

INSPECTION REPORT

GROVE PRIMARY SCHOOL

Trowbridge

LEA area: Wiltshire

Unique reference number: 126255

Headteacher: Mr Paul Berry

Lead inspector: Dr Colin Lee

Dates of inspection: 12th – 14th July 2004

Inspection number: 256297

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:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	387
School address:	Hazel Grove Trowbridge Wiltshire
Postcode:	BA14 0JG
Telephone number:	01225 755242
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Appropriate authority:	The governing body
Name of chair of governors:	Mr N Laird
Date of previous inspection:	15 th June 1998

CHARACTERISTICS OF THE SCHOOL

Grove Primary School is a larger-than-average primary school with 387 pupils on roll. Numbers have increased steadily, since the last inspection, due to the popularity of the school, and a significant proportion of pupils live outside the immediate catchment area of the school. The majority of pupils are of white British heritage with a very small percentage known to be from minority ethnic groups. All pupils use English as their first language. The socio-economic backgrounds of pupils' families are broadly average. A small number of pupils join or leave the school during the course of the school year. The level of this mobility is lower than in most primary schools. Eighteen per cent of the pupils have special educational needs, which is about average. Six pupils have a statement of special educational needs and this represents an average proportion for schools of this size. Five of the statements are for special needs relating to hearing impairment. Other special needs cover a spectrum of general and specific learning difficulties, social, emotional and behavioural difficulties. The local education authority has a well-established provision in the school for pupils with hearing impairment. At present there are five on roll, but the unit is funded for eight pupils. Children's attainment on entry to the reception year is average, overall, but their speech and language development is generally below average. Pupils are taught in two single-age classes in most year groups, with some pupils in Years 3, 4 and 5 in two mixed-age classes. A further increase in pupil numbers in September 2004 will result in an extra class and all pupils being taught in single-age classes. Several aspects of the school's work have been recognised by special awards in recent years, notably a 'School Achievement' award in 2002, a 'Healthy Schools' award in 2003, and the Basic Skills Quality Mark in 2004.

INFORMATION ABOUT THE INSPECTION TEAM]

Members of the inspection team			Subject responsibilities
21854	Dr Colin Lee	Lead inspector	Music Physical education
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20230	Mrs Jenny Clayphan	Team inspector	Science Art and design Design and technology The Foundation Stage curriculum
32197	Mr Mike Dukes	Team inspector	English Information and communication technology Religious education Special educational needs English as an additional language
32595	Mrs Gill Williams	Team inspector	Mathematics Geography History Personal, social and health education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Grove Primary School provides a good education for all its pupils. The good teaching and pastoral care help pupils to achieve well both academically and in their personal development. Staff work very effectively as a united team and all members of the school community benefit from the very good leadership and management provided by the headteacher and senior staff. The school provides good value for money.

The school's main strengths and weaknesses¹ are:

- Pupils' good achievement results in standards that, by the end of Year 6, are above average in English, mathematics, science and art and design.
- Very good leadership and management by the headteacher and senior staff are having a good impact on school improvement.
- There is very good provision for pupils with hearing impairment.
- Very good provision for pupils' spiritual, moral, social and cultural development leads to good attitudes and very good behaviour.
- Teaching and learning are good, overall, but planning for language and mathematical development in the Foundation Stage² is not detailed enough.
- Good procedures for assessment in English and mathematics need to be built on to establish a consistent approach to assessment in other subjects.
- Information and communication technology is not used sufficiently to support pupils' learning in other subjects.
- There is a very good partnership with parents and carers and good links have been established with the community and with other schools.

The school was previously inspected in June 1998. The main weaknesses identified at that time have been rectified. The pupils' progress at Key Stage 2³ has improved, curriculum planning is more thorough, and management roles have been successfully delegated to senior personnel. There has been satisfactory progress on issues concerning assessment and this work continues. Since the last inspection, pupils' standards, as shown by results in national tests, have fluctuated but the most recent results for pupils in Year 6 are close to the school's best ever performance. The school is showing a satisfactory improvement in its overall effectiveness since the last inspection.

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	D	D
Mathematics	C	A	D	D
Science	C	A	D	D

*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 overall. It is not yet possible to compare the recently announced 2004 test results for pupils at the end of Year 6 with those in other schools. However, the school's results are a marked improvement on the previous year, especially in English. Percentages achieving the higher Level 5 in the tests are good in all subjects. Pupils' work in lessons reflects these results and

¹ The strengths and weaknesses are listed in order of significance.

² The Foundation Stage caters for children from the age of three to the end of the reception year.

³ Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

standards by the end of Year 6 are above average in English, mathematics and science. By the end of Year 2, pupils' standards broadly match the assessments carried out by teachers in place of the national tests, being average in reading, writing and mathematics and above average in science. At the end of Year 6 and the end of Year 2, standards in all other subjects are similar to those found in most schools, except in art and design where standards are higher than in other schools at all ages. Children in the Foundation Stage are making satisfactory progress. They are on track to attain all the goals children are expected to reach by the end of the reception year and this is satisfactory achievement in relation to their average levels of attainment when they started school. Pupils with special educational needs achieve well. This is especially the case for the pupils receiving specialist support for hearing impairment. The high quality of the support for these pupils from the specialist teacher and her assistants is a major reason for the pupils' good progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, is very good overall. Pupils have good attitudes and their behaviour is very good. Attendance rates are above average and pupils' punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good, reflecting skilful teaching by teachers and teaching assistants, resulting in good quality learning by the pupils, and a wide range of learning opportunities in the curriculum. The school shows admirable concern for the care, health and safety of pupils. There is a high level of support for pupils with special educational needs. The school works very well with parents, providing very good information about their children's education and how they can help. Links with the community, and with other schools and colleges, are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher's very good leadership combines drive, vision and great enthusiasm. He maintains a strong focus on raising standards through the improved quality of teaching and most of all through a commitment to teamwork involving all members of the teaching and non-teaching staff. He receives strong, very effective support from a very good deputy headteacher and a highly effective senior management team. Governance is good and the well-led governing body ensures that all statutory requirements are being met. Management is very good, overall, due to the commitment and expertise of all co-ordinators. Financial management is good and administrative staff make an excellent contribution to the day-to-day management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are particularly pleased with their children's progress, the quality of the teaching and the fact that children are expected to work hard. They have a high level of respect for the headteacher's leadership and influence on the school. Pupils are very positive about the school and enjoy their learning. They like the fact that they are consulted regularly about their views.

IMPROVEMENTS NEEDED

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

- Provide more detailed short-term planning for literacy and numeracy in the Foundation Stage.
- Develop a consistent, manageable approach to assessment of pupils' learning in subjects other than English and mathematics, using the information from assessment to maximise all pupils' achievement in those subjects.
- Establish greater consistency in the use of information and communication technology as a tool to aid pupils' learning in all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement by the end of the Foundation Stage is satisfactory, and it is good by the end of Years 2 and 6. By the end of Year 6, standards in several subjects are above average.

Main strengths and weaknesses

- Whilst the achievement of children in the reception classes is satisfactory overall, it is good in their personal and social development, their physical development and their knowledge and understanding of the world.
- Pupils achieve well in Key Stage 1⁴ and standards are above average in writing and science by the end of Year 2.
- Good achievement at Key Stage 2 results in standards being above average in English, mathematics and science by the end of Year 6.
- Throughout the school, standards in art and design are higher than those found in most schools.
- Pupils with special educational needs achieve well, overall, and those with hearing impairment achieve very well.

Commentary

1. There is no formal assessment of children's abilities when they start in the reception classes but the school reports the attainment on entry of the majority of children to be average overall. However, it is evident that children's speaking skills are generally well below average when they start school. Children of all abilities achieve at least satisfactorily in the Foundation Stage. They exceed the early learning goals⁵ in their personal, social and emotional development, their physical development, and their knowledge and understanding of the world. This is good achievement in these areas of learning. In communication, language and literacy, mathematical development and creative development, children achieve satisfactorily by attaining the goals set for these areas. Children are, thus, generally prepared sufficiently for the programmes of study in the National Curriculum that start in Year 1. However, higher-attaining children are ready for the literacy and numeracy programmes of study before the end of the reception year, but teachers are not currently incorporating any characteristics of lessons as recommended in the National Literacy and Numeracy Strategies.

Standards in national tests at the end of Year 2 – average point scores⁶ in 2003

Standards in:	School results	National results
Reading	16.6 (16.6)	15.7 (15.8)
Writing	16.0 (15.3)	14.6 (14.4)
Mathematics	16.8 (17.3)	16.3 (16.5)

There were 50 pupils in the year group. Figures in brackets are for the previous year.

2. In recent years, the school's results in the national tests at the end of Year 2 have consistently been above both the national average and the average for similar schools. The 2003 results are the latest that can be compared with data about other schools and the school's results were

⁴ Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

⁵ The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

⁶ **Average Point Scores.** The average point scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

well above average in writing and above average in reading and mathematics. Teachers assessed pupils' standards in science to be very high. In 2004, the school was one of a sample, throughout the country, where pupils' standards were assessed by their teachers rather than by taking the national tests. These assessments placed the current standards in Year 2 at very similar levels to those achieved in the 2003 tests. They also reflected good progress by the pupils since they started at the school.

