. Regular risk assessments are carried out, and all staff received first aid training in the past year. Practice of first aid is good although not all minor incidents requiring attention are recorded. Aware of the new child protection legislation, the school is taking steps to comply with this, and procedures followed in cases of concern are good. Inspectors noted, however, that too much and unsuitable jewellery is worn, and that some of the girls' footwear is too flimsy.
22. Pupils are very proud of their school and know that when they raise matters or make suggestions through the school council, their views are taken into account before staff and governors make their decisions. As a result of the very good relationships they enjoy with adults, pupils are confident that their concerns will be dealt with quickly and effectively if they cannot sort matters out for themselves.
23. Individual targets set in English and mathematics are reviewed frequently and pupils understand clearly what they must do in order to improve their work. They appreciate teachers' comments made during lessons and on their work. Academic work is assessed regularly, but pupils' personal development, though very well promoted, is not systematically recorded and monitored other than in their annual reports. Staff have approved the new format for this, which is to be introduced as soon as practicable.
24. The school monitors the progress of pupils with special educational needs very carefully through their individual education programmes or through their concern sheets. It makes good use of the expertise provided through the local education authority such as speech therapists and educational psychologists. The school knows its pupils well and ensures that staff are made well aware of pupils' individual difficulties. Appropriate training is provided as necessary. Two teachers from the traveller support service ensure that traveller pupils are given any extra assistance they need to take a full part in school life.

### **Partnership with parents, other schools and the community**

The school has established very good links with parents. Links with local churches and the local community are good. Effective liaison with other schools extends to staff and pupils.

### **Main strengths and weaknesses**

- Parents receive very good information from the school, which keeps them very well informed.
- Parents' support for, and involvement in, the school is very good, and much appreciated.
- The 'Friends of Dilton Marsh' organise highly successful and fun events for parents and the community to enjoy.

## Commentary

25. The number of parents involved in their children's activities, during and after school, is indicative of the very good relationships between them and all staff. They like the happy, family atmosphere, based on Christian values, evident as soon as they enter the building. Sharing the school's aims and ambitions for their children, parents demonstrate their strong support through active participation, helping teachers and organising and running out-of-school activities, and through their very good attendance at meetings held for them every term. Parents are regularly consulted through questionnaires, and are also invited to give their views through the parents' focus group. Friends of Dilton Marsh (FODS) send out newsletters and organise very successful fun and fund-raising events for all to enjoy, to which local businesses regularly contribute. The school council, as well as staff, have a voice in deciding how the money raised should be spent and, in addition, FODS select a project for which to raise funds each year.
26. Despite some reservations expressed through the pre-inspection Ofsted questionnaires, inspectors found that the school provides very good information for parents through the prospectus, governors' annual report, and regular topic, news and other letters. Parents are pleased with the 'open door' policy, and that friendly office staff are always ready to assist with form-filling or to explain communications, and many take advantage of these opportunities. Children's annual reports are clear and easy to understand. The school ensures that all parents, whatever their background, are well informed about their children's progress and school events, and gives good support where this is necessary. Parents of pupils with special educational needs are kept fully informed about their children's progress. Individual education plans are reviewed every half term. Parents are invited to attend review meetings and the majority contribute to setting targets for their children. Older children are also invited to contribute to setting their own targets.
27. Liaison with the pre-school situated adjacent to the school is very good, ensuring an easy transition for the majority of the youngest children. Links with other local schools are well established; those with the secondary school provide a useful exchange of information before pupils transfer. Headteachers enjoy breakfast together every half term and this year the primary and secondary school music and drama teachers exchanged visits. The cross-over 'Passport Project' benefits Year 6 pupils, who have few qualms about the next stage in their education.
28. Local residents enjoy reading the newsletters left for them in the post office, and some are involved in one of the gardening clubs. Others, including grandparents and friends, help in school. Ministers from two local churches take assemblies and their involvement in school is an example of the good links established with the local community.

## LEADERSHIP AND MANAGEMENT

The leadership and governance of the school are very good. Management is good. Financial planning procedures and control are very good.

### Main Strengths and weaknesses:

- Governors are very keen and take a very good, pro-active role in the management of the school.
- The headteacher is a very good leader and has a clear vision for the development of the school, which is shared by staff and governors.
- Financial planning and procedures are very good.
- The school is organised efficiently and managed effectively.

## Commentary

29. The headteacher has been in post for three years and has a very clear vision for the development of the school. The inspirational leadership she provides has a noticeable impact on the very positive ethos within the school. The headteacher works closely with the deputy headteacher who together share a high number of responsibilities. Both provide very effective role models in leadership and teaching for staff and pupils. Staff are dedicated and enthusiastic and have high aspirations for the pupils they teach. This results in positive attitudes amongst most pupils, some of whom when asked what they liked about school replied 'the work'.
30. The school has been through a difficult period because of unforeseen staffing difficulties. This has resulted in the headteacher returning to teach full-time, to ensure that the impact on pupils' education is kept to a minimum. Consequently, she has a very heavy workload, but she is very ably supported by the deputy headteacher and the efficient office staff. All have coped admirably, and it is because of their dedication, and the effective structures that are in place that the school continues to run smoothly and efficiently. The school improvement plan is a good working document, which provides clear guidance for the school's development for the coming year. It does not, however, include a formalised long-term view for the school's development. Both the headteacher and the governors are fully aware of this and have already planned a development day to rectify this situation. The role of curriculum leaders is developing effectively and they will all shortly be responsible for their own budgets. They all monitor the development of their subjects through planning documents and pupils' work. However, the normally careful monitoring of the quality of teaching has been reduced for the time being, because of the headteacher's own teaching commitment.
31. The special educational needs co-ordinator provides very good leadership. The register is updated regularly and pupils are moved up and down the register as appropriate. These pupils make good progress as a result of the good provision the school makes for them. Teaching assistants provide invaluable support and are used effectively. The governor responsible for special educational needs is very well informed and takes a keen interest in this aspect of the school's work and is also in a position to provide reassurance for parents should it be required.
32. The governing body has very good relationships with all who work in the school and it fulfils its statutory responsibilities very efficiently. Governors are kept fully informed about the life and work of the school and take an active part in joint training with the staff. They have a very clear knowledge of the school's strengths and weaknesses and provide a high level of support. They have a highly efficient committee structure and play a major role in formulating the school improvement plan. They make good provision in their meetings to evaluate the effectiveness of their decisions on standards within the school, and take best value principles fully into account. All governors now take responsibility for a curriculum area and are kept well informed about developments by the subject co-ordinators. Their interest in, and regular visits to, the school contribute significantly to the school's very positive ethos.

### **Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	424,458	Balance from previous year	30,692
Total expenditure	412,176	Balance carried forward to the next	12,282
Expenditure per pupil	2,862		

33. Financial control is very good. The finance committee meet regularly, and governors have managed successfully to turn a significant deficit noted in the last inspection report into a credit balance in a very short space of time. They have effectively managed this without there being any impact on the education of the pupils. The school's finance officer ensures that the day-to-day running of the school is very smooth and efficient. She monitors the budget closely and

keeps in regular contact with the governors' finance committee. The school sensibly makes use of the expertise provided by the local education authority. The considerable under-spend from the financial year 2002/2003 was because of late invoicing for the new fencing, and therefore presents a misleading picture.

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**. The main strengths and weaknesses apply to all areas of learning in the Foundation Stage curriculum.

### Main strengths and weaknesses

- Children make good progress and achieve well as a result of good teaching.
- Good teaching stems from a secure understanding by all adults of the way young children learn.
- All adults work as an effective team, led and managed well by the co-ordinator.
- Good curriculum planning covers all areas of learning in an interesting and relevant way.
- Information gained through good assessment systems is not analysed to provide a clear picture of the value added through the reception year.