3. Inspection judgements are slightly lower than the teachers' assessments but, nevertheless, confirm the pupils' good overall achievement in Key Stage 1. By the end of Year 2, pupils attain expected standards in most subjects with notable strengths in writing and science, in which standards are above average. Like pupils throughout the school, those in Year 2 also attain standards in art and design that are significantly higher than is typically found in other schools.

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

Standards in:	School results	National results
English	26.3 (27.6)	26.8 (27.0)
Mathematics	25.9 (28.8)	26.8 (26.7)
Science	28.1 (30.5)	28.6 (28.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year.

4. The national test results for pupils in Year 6 show more annual fluctuations than have occurred in Year 2 tests. Results fell to below average levels in all tests in 2003. In response to this, the school implemented specific strategies to raise standards, focussing particularly on improving the overall performance of boys and increasing the percentages attaining the higher Level 5. The success of these measures is seen in the test results in 2004 and the judgements of the inspection which are of standards being above average in English, mathematics and science. The test results show significant improvements all round, with gender differences being slight and greater proportions of pupils reaching the higher Level 5. The targets that had been set for pupils in the tests were very challenging, yet all these targets were exceeded. This contrasts markedly with 2003 when targets overall were not met. In addition to the good standard of art and design referred to previously, another notable feature of pupils' work throughout the school is the quality of writing. While standards of reading are generally average, writing is consistently above average, which is the opposite of what is found nationally. The very effective initiatives introduced by the literacy co-ordinators are the driving force behind this success.
5. The achievement of pupils with special educational needs is good throughout the school. These pupils are progressing at a similar rate to their classmates, because the school is successful at overcoming their barriers to learning and the quality of support is very good. High quality support is also a notable feature of the specialist provision for pupils with hearing impairment. These pupils make very good progress and achieve very well in relation to their degree of deafness. This is the result of the very good provision made for them. These very good gains in learning are a direct result of very good planning and full advantage is taken of opportunities in the whole curriculum to reinforce pupils' self-esteem and confidence. This is especially noticeable in pupils' ability to integrate with hearing pupils and they obviously enjoy these experiences. The pupils whom the school identifies as having particular gifts or talents are provided for well and make good progress.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good and their behaviour is very good. Personal qualities are developed very well. Provision for pupils' moral, social and cultural development is very good, while that for their spiritual development is good. Attendance and punctuality are good.

Main strengths and weaknesses

- All staff work together well to uphold the consistent, positive approach to school routines and behaviour management.
- Pupils have very good relationships with staff and each other.
- The acquisition of social attitudes and the skills, particularly for successfully co-operating within the class and playground, are fostered well.
- Pupils are polite; they have respect for the feelings of others.
- Assemblies make a very positive contribution to pupils' spiritual, moral, social and cultural development.
- Extensive opportunities are provided to appreciate cultural traditions.

Commentary

6. Pupils are happy at and enjoy coming to Grove Primary School. Their attitudes to school and learning are good. They are enthusiastic about celebrating their own achievements and those of others. All take pleasure in singing, eagerly demonstrating and sharing their enjoyment vocally, and through sign language, during assemblies and singing practices. In lessons, pupils are attentive, eager to answer questions and settle quickly to their work. In the best lessons they are very productive, work well collaboratively in pairs and groups, with very good examples seen during art, science, physical education, English, and information and communication technology lessons. Because teachers prepare imaginative topics and activities, with particularly good examples seen in art and science, for instance, exploring air resistance, pupils become enthused and engrossed in their work. In addition, because of good preparation and the teacher's facilitation skills, teams of pupils in Year 6 produced good quality posters of work done during a field trip. They plan to share this work with pupils in Year 5, and their parents, in order to promote the academic and social potential of residential visits.
7. Because all staff work together well to uphold the consistent, positive approach to school routines and behaviour management, pupils' behaviour throughout the school day is very good. Clear consistent day-to-day classroom routines, high expectations of efficient movement, from place to place, good use of praise to highlight self-disciplined attitudes and behaviour in the playground all contribute well to developing the high levels of responsible, social skills and attitudes displayed by pupils.
8. Pupils gain a clear understanding of their own and other people's lives, beliefs and feelings through their assemblies, topic work, personal, social and health education lessons, and by the staff using every opportunity to reinforce core principles. The sharing of the 'Imagine project', the development of a 'playground buddy' system and other involvement, through the school council, enables all pupils to learn about how to live and work together amicably in the school and wider community. Good examples of empathetic moral teaching were seen during a Year 2 'circle time'⁷ when pupils gave positive feedback to each other on their personal qualities and feelings and through 'Joey's Story' in assembly, when sharing talents and team working enabled him to communicate. The pride displayed by pupils, as they received their gold achievement awards in assembly, indicates the success of this system. Perceptive pupils on the school council are, however, concerned that these rewards don't become devalued and too easy to gain. They suggest perhaps a platinum award should be instigated or that more points need to be gained before a silver or gold award is made.
9. Provision for cultural development has improved significantly since the previous inspection. Quiet playing of classical music in the hall and some classrooms sets the mood for the day. Music weeks, and a 'celebrating our wonderful world of diversity' week, which celebrated both British and other cultures, for example, through making Holi and African masks, effectively teach pupils about other parts of the world. Topic work on Egypt and Greece link past and present well. Work on The Gambia gives pupils the knowledge to develop a greater understanding of different values and lifestyles. The effective use of the recent European Football Championships to stimulate pupils' knowledge of European countries and culture, together with the links with a primary school in China, are imaginative features of this very good

⁷ 'Circle time' is a session provided for pupils to discuss a wide range of personal issues as a class, following strict rules about listening to others and taking turns to speak.

provision. Celebrating talents, similarities and differences and valuing each person's contribution are significant features of Grove's effective provision for pupils' personal development and achievement overall.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.3	School data	0.1
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.

10. Attendance at Grove Primary School is good. Since the previous inspection, attendance rates have been consistently maintained at above the average for primary schools nationally. However, the school follows the local education authority's attendance policy which does not identify unexplained and potential unauthorised absences early enough. Pupils arrive at school punctually and settle quickly to their early morning tasks.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education through good teaching and a broad, rich curriculum. Care, guidance and support for pupils are good. There is a very good partnership with parents and carers and good links have been established with the community and with other schools.

Teaching and learning

The quality of teaching and learning is good overall.

Main strengths and weaknesses

- The good quality of teaching has a significant, positive impact on pupils' achievement and standards.
- Teaching assistants have good levels of expertise and make a significant contribution to pupils' learning, particularly for those pupils with special educational needs.
- Improvement in assessment procedures since the last inspection has led to good use of information from assessment in much of the planning of pupils' learning in English and mathematics. However, there is insufficient assessment in other subjects.

Commentary

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	18 (34%)	23 (43%)	12 (23%)	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. The quality of teaching and learning is good, overall, but varies slightly between year groups and stages. There are examples of good or better teaching in each year group and the proportion of such teaching gradually rises stage by stage. At the Foundation Stage, teaching is satisfactory, overall, with strengths in the teaching of social skills, physical development and knowledge and understanding of the world. The good teaching in Years 1 and 2 enables pupils' learning to build successfully on the secure start they make in the reception classes and this process continues during Years 3 to 6. In these classes, teaching and learning are at least good in nine out of every ten lessons. This results in an acceleration in the rate of pupils' progress, as they get older, so that their achievement over time is good when compared with their attainment in the past. The variable progress found at the time of the last inspection, when it slowed in Years 3 and 4, in particular, has now been very successfully eradicated.