### Commentary

34. Good provision for reception children has been maintained since the last inspection. Children join the reception class with overall below average levels of attainment, particularly in relation to their personal, social and emotional development and in communication skills. They receive a good start to education in the warm, caring reception environment, and many make good progress in gaining skills, knowledge and understanding in this important first year. The reception staff work as an effective, close-knit team, and all adults have a confident understanding of the needs of each individual child, several of whom present challenging behaviour. Teaching across all aspects of the Foundation Stage curriculum is good, because adults effectively interact with children as they work and play, encouraging them well to think and talk about what they are doing. As a result, children gain confidence in expressing their views. Learning, however, is satisfactory rather than good, because children's attention spans are short and a minority of children find it difficult to work collaboratively without close supervision. As a result, despite adults' best efforts, children do not always maximise on the opportunities provided.
35. Provision is led and managed well, with close involvement of all adults in providing a rich range of experiences in each session. Planning carefully ensures that all aspects of each area of learning are covered fully, and effectively linked to make learning relevant and fun; the current focus being the story of 'Jack and the Beanstalk'. All staff are actively involved in assessing children's achievement and progress. Careful assessment of children's attainment on entry are followed by detailed records kept in all areas of learning. Whilst the information presents a clear picture of individuals, the data has not been collated to provide sufficient hard evidence of the gains children make overall during their reception year, or to establish patterns and trends.
36. Whilst around a quarter of children are exceeding expected levels, children's **personal, social and emotional development** is, overall, below expectations for their age, reflecting their well below average attainment in this important area when they start school. Most children need constant reminders and close supervision to ensure that they work and play together harmoniously, and tears and tantrums are not uncommon. All adults work hard to instil good values and attitudes, provide good role-models for children and consistently implement shared expectations. This results in good relationships between adults and children, but they are not fully extended to relationships between the children themselves. Children have a clear understanding of right and wrong behaviour, but this does not mean they comply! In a small number of cases, the work of the school to develop these good attitudes and behaviour is hampered by a lack of shared values between home and school.

37. Standards in **communication, language and literacy** meet expectations for the majority of children, and about a quarter of children are exceeding expectations. This represents good progress and achievement for the majority of children, and is the result of good teaching and a high emphasis on developing important basic skills. Children enjoy listening to stories, and join in enthusiastically. The teacher encourages them well to share their thoughts and opinions, through good questioning and effective use of 'carpet partners' to develop their communication skills. Children are keen to share their ideas, but not so good at listening to each other. Development of reading skills has a high profile, and children enjoy sessions designed to improve their recognition of letter sounds. All handle books carefully and the majority are well launched into reading. Children's work shows they are making good progress from mark-making at the beginning of the year to writing clearly formed letters and words.
38. Children's **mathematical development**, overall, meets expectations and again around a quarter of the children are exceeding expectations. Children count confidently to ten, and enthusiastically play counting games and sing counting songs. Most have an appropriate understanding of mathematical language, and recognise and name simple shapes. In a good session on measurement, the teacher made very effective use of 'giant footprints' to capture children's imaginations and link their work to the week's theme. Children concentrated well as a result, on cutting out their own footprints and using them to measure their classmates lying on the floor.
39. Too little work across all aspects of children's **knowledge and understanding of the world, physical and creative development** was seen to judge standards and achievement in these areas of learning. Planning, however, shows that they are covered fully, and effective cross-curricular links make learning interesting and relevant. Children have equal access to the computer suite, and in a good session, managed the functions of a simple drawing program competently to create pictures with which they were very pleased. Children planted bean seeds and had a confident understanding of the requirements for plants to grow. Children are reasonably well co-ordinated as they move around the classroom, school and hall in physical development lessons, but need considerable supervision as they quickly become over-excited, reflecting their below average levels of personal, social and emotional development. Children enjoy painting, and work with serious concentration at their efforts, reflected in the lively illustrations of the 'Fat Cat' story. Children, however, do not co-operate well in imaginative play, unless directly supervised by an adult.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- The quality and range of pupils' writing by the time they leave school are above average.
- Standards in Years 1 and 2 are rising and are now satisfactory.
- Assessments are used effectively to set targets and track pupils' progress.
- Pupils have positive attitudes towards their work.