12. Common features of the very good teaching are the lively pace, interesting learning activities and high expectations. The teachers carefully match their expectations to the attainment levels of the pupils. This means that there is just the right amount of challenge to motivate pupils to want to do better and, by providing learning activities that are planned to meet pupils' differing needs, pupils are helped to do better. The result is pupils who are keen to learn, enjoy their work, and make rapid gains in acquiring skills, knowledge and understanding. Just one example of all these qualities of teaching and learning were present in a very good science lesson on air resistance with pupils in Year 3. The teacher communicated her own enthusiasm for the subject, and her appreciation of the pupils' work, very effectively. The lesson was packed with very imaginative learning activities that were matched carefully to pupils' abilities and built very successfully on their previous learning. Due to clear explanations by the teacher, the pupils always knew what the learning activity was intended to achieve. Thus, the pupils were constantly able to measure their own progress. One of the significant differences between very good lessons like this and those that were satisfactory was the detail with which the teachers set out what it was that the pupils were intended to learn. The better the teaching, the more specific were these intentions, both in teachers' planning and in explanations during a lesson. In the less successful teaching, the lessons usually started with a very general statement of what was to be learned but failed to indicate, to the different groups of pupils, the purpose of specific tasks that they were being given. As a consequence, pupils' understanding of their own learning, or of how they could improve, was more limited.
13. The quality of teaching for pupils with special educational needs is good. This is because the school has good procedures for assessing the pupils to identify those who may have special needs. Also, teachers plan to meet those needs through small, short-term targets, which are explained to the pupils, to help them focus on their learning. As a consequence, the learning of pupils with special educational needs is good. The good co-ordination of provision for pupils with special educational needs includes thorough ongoing review of the progress being made by the pupils. A dedicated and experienced team of teaching assistants supports the pupils with special educational needs. They use their warm relationships with pupils to sit close to them during teaching, to provide extra explanations and to help them to keep concentrating. The assistants also work effectively to support small groups of pupils in the classroom. As a result, the pupils are helped to make good gains in their learning. However, there is some variation in the quality of the guidance given to teaching assistants about their role and the intended learning to be achieved by the pupils with whom they work. For example, in some classes teachers use a daily communication book well to guide their teaching assistants. In other classes, assistants are not given sufficient guidance, which leads to them being under-used in parts of lessons and unable to make as full a contribution as they might.
14. Teachers are particularly aware of pupils with hearing impairment, ensuring their full inclusion and liaising well with the specialist staff. The specialist teacher of the deaf and the support staff in the unit for hearing impaired pupils provide very good teaching that is planned to meet the needs of the individual pupils. The entire staff in the unit are well qualified. They have attended courses to enhance their skills, to make the best possible provision for the pupils in their care. The two support assistants have national accreditation in sign language and they also recognise the different audiological needs of any pupil who may have a cochlear implant and have had appropriate training to support these pupils. The teaching combines in-class support with one-to-one sessions in the unit's base. In certain instances, the school uses sign-supported English to develop pupils' language, a very good example being seen in an assembly when signing by all pupils in the school accompanied the singing. The lessons in classrooms and the unit are characterised by a wide range of activities and by the very good relationships between the pupils and the staff. Pupils contribute positively and all show an interest and an understanding of the main theme and aims of the lessons. Very good use is also made of sophisticated auditory equipment to make maximum use of pupils' residual hearing. In the case of the few pupils in mainstream classes receiving specialist support for speech and language difficulties, there is very good liaison between class teachers and the visiting specialist who, although allocated only a short time in the school each week, makes a very good impact on pupils' progress.
15. Since the last inspection, there has been good improvement in the teachers' use of marking and day-to-day assessment. The latter is good in the Foundation Stage, where there is regular,

daily recording of pupils' learning that helps the planning of what they need to do next. However, the recording of some of this short-term planning lacks sufficient detail of what it is intended that groups of different abilities should learn from their language and mathematical activities. In Years 1 to 6, teachers integrate the information from assessment into the planning process very successfully. This has been deliberately confined to English and mathematics and it contributes well to ensuring that the needs of pupils of all abilities are being met. The school now recognises that a common, practical and manageable set of procedures is needed for assessment in other subjects.

The curriculum

The overall quality of the curriculum is good. Opportunities for enrichment are good.

MAIN STRENGTHS AND WEAKNESSES

- The curriculum is well organised and managed effectively.
- There are good opportunities for learning outside the school day.
- Information and communication technology provision has improved significantly since the previous inspection, but there is insufficient use of information and communication technology in other subjects.
- There is very good provision for pupils with hearing impairment.
- Provision for personal, social and health education is good.

COMMENTARY

16. The school provides well for its pupils through a broad, balanced and relevant curriculum that fully meets statutory requirements. Curriculum planning is much improved since the last inspection and a more integrated approach is being developed in order to enrich provision still further. Currently, the curriculum is undergoing a review led by the curriculum co-ordinator so that an appropriate programme for the single-age classes is in place next term. Governors are kept fully informed about the curriculum and take an interest in its implementation. There is a good range of extra-curricular activities that includes clubs for various sports, information and communication technology, art and craft, environmental studies and French. However, opportunities for musical activities outside the school day are limited. There are very good opportunities for participation in sports through the West Wiltshire Sports Partnership. Pupils have access to specialist coaching and opportunities to use the secondary school facilities. Weaknesses at the time of the last inspection, such as the unsatisfactory provision for information and communication technology, have been addressed, with the installation of a purpose-built information and communication technology suite. However, more opportunities to use information and communication technology in other curriculum subjects have yet to be developed so that software appropriate to the topics can be included in lessons. Because the subject co-ordinators are thorough in their management of their subjects, provision in each curriculum area is now purposefully monitored and policies are regularly reviewed.
17. The local education authority has a well-established provision in the school for pupils with hearing impairment. At present there are five on roll, but the unit is funded for eight pupils. The unit is appropriately staffed with one full-time teacher and two support assistants; one full time and the other part time. The provision is very good, overall, with facilities provided to meet the varying needs of the pupils admitted, high quality teaching and learning in a caring, secure and happy environment and in this respect it is a strength of the school. The school gives high priority to the policy of inclusion and all the hearing impaired pupils have access to all aspects of education provision. The staff and pupils in mainstream classes welcome the hearing impaired pupils to their classes and work well with them. The unit has modified the curriculum appropriately to meet the need of those hearing-impaired pupils with limited communication, and all their work is methodically adapted to meet individual needs. The curriculum provided for pupils with other special educational needs is good. Teachers adjust their plans to match the work to the needs of the pupils. The experienced and hard working team of teaching assistants provide adequate support and makes a large contribution to ensuring good equality of access and opportunities for all pupils.

18. Provision for pupils' personal, social and health development has a positive impact on pupils' attitudes and school life as a whole. All pupils have access to the curriculum and all aspects of school life. Good use is made of 'circle time' in order that pupils' may discuss personal issues that affect their lives. Residential trips to centres, such as Braeside, further enhance provision. Visits from representatives from the local community, for example, the local priest, also make a positive contribution. Pupils have developed e-mail contacts with a primary school in China, following a visit to China by the headteacher, which gives pupils a valuable insight into the lives of others.
19. The school buildings and grounds provide an attractive learning environment. However, the condition of some of the older external classrooms is poor and, internally, pupils and staff in these rooms are working in very cramped conditions that restrict the range of learning opportunities that can take place. The newly refurbished computer suite provides enough accommodation for each pupil in the class to work independently. The well kept school grounds provide a stimulating play space that combines quiet areas, attractive gardens and floral displays and good facilities for structured physical play.

Care, guidance and support

The school provides well for the health, safety, care and welfare of pupils. The support, advice and guidance for pupils, based on the monitoring of pupils' achievement and personal development, are good. The involvement of pupils in the school, through seeking, valuing and acting on their views, is very good.

MAIN STRENGTHS AND WEAKNESSES

- Good care, information and monitoring procedures support and guide pupils' welfare, academic and personal development.
- The involvement of pupils through the school council is effectively improving aspects of school life. Council representatives are actively involved in the selection of teaching staff.
- There are good induction procedures for children starting school in the reception classes and for hearing impaired pupils when they join the school.
- Lunchtimes are organised and supervised well, with good provision for play.
- Good attention is paid to safety in science and physical education lessons.

Commentary

20. Grove Primary School provides a vibrantly colourful, caring, supportive learning environment. The quiet areas, and outdoor maze, are a joy to experience, beautifully enhanced with colourful plants. Motivating displays share and celebrate pupils' work and achievements. In particular, the musical mural and display encompassing the 'Imagine it's Grove' work are exceptional examples in this stimulating learning environment, which is valued by pupils and parents. Individual needs are well attended to by all staff. The schools' positive behaviour management system is integral to this respectful, caring ethos. Each child is valued for who they are and what they can contribute to the school. Pupils trust their teachers and strive to have their achievements acknowledged. Staff know their pupils' personal circumstances well. Systems for tracking the progress made by individual pupils are used effectively to set targets and plan appropriate work. The allocation of points towards silver and gold achievement awards is monitored, recorded and celebrated well. The visual records displayed in the Year 1 and 2 classrooms, such as earning petals on flowers for the 'garden of achievement', and collecting spots for a ladybird, are successful not only in keeping pupils' interest, but also as an accessible record for staff.
21. All the hearing impaired pupils have a statement of special educational needs before they are admitted to the school. The statements are annually reviewed with all the interested professionals and the parents taking a lead role in the process. There are good links with all the interested parties who are invited to attend the meeting or present a written report. These

include the educational psychologist, audiologist and speech therapist. From the statements and annual reviews good individual plans are developed with appropriate targets for the coming year. The unit has very good support from the speech and language therapist who works in the school for two half days a week.

22. Child protection procedures follow the recommendations of the area child protection committee. The headteacher is the named person responsible for child protection. Staff are aware of the procedures to follow. However, monitoring by the governors, in line with the most recent legislation, is not yet fully in place. In addition the school does not routinely follow up any unexplained absence on the first day. The school's policies on use of pupils' images, and on Internet safety are good features. Good working relationships exist between the school and other agencies for the benefit of the pupils.
23. Pupils spoke about feeling fully involved in the running of their school. They say that their views are listened to, and recorded by class representatives, then taken forward for discussion at school council meetings. They feel that their participation has achieved changes to catering and easier access to drinking water, improvements to the toilet facilities, provision of play equipment and implementation of the playground 'buddy' system to assist the younger pupils. They relished the opportunity contribute actively to the interview process for appointing new teachers and fulfilled their role conscientiously. Pupils are actively involved in devising and discussing the purpose of school, class and playground rules. A group of pupils and staff worked together on the 'Imagine' project that resulted in a very powerful statement of pupils' views.
24. Supervision and care at lunchtimes is good. Midday supervisors are supported well by the headteacher and deputy headteacher. A good number of staff, together with pupils in Year 6 acting as 'playground buddies', are available to care and play with the children in the reception classes and pupils in Key Stage 1. Good quality meals, lots of space, good quality climbing apparatus, the 'huff and puff' sessions, and a good variety of play equipment, together with seating and shady areas, provide stimulating and varied activities leading to a happy, harmonious break.
25. Parents are happy with the comprehensive induction programme when children join the reception classes. Good care is taken when pupils join the school during the year. Particular attention is paid to the induction of hearing impaired pupils and also when they move on to the care of a different teacher in a new classroom at the beginning of the school year.
26. The school's policies and procedures for ensuring the health and safety of pupils are up to date and monitored by governors. Good attention is paid to the health and safety procedures in science and physical education lessons.

Partnership with parents, other schools and the community

The school has very good links with parents. There are good links with the community and with other schools and colleges.

Main strengths and weaknesses

- Extensive, very good quality information is provided to parents.
- There is strong parental support for the school.
- Good, effective links with local schools and sports clubs have been developed in conjunction with the West Wiltshire School Sports Partnership.
- Links with a primary school in China are enabling a better understanding of cultural and educational similarities and differences.

Commentary

27. The school continues to maintain the very good standard of information provided to parents, which was praised at the previous inspection. The modern, attractive brochure, newspaper-

style governors' annual report to parents and range of useful leaflets, together with termly class curriculum information, letters and website, comprehensively cover the school's work. Pupils' reports effectively inform parents of their children's progress and the curriculum covered. They also indicate targets for improvement and have recently incorporated an indication of the level at which their child is working in English, mathematics and science; for example, whether they are working above, below or at the level expected for their age. There is no facility on the reports for pupils or parents to write an evaluative comment. However, pupils are beginning to reflect on their work when selecting and annotating pieces for their 'Record of Achievement' and this is shared with parents.

28. Parents are very supportive of this oversubscribed school and its work. They praise the ready accessibility of staff and the headteacher. Examples were offered to illustrate how concerns and difficulties had been dealt with and resolved quickly to everyone's satisfaction. Parents of pupils with special educational needs are fully involved in the development of individual education plans that form the framework for supporting their children's specific needs. The Friends of Grove School continue to hold social and fund raising events that provide substantial amounts of money for the benefit of pupils, in particular the provision of playground equipment. Their contribution also enabled the extension of information and communication technology facilities, which are available for community use. Parents help with reading and on trips. Their views are sought, usually through single-issue questionnaires, for example, on catering, induction and school transport. Decisions are taken in light of these consultations.
29. Links with parents of the hearing impaired pupils are very good. The unit considers the support and involvement of parents as vital in developing pupils' full potential and has established many initiatives to secure this aim. Two-way communication and parental access to staff have the highest priority, to ensure that all pupils thrive, through ongoing education, whether at home or school. There is a home-school book that provides daily information, parents are welcome to telephone and visit the school at any time, and they make a valuable contribution in the annual review of their child's progress.
30. Through the West Wiltshire School Sports Partnership, there are good links with local secondary and primary schools. These benefit staff, through training opportunities, and pupils through access to specialist coaching and the opportunity to practice in the secondary school specialist facilities. Very good links are also developing with local sports clubs covering eight sports.
31. A number of pupils in Year 6, together with teacher and the headteacher, are forging innovative links with The Experimental Primary School in Sichuan Province, China. Through the exchange of letters, emails and a video presentation, pupils and staff are enjoying learning and benefiting from this rare insight into each other's lives and cultures.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher leads the school very well, with drive, vision and enthusiasm and the firm goal of raising standards in all areas. He is aided in this commitment by a very good deputy headteacher and a good team of leaders. Management is equally very good and this accounts for the good quality of education, the strong ethos and the effectiveness of the school. The governing body is also good.

Main strengths and weaknesses

- The headteacher's very good, purposeful leadership has enabled the school to improve standards and to plan for the school to move forward in many areas.
- The deputy headteacher's effectiveness is a key factor in the very good leadership and management of the school.
- The senior management team and subject co-ordinators create a motivated atmosphere throughout the school, which is reflected in the encouragement they offer to both pupils and staff and the building of effective teaching teams.

- Long-term planning is good and is designed to ensure consistent development and improvement.

Commentary

32. The very good leadership and management of the school are based on very effective teamwork that has developed significantly since the last inspection. At that time, school management was judged to rely too heavily on the headteacher. The school now has a clearly defined management structure in which many personnel are carrying out managerial roles and responsibilities with considerable expertise. For example, governance of the school is good due to the high quality of the leadership of governing body committees. Additionally, several individual governors demonstrate a high level of commitment to the school's work and direction. The governor providing a link with the areas of literacy and special educational needs is a considerable strength, meeting school staff regularly and reporting directly on standards, teaching and learning. This very good monitoring and the knowledgeable leadership of the curriculum and staffing committees enables the governing body to make informed decisions about strategic planning, to act as a 'critical friend' and also to ensure that all statutory requirements are met.
33. The headteacher provides very good clarity of direction for the school and has clearly inspired other staff to share his aspirations. He works with drive and determination and has the confidence in his staff to delegate responsibilities, so that he and the senior management team work alongside each other in a collegiate manner. He shows determination in seeking ways to meet his aims of ensuring that all pupils receive a high quality of education in all areas. This very good leadership is strengthened by his enthusiasm and his promotion of teamwork. This ensures that all members of staff are involved in the leadership process and are using their strengths for the benefit of the whole school through a shared vision. The headteacher is complemented by a very good deputy headteacher whose work as the curriculum co-ordinator is just one of many areas of skilled, hard-working leadership. Under his direction, weaknesses in curriculum planning, noted at the time of the last inspection, have been addressed and this aspect is now a strength of the school. A recognition of this progress is the award of the Basic Skills Quality Mark, resulting from an excellent submission co-ordinated by the deputy headteacher.
34. Teamwork is promoted well, through the senior management team, Foundation Stage and Key Stage teams and through subject co-ordination. The senior management team's wide range of skills is deployed to good effect. The whole team work well together, through their mutual motivation and shared desire to continue to improve the quality of education. They ensure that pupils receive the benefit of the management's provision for good teaching and learning for all abilities and for a strong and relevant curriculum. The happy, interested and motivated atmosphere of the school is directly attributable to the headteacher and his team. Subject and other co-ordinators also fulfil their roles well, offering help and guidance to ensure that teachers are fully confident in teaching their subjects, leading to good learning by the pupils. Very good leadership and management are provided in the hearing impaired unit and in art and design and physical education. The good progress made by the school in developing procedures for assessment owes much to the conscientious leadership of the co-ordinator.
35. Monitoring and evaluating are high priorities for all co-ordinators and the results of their thorough scrutiny of teachers' planning, sampling of pupils' work and, where possible, direct observation of teaching and learning in classrooms make a good impact on pupils' achievements and standards. The good standard of pupils' writing is a consequence of the literacy co-ordinator's monitoring which, in turn, led to initiatives such as the 'writing journey' which is an individual portfolio of examples of a pupils' work. All co-ordinators make good use of their monitoring to identify priorities for subject development. The school makes good use of available data from pupils' performance in standardised tests. The evaluation of this assessment data is used effectively to inform strategic planning. For example, in the past data indicated that the school needed to focus its improvement on raising the standards being achieved by boys, which at one time were significantly lower than girls, in writing in particular. However, much of this data analysis is carried out by the headteacher and assessment co-ordinator. Whilst there is good communication with the relevant co-ordinators, by not being directly involved in this analysis, the

literacy, numeracy and science co-ordinators are not as familiar with trends in test results as they should be.

36. Co-ordinators' action plans are an integral part of the school development plan. This is a good, clear document, based on the priorities arising from self evaluation and a clear vision for improvement and for further development. The current plan addresses all priorities in detail, ready to move the school further forward in the next academic year. It is systematic, relevant and clearly demonstrates a desire for the school to continue to improve with consistency. The thoroughness of the planning is indicated by the very good feature of an action plan for each of the governing body's committees. All strategic planning is carefully related to the school budget and the local authority's education development plan.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	946,372
Total expenditure	952,090
Expenditure per pupil	2460

Balances (£)	
Balance from previous year	31,598
Balance carried forward to the next	25,880

37. Rigorous monitoring of expenditure by the governing body ensures that funds are directed to areas of most need and that there are very good links between school development planning and spending. End-of-year balances being carried forward to the next financial year are appropriate and reflect very good financial planning and management.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**, overall and has remained at broadly similar levels since the last inspection. There are strengths in children's personal, social, emotional and physical development and in their knowledge and understanding of the world. Children are prepared well for transfer to Year 1 on a personal and emotional level, but there is scope towards the end of the reception year to introduce more of the characteristics of the literacy and numeracy lessons that they will experience in Year 1. Children start school on a part-time basis, in the September before they become five, and become full-time in September or January, depending on their birth date. The majority of children have attended some form of pre-school provision. All adults set good role models for children and manage them well. There is a good ratio of well trained adults to children who know them well and ensure that the needs of all are met well. Assessment systems are clear, detailed but simple to use. Children with special educational needs receive similar support and make similar progress to their classmates. Children have frequent access to the infants' playground which is used appropriately as an extension of the classrooms.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Good teaching and high expectations by staff ensure that children achieve well.
- There are good relationships established so children feel confident and happy.