## Commentary

40. Standards in the 2003 national tests for seven-year-olds were well below average in reading and below average in writing when compared to schools nationally, and well below average in both aspects when compared to similar schools. These low results are partly due to some pupils' weak skills in literacy when they started school and also to some unforeseen disruption in teaching. The school is well aware of this, and has taken steps to rectify the situation, for example, by focusing on developing pupils' reading skills. These steps are having a positive impact, standards are improving and the work seen in class is now satisfactory. Recent test results are likely to reflect this improvement. By the time pupils reach the end of Year 6, standards have improved significantly and are above average. Standards are similar to those reported at the last inspection at the end of Year 2 but show an improvement by the end of Year 6. Pupils in this class are articulate, they read well and their writing is full of interest and enjoyment, using words very effectively for impact for example '*... he moved slowly and quietly to the old bloodstained door ...*'. Whilst boys achieve better than girls by the end of Year 2 there is no significant difference in their attainment by the time they leave the school.
41. The quality of teaching in Years 1 and 2 is satisfactory. In Years 3 to 6 it is good overall; some examples of very good and excellent teaching were observed. The excellent lesson in Year 6 was characterised by very high teacher expectations, pace and challenge. This resulted in correspondingly high levels of pupils' interest and engagement in their work. Discussions with these pupils showed that they have a good knowledge of the structures for writing and that they readily apply these to new situations. Lessons judged to be satisfactory were less well planned, and tasks were not always well matched to pupils' different levels of ability. The quality of marking throughout the school is very good and the evaluative comments ensure that pupils know what they have to do to improve.
42. The curriculum is well balanced. Writing skills are being very effectively developed through topic work where, in the best lessons, tasks are matched subtly to pupils' different levels of attainment which has a positive impact on their already good achievement, with the additional benefit that all pupils feel they are being included and doing the same work. There is an appropriate emphasis on speaking and listening skills throughout the school, for example, 'Speakers' Corner' in Year 3/4, as well as on developing reading and writing skills. The emphasis on teaching phonics in the younger classes is appropriate, and could well be extended to some older classes. Pupils generally take great care with the presentation of their work. Good use is made of computers to develop pupils' word processing skills.
43. The co-ordinator leads and manages the subject effectively. Planning and pupils' work are monitored regularly and assessment is used well to track pupils' progress and establish trends. Whilst the quality of teaching has been monitored, however, the co-ordinator has not been able to work alongside teachers to develop their expertise. The school is well aware of the need to continue raising standards in Years 1 and 2 and to raise still further pupils' achievements in the older classes. Assessment is being used effectively to support this aim, and the information is used well to set pupils individual targets, which are reviewed regularly.

## Language and literacy across the curriculum

44. The development of writing through other subjects is very high on the school's agenda. Pupils write in different styles very effectively through their topics. In report writing, for example, pupils study the key features of modern newspaper articles and then apply these skills when writing on their topics. They presented a convincing argument, for example, when writing in geography about the pros and cons of the A303 road improvements around Stonehenge.

## MATHEMATICS

Provision in mathematics is **good**.

### **Strengths and weaknesses**

- High focus on mathematics has led to improved standards, which are above average throughout the school.
- Very effective teaching of the oldest pupils enables them to achieve well.
- Good systems for tracking the individual progress of pupils provide very good information to help teachers focus their teaching.
- Teaching occasionally provides insufficient challenge for more able pupils and prevents them from achieving as well as they could.

### **Commentary**

45. Standards in mathematics by the end of both Year 2 and Year 6 are above average. In the 2003 national tests, all pupils in Year 2, and 80 per cent in Year 6 reached the expected standards. The school's evaluation indicates that in the 2004 national tests the results are likely to be broadly similar in Year 2. In Year 6, the proportion reaching the expected standard in this year's tests is likely to increase considerably to include almost all pupils, although the proportion reaching the higher Level 5 is likely to stay roughly average. Overall the school does well for its pupils, with most groups making good progress and achieving well. Pupils with special educational needs, well supported by teachers and teaching assistants, achieve as well as their classmates. More able pupils make satisfactory progress, but they do not always achieve as well as they could in lessons.
46. Staff have worked hard to raise standards in mathematics. Over recent years, the proportion of pupils achieving the expected levels has steadily risen and now exceeds national levels, as the quality of teaching is improving. This is in contrast to the much poorer results at the time of the last inspection, when standards were below average for seven-year-olds and average by the age of 11. These improvements are due to the focus which the school has given to mathematics, and the intensive support received from the local education authority. Teachers build on the good start which pupils receive in reception, so that by Year 2 a higher proportion of pupils is working at the expected level than is normally found. Their mental recall of the multiples of 10 is swift and accurate and they use effective strategies for counting in 3s and 4s. As pupils move up the school, the speed and range of mental calculations increase. By Year 6, pupils construct complex sums mentally to match a number given by the teacher, for example, 5 squared plus 3 squared minus 2 equals 32.
47. Teaching is good, with evidence from pupils' work and lessons showing that it is effective overall. Teachers plan their work for each term based on the National Numeracy Strategy, which ensures a good progression of learning throughout the school and ensures that pupils cover all the aspects that they should. However, teachers do not plan sufficiently for how they will modify their teaching to provide challenge for more able pupils. Consequently, these pupils do not always achieve as well as they could. The school has recently begun to track the progress of individual pupils, following thorough assessment. The helpful information which this system produces is now available for teachers to improve how they match their work to all pupils' abilities. Staff changes have led to instability for Years 1 and 2, which has prevented them from benefiting fully from the school's efforts to improve teaching in mathematics. By contrast, the teaching in Year 6 has been of consistently high quality. Teachers' marking is good, containing comments to praise and help pupils improve. Regular, interesting homework and the use of computers make a good contribution to pupils' interest in, and enthusiasm for, mathematics.
48. Mathematics is very well led by the knowledgeable and enthusiastic co-ordinator. Her management is satisfactory, however, because she is not able to be released to monitor work in her subject.

## Mathematics across the curriculum

49. Pupils use mathematics satisfactorily as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. Although the links between mathematics and other subjects are not planned in a structured way, teachers' good awareness of the issue ensures that regular links are made. For example, a range of graphs, charts and diagrams are used by all age groups in geography and science and, increasingly now, presented by computer.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- By Year 6, pupils achieve well in science.
- Teaching provides insufficient challenge for more able pupils.
- New systems for tracking pupils' progress are producing valuable information to help teachers' planning.
- The school's agreed scheme of work for science is not yet implemented consistently across the school.

### Commentary

50. Standards in science in Year 2 are average, and in Year 6 are above average. In the 2003 teacher assessment of Year 2 pupils, roughly eight in every ten pupils reached the expected standards, which is well below average when compared with the national picture. In 2003 national tests for Year 6, around nine in every ten pupils reached expected standards, which is average. These results are similar to those found at the last inspection. In recent years, the trend has been for science standards to be consistently lower than average and lower than those in English and mathematics. As a result, the school has focused on science, and improvements are now beginning to be seen. Inspection evidence suggests that the proportion of pupils in Year 2 reaching expected standards is likely to rise to become at least average. In Year 6, there is evidence that a higher than average proportion of pupils is working at or above expected levels, suggesting a likely improvement in national test results. However, no evidence was seen to suggest an improvement in higher Level 5 scores because more able pupils do not always achieve as well as they could. The achievement of the majority of pupils is at least satisfactory and by Year 6 it is good. Pupils with special educational needs, well supported by teachers and teaching assistants, achieve as well as their classmates. Standards across the school are likely to rise as recent improvements take hold, and as staffing becomes more stable. The school has good plans in place, which are likely to address key areas of weakness well.
51. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6, as it was at the last inspection. In the four lessons seen, teaching was good overall, ranging from very good to satisfactory. Teachers make science interesting and fun by linking it well with other subjects. For example, the study of the human body in Years 5/6 is linked with making figures and human organs in art and in recording performance in athletics. Attractive, informative displays accompany this work and interesting homework is set. As a result, pupils are inspired and interested. Lively, creative teaching builds on this interest. For example, in a Year 5/6 lesson, the teacher used pupils holding pictures and symbols of heart, lungs, blood, oxygen and carbon dioxide to great effect. She moved the pupils to mime, through drama, to demonstrate the functions of the heart. This brought the subject alive for the pupils and helped them to achieve well. However, teaching often fails to provide sufficient challenge for more able

pupils. Consequently these pupils are not achieving as well as they could. Too often, teachers plan their lessons to match the needs of the middle of the ability range, with insufficient planning for how they will modify their teaching to support less able pupils or extend those who are more able. For example, in a Year 4/5 lesson on the skeleton, all pupils were given similar work. As a result, some pupils struggled because they had difficulty coping with the levels of literacy skills required while more able pupils found the tasks easy. New, rigorous procedures for tracking the progress of individual pupils have recently been introduced and they are producing valuable information. This information can now be used by teachers to match their teaching plans more closely to the needs of the groups of pupils in their classes.

52. The experienced and enthusiastic co-ordinator provides strong leadership for science. Her management is satisfactory, rather than good, because currently she is unable to be released from teaching to monitor her subject and as a consequence she does not have a complete picture of the strengths and weaknesses in science. The school has agreed a new scheme of work but it has not yet been implemented consistently in all classes. When the scheme is fully implemented it should improve the range and quality of provision in science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Standards and achievement in ICT are improving rapidly, as pupils' opportunities to use ICT are significantly increased.
- There is no system to assess pupils' knowledge and skills.