Commentary

38. Children start the reception year with varied attainment but it is average for their age overall. The good teamwork by adults, and well established routines, help children to be confident and settle quickly to work. Most children are interested in what they are doing, concentrate well and are eager to learn. They have good relations with each other and with adults and by the end of the reception year virtually all of them attain at expected levels and many beyond.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Good teaching enables children to achieve well in speaking and listening.
- Lack of detailed planning for groups of differing abilities restricts the progress of higher-attaining children in reading and writing, and not enough time is given to specific reading and writing tasks for all children towards the end of their time in the reception classes.

Commentary

39. Children start school with speaking skills that are generally well below average for their age. Short, snappy inputs throughout the day, by teachers, ensure that children become accustomed to listening attentively and there are plentiful opportunities to practise speaking. By the end of the reception year, their listening skills are average and their speaking skills have risen, but are still below average. Assessment records indicate that children's attainment is average in reading and writing at the beginning of the reception year. Satisfactory teaching ensures that they learn to recognise simple phonics and blends, such as 'th', but most children are slow to use this knowledge to sound out unfamiliar words. They delight in developing their writing, and some higher-attaining children are starting to write many recognisable words.

Children are proud to show how well they read. Overall, children make satisfactory progress. Most of the children attain their early learning goals, and some exceed them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Planning does not challenge groups of different abilities clearly enough.
- There are good, appropriate tasks for the youngest children in a small group led by a teaching assistant.

Commentary

40. Samples of children's work through the year indicate that over time teaching and learning are satisfactory in both classes. Children start school with average levels of mathematical knowledge and understanding for their age. Their achievement is satisfactory and at the end of the reception year, many children attain the expected learning goals and several attain a few aspects beyond. They count confidently beyond ten, add one more and build patterns that repeat in twos and threes. The youngest children receive good teaching by a teaching assistant in a small group.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- A good variety of activities promote good learning.
- Children have regular access to computers.

Commentary

41. Teaching and learning are good and children achieve well. They start school with knowledge and understanding that is lower than average and a wide variety of topics and activities during the year ensure that most children work at levels expected for their age by the end of the reception year. Children learn basic skills from an early age. For example, during the inspection they drew designs and then made junk models of houses for their pets, choosing materials with great care. Children have a clear idea of how to look after their pets. A session in the computer suite revealed that children were confident to use both mouse and keyboard, and they experimented successfully to combine simple text and pictures which they printed independently.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching is good and children attain above the expected levels.

Commentary

42. Children display average skills at the start of the reception year. During a very good physical education lesson in the hall, children performed a sequence of a roll, a balance and travelling action with high levels of concentration and skill. They watched a child demonstrate and were

helped to understand what they saw, through a series of skilful comments and questions by the teacher, which led to improved performances by all. Teachers provide good opportunities for children to cut, stick, draw and fit items together, which all promote hand-eye co-ordination skills well. By the end of the reception year, most children achieve well and attain beyond the expected levels.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

There are no particular strengths or weaknesses.

Commentary

43. During the inspection there was provision for role play about a vet, in connection with the topic on pets, but it did not take high profile in children's learning. No painting was available but the many colourful pictures round the walls indicate average levels of attainment. A music session included singing, which was satisfactory, as children varied the volume of their singing and instrument playing competently. Children start school with average attainment, make satisfactory achievement, and most attain the expected levels by the end of the year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The school's clear focus on writing has led to pupils reaching good standards.
- Good teaching enables pupils to achieve well in English.
- The school does not plan for opportunities in speaking and listening as well as it could.
- The subject co-ordinators for English are not sufficiently involved in analysing pupils' performance in the national tests.
- The school keeps parents well informed about their children's progress in the subject.

COMMENTARY

44. Pupils achieve better than those in similar schools and make good progress. Pupils with special educational needs achieve as well as their classmates and there is no significant difference between the progress of boys and girls. The more able pupils also achieve well, because their work provides them with a high level of challenge.
45. Standards in English over recent years have been mostly above average in Year 2. There has been a fluctuating trend in Year 6, due to the changing composition of pupils, with standards being roughly average up to this year. This is broadly similar to the standards found at the last inspection. Results for 2003 showed that standards in Year 2 were average in reading and above average in writing, and the proportion of pupils reaching the higher level in both aspects was well above average. The results showed that standards in Year 6 were well below average and the proportion of pupils reaching the higher level was average. Inspection evidence suggests that results for 2004 are likely to show broadly similar standards in Year 2 and a significant improvement in Year 6, with pupils likely to reach above average standards or better.
46. Standards in speaking and listening are broadly average across the school. Pupils have a good vocabulary, but many lack confidence in speaking out and often do not speak clearly. This is because, although teachers, to some extent, find ways of encouraging pupils to talk to the

class, and to each other, through discussions, these opportunities are not yet as frequent or as thoroughly planned as they could be. Inspection evidence shows that this area of relative weakness is recognised by the staff and the school has plans to focus on improvements. Pupils are generally good listeners. Most are able to listen carefully for sustained periods, showing respect for those speaking.

47. In reading, standards are average, as they were at the last inspection. Pupils achieve well because teachers make reading a priority. Pupils are taught strategies for tackling new words and teachers provide daily opportunities for group, paired or individual reading. The teachers' assessments of pupils' reading are good and they use this information well to set individual targets for pupils and to keep parents well informed. As a result, pupils make good progress. Book areas in classrooms are well organised and the school library has stimulating and up-to-date books, which interest the pupils. Bright and attractive displays in classrooms inspire pupils to read and teachers are mostly successful in encouraging pupils to read to parents at home. However, the school does not do enough to motivate the older and more reluctant readers to read at home.
48. Standards in writing are now good across the school, which is an improvement since the last inspection. Inspection evidence shows that the recent trend of good standards in Year 2 is being maintained, while standards in Year 6 have made a dramatic improvement and are now at a high level. This is because the teachers have worked very hard and the school has successfully focussed its efforts on this area. Teachers provide a very wide range of interesting opportunities to write for a purpose and this has led to pupils making good progress. For example, in the juniors, pupils use persuasive writing for advertisements, while, in the infants, pupils take Barnaby Bear home for the weekend and write about what the bear did with the family. Pupils use joined handwriting, paragraphs, full stops and capitals at an earlier stage than in similar schools. Their use of grammar and interesting or technical vocabulary is good also. Pupils take pride in presenting their work carefully and their knowledge of spelling rules is good. The school gives a very high status to writing by celebrating high quality work in displays around the school, and by the 'Writer of the Month' award. Consequently, pupils are inspired to work hard at their writing and to aim for high standards.
49. The quality of teaching is good. In the lessons seen, the teaching ranged from very good to satisfactory, which is an improvement from the last inspection when some teaching was unsatisfactory. Teachers assess the pupils' progress in English thoroughly and they use the information well to set individual targets and plan future lessons. Pupils know their targets because they are displayed in the classrooms and this helps them to focus on their learning. Parents are kept well informed about their children's targets and progress and this enables them to support the learning at home. In lessons, the teaching is lively and interesting and teachers modify their work to match the abilities in their class. As a result, the lessons capture the interest of the pupils who behave well and work hard on challenging tasks. The higher-attaining pupils are set challenging tasks to extend their learning, while those with special educational needs are taught well and provided with support from teaching assistants. Teachers use information and communication technology well to support English within lessons in the computer suite. However, in most classroom lessons computers are under-used. Consequently, teachers miss opportunities to allow pupils to benefit fully from this technology.
50. The subject co-ordinators provide satisfactory leadership and management of the subject with some areas of weakness. They are well experienced and knowledgeable with a clear view of many of the issues within English requiring attention. However, pupil data for English is analysed by another member of staff and the co-ordinators are not sufficiently involved in identifying the trends in pupils' test results, or the strengths and weaknesses in the subject that are indicated by data analysis. However, they monitor their subject satisfactorily, overall, and they regularly observe lessons and guide staff towards improvement. They are supported well by a knowledgeable and highly involved governor who regularly visits English lessons and ensures governors are kept up to date with developments in the subject. Following the last inspection, improvement in English has been satisfactory.

Language and literacy across the curriculum

51. Pupils use language and literacy well in other subjects because teachers plan thoroughly for this. Pupils have many opportunities to develop their writing skills well in a wide range of interesting ways in most subjects. They practise and consolidate their skills in using information books when undertaking research in history and geography, for example. Teachers help pupils to use the correct technical terms in subjects such as science. The school has plans to agree a policy on how teachers can best plan for opportunities to develop pupils' skills of speaking and listening through different subjects.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Leadership and management of mathematics are good.
- Teaching and learning in Years 3 to 6 are good; often very good.
- Assessment and analysis are used effectively to identify areas of weakness.
- Effective monitoring has improved the quality of teaching and learning.
- Higher attaining pupils in Year 6 achieve well, but the use of worksheets sometimes fails to challenge the higher attaining pupils in other classes.