### **Commentary**

53. Standards in ICT have improved since the last inspection, and the key issue from that time has been addressed fully. This is because of the enthusiasm and expertise of the co-ordinator, who ensured that all teachers had access to the New Opportunities Fund training, and accelerated the programme to enhance teachers' knowledge and understanding of the use of ICT. Installation of the ICT suite, which has been available from January 2004, has significantly enhanced pupils' access to computers and they now enjoy regular sessions in the suite to support their learning across the curriculum. As a result, standards now meet expectations by the end of Year 2 and Year 6. Boys and girls are achieving satisfactorily and making steady progress, and this is improving at a rapid rate. All aspects of the subject are covered appropriately, although the school is still awaiting delivery of hardware to enable pupils to gather data, for example, through measuring temperatures.
54. Teaching and learning are satisfactory. Teachers work hard to ensure that pupils behave well and treat equipment with respect. The majority of sessions are planned carefully to make the development of ICT skills relevant to other subjects, so that pupils are developing a good understanding of the value of ICT to support their learning. Pupils in Years 3, 4 and 5 use the Internet competently to research information on ancient and modern Greece, but past lack of experience means that their keyboard skills are slow. The oldest pupils enjoy using formulae in spreadsheets to calculate perimeters, and effectively challenge themselves to use increasingly complex numbers. Teachers use the interactive whiteboard competently to introduce sessions, and effectively gain pupils' interest and attention, as they explain the purpose of the lesson. They work hard to ensure that pupils remain focused on their tasks and to maintain the enthusiasm of those pupils whose attention spans are short, and whose behaviour is challenging. However, in most lessons, teachers are unsupported in the suite, which means that pupils experiencing difficulties might well have tried several keys and icons before the teacher has time to intervene, leading to frustration on both sides! All pupils are fully included in lessons and most work co-operatively at their tasks, with appropriate challenge built into

lessons for pupils of differing abilities. However, ICT is not used specifically to support pupils with special educational needs, for example, by using programs designed to reinforce basic literacy and mathematical skills.

55. The co-ordinator is temporarily absent, and leadership and management are being satisfactorily maintained by the deputy headteacher. She is confident that ICT is given sufficient emphasis by all teachers, and evidence shows this to be so. She is aware of the lack of any assessment in the subject, and is actively investigating useful and manageable systems to fill this gap.

### **Information and communication technology across the curriculum**

56. Cross-curricular links are well established, and ICT is used satisfactorily across the different subjects. Year 2 pupils, for example, have used word processing successfully to publish history work connected to the Great Fire of London, and Year 6 pupils have created effective power point presentations of their work on neolithic Wiltshire. Their understanding of angles is effectively reinforced through using 'Logo' to create geometric patterns. Year 4/5 pupils have used data handling to publish graphical results of science experiments, and Year 3/4 pupils have generated lively advertising posters of Greece as a holiday destination in connection with their geography and history topics.

### **HUMANITIES**

57. In humanities, work was sampled in **history** and **geography**, with some history teaching seen as part of two lessons in ICT. It is therefore not possible to form an overall judgement about provision in these subjects, or about teaching and learning. There is, however, every indication that standards meet expectations.
58. In both subjects it is clear that teachers work hard to make learning interesting and enjoyable. Visits and visitors play an important part in making the work lively and relevant, and homework enhances the subjects further. For example, pupils pay study visits to The Kennet and Avon Canal, Braeside Residential Study Centre, Stonehenge, Avebury and the local area. Visitors include a member of the Hindu community, prison warders, fire officers, actors and the local MP. Interesting homework is keenly completed by pupils and parents, and is celebrated in bright and attractive displays, such as the work on the Ancient Greeks, Archimedes and Pythagoras in Years 3 – 6, and Victorian toys in Years 1 and 2. These activities enrich the subjects and succeed in inspiring the pupils to learn well.
59. Pupils' work shows that they are covering a suitable range of topics in both subjects. The topics are creatively planned to form links between subjects to make the work relevant for pupils. For example, the Years 3 – 6 history topic on the Ancient Greeks includes modern Greece for geography, the forthcoming Olympics for physical education, writing in many styles for literacy, Internet research for ICT and the making of Greek urns in clay and a range of models and paintings for art and design and technology. As a result, the pupils can more easily see the purpose of their learning, which helps to maintain their interest. Pupils spoken to enjoyed these subjects and showed pride in their work, which they present neatly. In Year 6, pupils used their knowledge of ICT to present their research findings in history by power point presentation.

### **Religious education**

Provision for religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The school now has a good scheme of work, which ensures continuity and progression but this has not yet had time to have an impact on pupils' learning.
- The very positive ethos of the school enhances pupils' understanding and awareness of other people's feelings very well.
- The action plan shows clear development to raise standards within the subject.

### Commentary

60. Only one lesson took place during the inspection and this was slightly curtailed by the over run of a previous lesson. Consequently it is not possible to make a judgement on the quality of teaching.
61. The school has recently decided to adopt a new scheme of work. All pupils have been given new books, which unfortunately contain too little work to make a secure judgement about standards. However, from the little work seen standards appear to meet expectations throughout the school. Much of the lesson time is spent in discussion, which sensibly enables pupils to formulate their own views without the pressure of writing. Pupils know about a wide range of aspects of Christianity. They study stories from the Bible, recount them and discuss their implications sensibly. In Year 4, pupils develop skills in writing when after discussing the Last Supper they wrote about how they imagined the Jews felt as slaves. They learn about influential people such as Martin Luther King and the impact he had on society. In Year 6, pupils focus on both Christianity and Islam. Pupils in Year 2 have a surprisingly good knowledge of Judaism and its traditions. Assemblies play an important part in developing pupils' knowledge about their own and other faiths, and in developing their spiritual awareness. The overall very positive ethos of the school is a significant factor in promoting pupils' understanding of the feelings of others, and their awareness of the need to treat them with respect. Regular visits from different ministers bring a wide variety of different points of view, which helps to enrich pupils' understanding. Multi-cultural weeks extend pupils' understanding to an appreciation of different faiths, for example, when comparing the different festivals of light in Judaism, Islam and Christianity.
62. The curriculum is satisfactory but is not yet fully established. Action planning is thorough, and shows clearly how the subject will be developed. When fully implemented, the new curriculum will not only provide pupils with a good knowledge of their own and other religions but will enable them to appreciate and tolerate different points of view and cultures. The school is beginning to increase its range of regular visitors to the school from other faiths such as a Hindu. Assessment procedures are not yet in place but the school is planning to rectify this by September. The co-ordinator is providing good leadership and satisfactory management, and is keen to see the new scheme of work fully implemented.

### CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. Only two **music** lessons were seen during the inspection; it is therefore not possible to make secure judgements about provision, standards or pupils' achievement. In the lessons seen, teaching was satisfactory in Years 1 and 2 and very good in Years 3 to 6; the very good teaching being characterised by high expectations and levels of challenge. Pupils in Year 6 have a good knowledge of musical notation and can apply this knowledge successfully when composing and playing music to represent different emotions. Pupils in Year 1 are beginning to successfully relate musical pieces to different moods and can represent these moods through movement. On the basis of the two lessons pupils appear to make sound progress. The curriculum is based on a commercial scheme of work, which is supportive to both specialists and non-specialists, and helps to ensure progression and continuity in teaching and learning. The school makes effective use of different teachers' expertise, which has a beneficial impact on the subject. The headteacher's piano playing, accompanied by another teacher on the violin, adds an effective atmosphere to assemblies, and encourages tuneful and thoughtful

singing from the pupils. Pupils' talents are celebrated too, when they join in the accompaniment to assembly singing, for example, on the recorder. A wide range of peripatetic instrumental teaching is available to pupils and this enhances the quality of music within the school.

64. In **physical education** parts of only two lessons were seen in Years 1 and 6. It is not therefore possible to make a firm judgement about provision, standards, teaching or learning. In the Year 1 lesson on kicking skills, most pupils showed average skills in their dodging and weaving whilst running and in kicking a ball, but the lesson was marred by poor behaviour. Several pupils were noisy and excited and failed to follow the teacher's instructions. Pupils in Year 6 demonstrated average throwing skills in an athletics lesson. They made satisfactory progress in developing their skills in throwing the javelin and putting the shot. They also sensibly measured, recorded and evaluated their performances.
65. There is good provision for swimming for pupils in Years 3 and 4, but there are no systems to check that by Year 6 all pupils meet the national requirement of swimming at least 25 metres. There is a good range of opportunities for pupils to participate in physical activities outside lesson times. At different times of the year, there are clubs for netball, football, athletics, cricket and gymnastics and there are inter-school competitions. Accommodation and resources are adequate for delivering the physical education curriculum.
66. **Design and technology** was not an inspection focus, and too little evidence is available to judge provision, standards, achievement, teaching or learning. Planning shows due emphasis is placed on the subject, with effective links made to other subjects, such as history and science, and most particularly to art and design, where the principles of both subjects are effectively interlinked. In Year 2, for example, pupils design puppets for a particular purpose, and carefully evaluate the materials they will use and how they will join these.