COMMENTARY

52. Achievement in mathematics is satisfactory in Years 1 and 2. Achievement in mathematics is good in Years 3 to 6; with very good achievement shown by the more able pupils in Year 6. Results of the 2003 national tests indicated that standards in Year 6 were below average when compared with schools nationally, and when compared with similar schools. Too few pupils reached higher levels. However, results of the 2004 national tests indicate that a larger proportion of pupils have reached higher levels, demonstrating a significant rise in standards since last year. Since the last inspection, when standards in Year 6 in mathematics were well above average, results have been variable. However, the indications are that there is now an improvement in standards in mathematics due to careful use of assessment and monitoring which has led to improved teaching. Pupils with special educational needs and those with hearing impairment make good progress because they receive good quality support.
53. By Year 2, most pupils are working within the expected range. Teachers use a published scheme as the basis of their teaching, providing extension work for higher-attaining pupils and simplified tasks for pupils with special needs. Use of the published scheme ensures good coverage of the mathematics National Curriculum, but inspection findings show that many of the tasks in the published scheme are too easy for the higher attaining pupils in Year 2. By Year 6, many pupils have developed mature mathematical thinking and devise a range of strategies for solving problems. In a Year 6 lesson, pupils were challenged to produce an algebraic formula from an investigation involving an increasing number of stairs. Pupils used a range of practical and conceptual methods which led to the correct identification of the formula.
54. The use of information and communication technology in mathematics is developing satisfactorily as the range of software purchased increases. In a lesson in the information and communication technology suite, with pupils in Years 3 and 4, the pupils were each able to complete successfully a number of diagrams using different criteria to sort a set of coloured shapes.
55. The overall quality of teaching and learning in Years 1 and 2 is satisfactory and in Years 3 to 6 it is good. There are many common positive features. Planning is very thorough. Evaluation of the planning enables teachers to identify areas where groups of pupils may need to revisit a topic. Pupils throughout the school produce a good volume of work. In all lessons, pupils have a good understanding of technical words because teachers promote mathematical vocabulary

well. Teaching, particularly in Years 5 and 6, focuses on accurately matching work to the needs of individual pupils and providing a good level of challenge for the more able. In all lessons, the teachers use warm-up sessions to engage pupils with carefully targeted questioning. In good lessons, teachers remind the pupils about the purpose of the lesson, mathematical vocabulary is used accurately, skills are taught effectively and pupils' capabilities are well understood. Good progress is made by the pupils because they understand the purpose of the lesson and teachers take them through the processes in a structured way, providing activities which are interesting and accurately matched to their needs. Pupils in a Year 5 class, learning how to read timetables, very much enjoyed the lesson when asked to plan a schedule of viewing from that evening's television guide.

56. The subject co-ordinator manages the subject well. She has been instrumental in successfully improving provision in the subject and has a secure understanding of what needs to be done. Planning is monitored regularly and end of topic tasks are in place for the regular assessment of pupils. Procedures for tracking the progress of individual pupils are developing well. Lesson observations accurately identify strengths and highlight weaknesses in teaching. Pupils have targets in mathematics. These are shared with parents and a range of games and activities are suggested for parents to do with their children at home.

Mathematics across the curriculum

57. Pupils use mathematical skills well as part of their work in other subjects. Examples include the use of graphs and tables in science and geography and the use of measurement in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The curriculum is good, with appropriate emphasis on investigation.
- Pupils achieve well because of the good teaching throughout the school.
- Too little use is made of information and communication technology to support science.
- There is still limited evidence that tasks are clearly matched to the specific needs of pupils of differing abilities.

Commentary

58. Results of the recent national tests indicate that standards at the end of Year 2 are a little lower than they were last year. Comparative national data for this year is not yet available, but this year's results compare well with the national average for 2003. Results for pupils at the end of Year 6 are much higher than they were last year and are above the national average for 2003. This represents good achievement as pupils move through the school because the majority of pupils enter Year 1 with average attainment. Analysis of work done by pupils during the year indicates that standards are above average in Years 3, 4 and 5 which confirms the trend of good achievement.
59. In the lessons seen during the inspection the quality of teaching was almost always good and in one lesson it was very good. This is confirmed by the impressive quality of pupils' work throughout the year. Teachers have strong subject knowledge and plan clear learning objectives for each session which they share with their pupils. This enables pupils to be certain about what they are going to do. Teachers use questions well to intrigue pupils and encourage them to think, discuss and extend their understanding. For example, in a lesson in Year 3 the teacher surprised the class by asking if they could make two pieces of paper travel at different speeds. After animated discussion and trials all groups found that they could! Careful preparation of resources helps teachers maintain a good pace to sessions and this keeps pupils' interest and concentration levels high. There are good opportunities for pupils to carry

out experiments, although evidence that they actually plan their own investigations is more limited.

60. The school has worked hard to maintain the standards observed at the time of the last inspection. Assessment procedures have improved and are now good, although information is not collated clearly to track pupils' progress. The overall quality of teaching has improved and is now good, and the curriculum which was previously judged as satisfactory is now good. The leadership of the subject has become good, and the co-ordinator monitors teaching. At the time of the last inspection, there was little sign that teachers regularly adapted tasks to suit pupils of differing abilities and this remains the case with the result that some lower-attaining pupils do not always complete work. Overall, improvement since the last inspection has been good. Pupils' mathematical skills are used well to record their findings in the form of graphs, charts and tables and, during investigations involving temperatures, pupils learn to calculate negative as well as positive readings. There is a lack of use of information and communication technology to support pupils' learning in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Weaknesses in assessment have not been remedied since the last inspection.
- The computer suite provides a very good resource for information and communication technology.
- There are too few computers in the classrooms and those that are there are under used in lessons.
- Information and communication technology in the computer suite is used well as a tool for learning in other subjects.

Commentary

61. By the end of both Year 2 and Year 6, pupils' skills in information and communication technology are in line with expectations and their achievement is satisfactory. This is similar to the position at the last inspection. Pupils with special educational need progress as well as their classmates, and there is no significant difference between the achievement of boys and girls. Recent improvements to the computer suite and to the breadth of pupils' experience in the subject are beginning to help raise standards in the subject. However, standards are currently not as high as they could be, because some long-term weaknesses in the subject have not been addressed.
62. In the reception year, children use computers to draw houses, characters and patterns and, as they move up through the infants, they word process their writing and they edit, save and print. As they pass through the juniors, the pupils' skills develop further. For example, in Year 3 they import images from the Internet to make posters for their topic on The Gambia. By Year 5 they use advanced desk-top publishing skills and spreadsheets, and in Year 6 they make multi-media presentations by importing still and animated images from the Internet and use a range of text and lettering. Most pupils do not use sound, music or video in their presentations and their skills in control technology are limited.
63. National initiatives have helped the school to begin to address some of their weaknesses and additional resources have been provided through substantial fund-raising by parents. For example, the school uses national guidance as the basis for planning to ensure that all pupils will experience the required aspects of the subject. This is helping to ensure that the infants will now receive the full breadth of teaching in the subject and the juniors will be taught the expected skills in multi-media work and in control technology. Teachers' planning is now checked to ensure pupils are receiving their entitlements. National funding has meant that the resources for the subject have improved and staff confidence and expertise developed through training. However, a shortage of classroom computers impedes the raising of standards. The school

expects to introduce extra computers and additional resources next term. This will bring the school in line with other schools nationally regarding the ratio of pupils to computers.

64. Teaching in information and communication technology is satisfactory. No teaching was seen in the infants, and in the five lessons for the juniors, which took place in the computer suite, all the teaching was good. However, within classroom lessons seen in other subjects, computers were rarely used. This is a missed opportunity and a weakness.
65. The well-equipped computer suite is used well for teaching classes. There are sufficient computers for each pupil to be able to work alone without having to share. Teaching assistants support pupils with special educational needs by giving encouragement and extra explanation. The school is now planning training for the assistants to improve their knowledge and confidence in the subject. Currently, teachers do not assess the subject adequately and this was so at the last inspection. Consequently, teachers do not have an accurate view of the learning needs of their pupils, nor can they match their teaching well to those needs.
66. Some examples of strong teaching were seen in information and communication technology. For example, in a Year 3 and 4 lesson linked to artwork on African patterns, the teacher used a data projector very well to demonstrate the computer program. As a result, the pupils were confident to work independently, logging on and controlling the mouse to produce line patterns in colour, rotating shapes and tie-dye effects. Consequently, pupils increased and consolidated their skills in work which was linked well to another subject. In another good lesson, in Year 6 the teacher used the Euro 2004 football results for work on the use of spreadsheets. This interesting topic captured the imagination of pupils and the teacher used his good knowledge of the subject and his good skills in using the data projector to teach well. As a result, pupils were interested and enthusiastic and they made substantial gains in their understanding of a difficult subject.
67. The leadership and management of information and communication technology are satisfactory. The knowledgeable and enthusiastic co-ordinator has led some positive developments in the subject and he has ensured that pupils are adequately protected from unsuitable Internet use. He has produced a new draft policy for the subject, which targets areas of weakness well. He has recently begun to monitor teaching in his subject and to scrutinise teachers' planning. This is providing him with a clearer view of the subject but his monitoring is not yet being used sufficiently to lead to improvements in teaching. In the short time in which the co-ordinator has been in post, he has led many improvements in resources and these will improve further next term. He has also produced recent policies and procedures for the subject. Inspection evidence suggests that, as these developments begin to take effect, leadership and management will become good or better and standards will rise.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

68. The use of information and communication technology across the curriculum is satisfactory. It is used well during timetabled lessons in the computer suite, but is under used in the classrooms. It is used regularly as part of literacy work, where it makes a good contribution to pupils' learning in that subject. When it is used in other subjects in the computer suite, it is also used well, but this is not sufficiently frequent. Pupils are not routinely given the opportunity to use the technology to support their learning in other subjects in the classroom and this is a weakness.