## Art and design

Provision in art and design is **good**.

### Main strengths and weaknesses

- Enthusiastic teaching and very effective cross-curricular links make learning relevant and fun.
- Standards exceed expectations by the end of Year 6, and displays of completed work are of a high standard.
- Sketchbooks are not used as an effective assessment tool.

### Commentary

67. Standards in art and design have been maintained since the last inspection, to meet expectations by the end of Year 2 and exceed expectations by the end of Year 6. Boys and girls of all abilities throughout the school achieve well, because of the high emphasis placed on the subject and the very effective links made with other subjects, which means that they work hard to complete projects in both two and three dimensions. This enables pupils who are perhaps not so strong academically to shine in a subject which is linked very well to teaching in other areas.
68. Teaching and learning are good, because teachers consistently share their own enthusiasm and expertise with pupils, enabling them to achieve well. The talent of one teacher in Years 3 to 6 is clearly evident in the display of flower drawings, which has inspired her class to make extremely effective pastel drawings of their own. In lessons, pupils work with intense concentration to complete their tasks, and teachers consistently encourage them to evaluate their work and consider how to improve their efforts. Projects develop well over successive

lessons; in Year 6, pupils used their knowledge of facial proportion to draw accurate designs for Greek masks, which in a subsequent lesson they started to make. These cross-curricular links are clearly evident in extensive, well-mounted displays. Atmospheric watercolours by pupils in Years 3 to 6, for example, record visits to Braeside activity centre, Stonehenge and the Kennet and Avon canal. Younger pupils have created lively large-scale Elizabethan characters to illustrate Shakespeare's plays. All these displays make a very positive contribution to the vibrant atmosphere in the school and to pupils' pride in their achievements.

69. The deputy headteacher is maintaining a caretaking role in leading and managing the subject, and these are satisfactory. Assessment systems are not in place, and the school is aware that the sketchbooks used in all classes could provide a useful opportunity for teachers to monitor pupils' progress and achievement.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision for personal, social and health education (PSHE) and citizenship is **good**.

### **Main strengths and weaknesses**

- Pupils develop good attitudes and relationships and readily accept responsibilities.
- The school does not yet record pupils' personal development.

### **Commentary**

70. The school successfully fosters pupils' developing sense of responsibility and understanding of their role in society amongst, and this results in pupils who are self-assured and have a clear understanding of their importance to the school and wider community. The school council, for example, is a self-regulating group of boys and girls who are proud to be elected and take their responsibilities seriously. They take every step they can to ensure that the school has a welcoming atmosphere and is a pleasant place to be. On a rotating basis, four pupils from Year 6 cook lunch for a special visitor each week, an occasion enjoyed greatly by all involved. The school develops this awareness through curriculum subjects such as religious education and English, to ensure that pupils know right from wrong. A wide range of issues are discussed in lessons across the curriculum, such as other peoples' feelings, the influence of prominent personalities and the impact of building works on the environment. This is enhanced through a range of visits and visitors, such as a Hindu who tells the pupils about her faith and culture. Pupils value the celebration assemblies and are very proud when their work is selected, which contributes positively to the development of their self-esteem. Pupils are made fully aware of the services available in the community through a wide range of visits and visitors such as the school nurse, fire service personnel and the local police.
71. Leadership and management are informal but satisfactory overall, with all staff sharing the same values and interest in developing pupils as mature and sensible individuals. Much of the work involved is covered indirectly through the school's very positive ethos and its curriculum planning. The school does not have a specific PSHE programme, although it is planning to implement a scheme of work shortly. The school does not record pupils' personal development formally but teachers know the pupils well. The quality of teaching seen in two specific lessons in Years 1 and 2 was good overall. Pupils contributed well to discussions, making sensible comments.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*