HUMANITIES

In **geography**, too few lessons were seen to make a judgement on overall provision. Pupils' work was examined and the co-ordinator for geography was interviewed. In Years 1 and 2, geography is part of their humanities topic work. In Year 2, pupils compare Trowbridge with Tenby in Wales; they find out about life in cold countries such as the Antarctic and mark physical features onto a map. Work in their topic books is well presented and the standard matches that found in most schools. In Years 5 and 6, pupils study different types of mountain ranges, finding out how mountains are used; the importance of forests and how to survive on a mountain. Work in pupils' books indicates that there is good coverage of geographical topics, with some of the work recorded, using formats such

as mini-books and posters. A residential visit to Braeside gives pupils in Year 6 opportunities for fieldwork and investigative geography. The topic on the Gambia, currently being studied by pupils Years 3 and 4, has provided opportunities to email a young woman from The Gambia to find out about her life. The displays in each of the classrooms are interactive and provide pupils with real Gambian artefacts. Good links have been made with other curriculum areas, for example, in one lesson in Year 4 pupils mimed jobs from either the Gambia or Trowbridge so that pupils could look at the types of job appropriate to each culture; and in Year 1, pupils made a three-dimensional map of their classroom and part of the playground. The co-ordinator manages the subject well. The two year rolling programme covers the National Curriculum. Pupils are assessed against the expectations for the end of each key stage, and teachers use the geography portfolio of examples from each age group to ensure progress. This method of assessment ensures that pupils cover the National Curriculum and reach expected levels of attainment, but it does not enable teachers to identify the more able pupils whose skills surpass the expected levels in some topics.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator provides good leadership and management.
- Local and residential visits are used well to support the curriculum.
- Teachers make good use of artefacts to stimulate pupils' skills of historical enquiry.

Commentary

69. Standards in Years 3 to 6 have improved since the last inspection, when pupils were working below expectations. Standards across the school are now average and all pupils, including those with special educational needs, achieve satisfactorily. Three lessons were observed during the inspection and teaching was at least satisfactory and, on occasion, better. As part of a topic on Ancient Egypt, pupils in Year 6 were given a variety of resources to use, including copies of tomb paintings, and asked to analyse the different roles in Egyptian society. Working in 'support partners', the pupils had to identify the key artefacts which were used in the various jobs depicted and to decide where the role fitted in Egyptian hierarchy. Pupils rose to the challenge with enthusiasm. Younger pupils in Years 4 and 5 also studied tomb paintings. Their challenge was to work out what each of the characters in the paintings was doing and to give reasons why. In both lessons, the teachers successfully enabled the pupils to use what they had already learned about Egyptian society to make reasonable deductions about people's lives in the past.
70. Pupils' work in books and displays around the school were examined. Both are of good quality and presented well. The work in history for pupils in Years 1 and 2 is part of their humanities topic work. Pupils in Year 2 find out about Christmas traditions and study famous people and events from the past, such as the Great Fire of London, and the work of Florence Nightingale in the Crimean War. Pupils in Year 6 study the Ancient Greeks and the Ancient Egyptians. Pupils have developed sound research skills and often make use of websites to increase their knowledge of topics. Good use is made of visitors, for example, a historian visited Years 5 and 6 to help pupils develop enquiry skills by handling Ancient Greek artefacts and a visitor from Trowbridge museum, dressed in wartime clothes, came to answer questions about the Second World War and the post-war years.
71. The history co-ordinator manages the subject well. There is a two year rolling programme in Years 3 to 6. The co-ordinator monitors teachers' planning and has analysed pupils' work to ensure coverage of the National Curriculum. Pupils' work is assessed against the expectations at the end of each key stage. Teachers use the history portfolio, which contains examples of pupils' work, to assess progress. This ensures that pupils have covered the National Curriculum, but does not enable the more able pupils to be identified where their skills surpass expectations. As part of her role, the co-ordinator provides lists of resources for teachers. Sound links are being made between history and literacy. In one good literacy lesson, for instance, pupils were asked to write a letter to persuade the Egyptian authorities not to build a

shopping mall over the Valley of the Kings. Links with other subjects are also evident, for example, during their topic on Ancient Greeks, pupils made and glazed pots from clay.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- A lively and interesting range of work was seen in most classes, particularly in Year 5.
- Pupils have a high regard for the subject and show pride in their work.
- The new co-ordinator has quickly begun to manage aspects of religious education well, but she does not yet monitor the subject as rigorously as she should.
- There are weaknesses in the assessment arrangements for the subject.

Commentary

72. By end of Years 2 and 6 the standards reached are in line with expectations of the locally agreed syllabus, which is an improvement since the last inspection. From the two lessons and assemblies seen, and from analysis of pupils' work and talking to pupils and staff, these show that achievement is satisfactory for all groups of pupils. By Year 2, pupils know about several Bible stories, they reflect and write about people they love, people who help them and differences and similarities in people. They also begin to develop an understanding of Islam. As they progress through the juniors, their knowledge of Christianity deepens and, by Year 6, they can give a reasonable explanation of what it means to be a Christian. They also develop a basic knowledge of Judaism and Islam.
73. The quality of teaching is good. In the two lessons seen, both teachers skilfully selected material to appeal to their pupils and they presented it in a lively and exciting manner. For example, in a Year 2 lesson linked to Islam, the teacher used a collection of real objects in a bag, said to belong to a Muslim boy, Ishmael. She followed this up with lively story telling which captured the interest of pupils and made them keen to develop their knowledge. In a Year 6 lesson on 'Life Journeys', the teacher skilfully led the pupils to think about their lives in secondary school and beyond. She used samples of the pupils' work from previous years to encourage them to consider their life journeys to date. This succeeded in making the pupils reflective and in encouraging them to write thoughtful comments. There was evidence of particularly high quality teaching in Year 5. For example, bright and attractive displays of artefacts and books in classrooms showed the importance given to the subject. As a result, the pupils' work was of high quality, such as in their thoughtful writing on The Passover and in their associated illustrations and artwork. Although teaching is generally good in the subject, it is not always consistently so.
74. Evidence from their work shows that pupils across the school have good attitudes towards the subject and they take care to present their work well. Pupils' books show that teachers' marking is regular but often confined to correcting the English, rather than providing comments to help the pupils' learning in religious education. The headteacher enhances the teaching in religious education with his very good assemblies. The local vicar also makes a positive contribution by his regular presence in school and by welcoming class groups into his church. Representatives of the Muslim community also provide a helpful resource. However, pupils do not yet have the opportunity for school visits to a wider range of places of worship for world faiths, but there are plans to remedy this in the future.
75. The new co-ordinator provides satisfactory leadership and management of the subject. She has begun to monitor teaching in her subject and she also checks pupils' work from across the school. This is helping her to build a picture of the strengths and weaknesses in her subject. However, her view of the subject is not yet complete, as she has not had time to monitor teachers' planning to ensure that pupils receive the full range and quality of work to which they are entitled. She has led the writing of a policy for the subject which meets legal requirements. The current arrangements for assessment in the subject are not sufficiently rigorous.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology was not a focus for the inspection and, therefore, no definitive judgement can be made on provision. Little work was on display, however, portfolios of work completed during the year were studied, and they indicate that pupils' skills develop progressively. The co-ordinators were interviewed and agreed that standards are average and that the curriculum is satisfactory. A strength in the subject is the work in textiles by pupils in Year 6 who made a series of detailed, high quality pictures of the Creation of the World, in padded appliqué, using an interesting variety of joining techniques. Simple assessment is an area for development.

Art and design

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

Main strengths and weaknesses

- The curriculum is wide, exciting and builds pupils' skills well.
- There is very good teaching and learning, supported by very strong, enthusiastic leadership.
- Assessment systems are still under developed.

Commentary

76. There has been very good improvement in provision since the last inspection, when it was judged as satisfactory. Art and design now permeates the whole life of the school. The curriculum has been revised and strengthened, with good links to other subjects, and the quality of teaching has improved from satisfactory to very good in all the lessons seen. Standards have risen to become above average at the end of Year 2, and a little above average at the end of Year 6, as improvements take effect through the school. Pupils enter Year 1 with average skills so this represents good achievement, overall, and very good achievement in lessons, as new techniques are learned and practised.
77. Teachers are confident to teach techniques and their enthusiasm and growing expertise is stimulating and enthusing the pupils. In a lesson in Year 1, clear, simple strategies ensured that pupils started to understand perspective as they placed rectangles of different size on paper. Teachers use questions very well and encourage discussion which in a lesson in Year 2 stimulated pupils' imaginations to 'see' what was outside the edges of pictures and they then used their technical knowledge and skill to draw extensions. These pupils showed sensitive insight, when they looked at the work of others, and a mature ability to improve their own. Teachers encourage pupils to use sketchbooks for experimentation and recording of initial ideas. In Year 3, pupils adapted preliminary sketches to make computer generated patterns of Gambian batik work, before transferring the new designs to fabric to be made into purses. Teachers ensure that there are strong links with other subjects as they introduce new techniques and different media. In Year 4, pupils learned to layer clay to make attractive tiles of Gambian scenes and, in Year 5, they carved and painted plaster of Paris tablets with Ancient Egyptian designs. Throughout the school, teachers place emphasis on developing pupils' observational skills and appreciating the work of a variety of artists. Their methods encourage high levels of concentration by their pupils. For example, in Year 6, pupils had studied work by Georgia O'Keefe and then used chalks, water colours, or soft pencil, to make highly detailed sketches of flowers and leaves.
78. The co-ordinator's knowledge and enthusiasm are improving provision and he is the driving force behind ensuring that art has an important place at the heart of the school's curriculum. An area for further development is assessment, because, at present, there is no clear means of recording or tracking pupils' emerging skills and strengths and weaknesses in the subject.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Good curriculum guidelines provide a wide range of good learning opportunities, although information and communication technology is not used sufficiently to develop skills, such as composition.
- The subject is led and managed well.
- Teaching and learning are good, overall, but there is insufficient assessment of pupils' learning.

Commentary

79. A detailed set of curriculum guidelines provide a logical sequence of activities that fully cover the National Curriculum programme of study. Many of these activities are imaginative and stimulating. They provide teachers with a very good basis for their lesson planning and pupils with exciting opportunities for learning about music and music making. There is a strong multi-cultural element that has good impact on pupils' learning about music in other countries and cultures. This provides good extension of topic work, such as that on The Gambia, by older juniors. During the inspection, pupils in Years 4 and 5 demonstrated a good knowledge of elements of African drumming, such as the rhythmic patterns.
80. The curriculum is also extended successfully by whole-school events, such as the music week that occurred earlier this year. This provided a range of experiences for pupils, such as designing a musical instrument, drumming and percussion workshops, opportunities to work with visiting musicians and to observe performances as diverse as African dance and singing and Morris dancing. The status of music in the school is also enhanced by productions within school and at a local theatre. However, contrasting with these good aspects of provision are two areas of comparative weakness. First, the lack of learning opportunities for pupils that integrate information and communication technology and music. Second, the limited provision of regular opportunities for participation outside the school day in activities such as music clubs, or learning to play an instrument. The latter is restricted to flute, violin and recorder lessons, which involve very few pupils, even although the cost of these lessons is subsidised by school funds.
81. The subject co-ordinator's good leadership and management contribute significantly to the provision and the good progress made in developing the subject since the last inspection. Although a part-time teacher, the drive and commitment that she has brought to the responsibility this year is at least the equal of her full-time colleagues. Her thorough monitoring and evaluation of teaching and pupils' standards has led to a detailed set of priorities for subject development. Her successful co-ordination of the music week has motivated the school to build on this by making music a focus subject within the school development plan for next year.
82. Good teaching and learning are having a positive impact on pupils' achievement and standards. The quality of singing in large groups is better than is found in most schools. This was evident in whole-school assemblies and key stage singing practices that were led well by individual or pairs of teachers. The limited evidence of past work and quality of work produced in lessons shows overall standards by the end of Year 6 to be matching what is seen in other schools. However, where teaching is of a particularly high quality, as was seen in a lesson with pupils in Years 4 and 5, the influence on pupils' achievement is exceptional. The standard of pupils' performance, for example, on African drums, and their all-round musical knowledge were at a very high level for pupils at this age. The teacher incorporated very good opportunities for self-assessment by pupils, through recording each group's performance of their own composition. When re-played, pupils used the recording to decide on how their performance could be improved, while classmates offered constructive comments on what they liked and what they, also, felt could be developed. This lesson used important strategies not seen elsewhere in the school, first by using recording of performance and second by ensuring ongoing assessment.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- The subject co-ordinator provides very good leadership and management.
- The school is strongly committed to local initiatives for the development of school sport and physical education.
- Teaching and learning are good.

Commentary

83. The high quality of provision for physical education and sport owes much to the very good leadership and management by the part-time teacher who has the responsibility for subject co-ordination. Her drive and determination, coupled with enthusiasm and a high level of subject expertise, have been influential in the continuing development of the subject since the last inspection when provision already had many good features. Since then, the curriculum has been reviewed. Teachers' planning has acquired good emphasis on the principles of health-related exercise and a sharp focus on teaching pupils the fundamental skills that match their needs and abilities. The co-ordinator's thorough monitoring and evaluation of this planning has identified clear priorities for the future. One such priority is the targeting of the participation of pupils in opportunities outside the school day, in order to raise the already good percentage of pupils having at least two hours of school-based physical activity each week. To this end, the age-range for which clubs are provided is to be extended to involve children in reception and pupils in Year 1 in a gymnastics club. There is good attention to involving both boys and girls by ensuring mixed clubs and, wherever possible, mixed representative teams.
84. A major initiative that has the school's full support is the West Wiltshire School Sports Partnership. This co-ordinates sport and physical education in a group of primary schools and a secondary school. Teachers and pupils are starting to benefit from this initiative and its focus on developing teachers' expertise in all areas of physical education. Two teachers were very quick to acknowledge that their very good teaching owed much to the training courses in gymnastics and athletics. New curriculum guidelines are being used to inform teachers' planning and the co-ordinator plans an evaluation of their effectiveness after a full year of use. Outside the school day, pupils have a very good range of opportunities for involvement in sporting clubs and competitions, including dance and gymnastics clubs and most major games. The netball club is an outstanding success. This well-attended club is run by an enthusiastic teaching assistant with good experience of netball coaching. The club's strong focus on learning the skills of the game and the leader's perceptive evaluation of pupils' abilities and needs are the foundation of the school's good success in local competitions. In Year 6 pupils get good experience of outdoor and adventurous activities during an annual residential visit. The good-sized playground areas and the school field enable a wide games and athletics programme to be taught. Pupils also make good use of the playground for self-initiated games and skills practice at lunchtimes. Many take advantage of using games equipment in the 'Huff and Puff' scheme that is organised by a mid-day supervisor.
85. Teaching and learning, though only observed in Years 1 and 6 during the inspection, is good overall. Teachers' planning also indicates a well-structured programme and the provision of very good learning opportunities linking music and dance. Thorough planning and organisation, enthusiasm, and high expectations, all characterise the teaching. Teachers' good observational skills and secure subject knowledge are applied well, so that pupils are given appropriate guidance on how to improve their performance. Pupils' achievement is good overall and while, in lessons, standards were above expectations in dance in Year 1 and meeting expectations in gymnastics in Year 6, there were many indications, in pupils' play, of good levels of games playing ability among older pupils. Records also show that a high percentage of pupils is achieving beyond the expected levels in swimming by the end of Year 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Too few lessons were seen in **personal, social and health education** to make an overall judgement on provision.

86. The Tacade scheme of work for personal, social and health education, which provides an integrated approach, includes work on sex and relationships and drugs awareness. However, this scheme has not been fully implemented and the co-ordinator will be auditing the provision next term. Visits from outside agencies support the programme. Pupils know that they are part of a caring community, where their views are valued. The school promotes the school councils in Key Stages 1 and 2. School council representatives make decisions on such issues as more healthy alternatives in the tuck shop, rewards for good behaviour and running a 'huff and puff' class. Some of the pupils were involved in interviewing prospective teachers for posts in the school.
87. Pupils are given many opportunities to explore and discuss moral issues. 'Circle time', when pupils discuss personal issues that are relevant to their lives, is used regularly in classes, as part of the personal, social and health education programme. A good example of this was seen during the inspection when pupils in one Year 2 class were asked to think about each other's feelings and to understand why caring for one another is so important. After the pupils had decided what made them feel sad, the teacher helped them to think about ways to sort out playground squabbles by remembering what it feels like to be the one who is left out. Most of the pupils had something to say and all listened thoughtfully to each other. In acts of collective worship, there is a genuine sense of respect for others. The school is successful in ensuring the vast majority of its pupils are well equipped for the next stage of education. In discussion with inspectors, pupils in Year 6 demonstrated maturity and genuine pride in their school. Personal, social and health education is led well by the co-ordinator. She is currently updating the sex and relationships policy, working with the local education authority. The co-ordinator is keen to promote the benefits of 'circle time' and plans to work alongside teachers to add support for this area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	3
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
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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