

INSPECTION REPORT

**IDMISTON C OF E VOLUNTARY AIDED PRIMARY
SCHOOL**

Idmiston

LEA area: Wiltshire

Unique reference number: 126404

Acting Headteacher: Mrs L Dale

Lead inspector: Mrs C Nuttall

Dates of inspection: 11th - 12th October 2004

Inspection number: 267095

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:	Church of England voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	99
School address:	Idmiston Road Porton Salisbury Wiltshire
Postcode:	SP4 0LB
Telephone number:	(01980) 610 401
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Presslee
Date of previous inspection:	18 th May 1999

CHARACTERISTICS OF THE SCHOOL

Idmiston is a smaller than average sized Primary school located within the village community of Idmiston. Pupils are of a White British heritage. There are no pupils for whom English is an additional language. The proportion of pupils with special educational needs is slightly above the national average. The socio-economic circumstances of pupils are average and the attainment of children joining the school is generally below that expected when compared nationally. The number of pupils joining or leaving other than at normal times is slightly above average. The school was awarded a Healthy Schools' Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Idmiston is a satisfactory school. The school has been through an unsettled period in recent years, with several changes in leadership and staffing. The acting headteacher leads the school well and has ensured that the significant changes in staffing over the last year have been managed effectively. Pupils build knowledge, skills and understanding at a satisfactory rate owing to the sound quality of teaching and learning. Attitudes, behaviour and relationships are all good. Standards of attainment are rising and are currently in line with those expected nationally at the end of Year 6. In view of relatively low funding and the average standards achieved, the school provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- The acting headteacher provides good leadership and has given a good steer to the school's work for improvement.
- Governors are fully committed to their responsibilities and actively support the school.
- Insufficient attention is paid to developing children's personal, social and emotional skills in the Reception Year and the work they are given is not suited to their age and ability levels.
- Personal, social and health education is good, pupils are very well cared for and attendance is very good.
- The teaching of reading and writing in Years 1 and 2 is unsatisfactory.
- Activities for higher-attaining pupils are not well matched to their capabilities and lack challenge.
- Pupils lack a clear awareness and understanding of the wide range of cultures in society.
- There is a good partnership with parents.

The school has made satisfactory improvement since its last inspection in 1999. Standards have risen slightly in both Year 2 and Year 6 national tests. Staff have worked hard to improve pupils' spelling and the provision for physical education. Good progress has also been made in addressing the needs of pupils with special educational needs. Satisfactory progress has been made with issues related to Reception children although this still needs further development.

STANDARDS ACHIEVED

Pupils' achievement is satisfactory throughout the school.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	E	E*
mathematics	E	D	E	E
science	E	D	E*	E*

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

Standards in 2003 were low, particularly in science, and this was due to several factors. There were only eight pupils in Year 6 last year and so each pupil's result had a major impact on the overall percentages. There has been considerable mobility in the school during the last two years, particularly in Year 6. Despite the school's best efforts, older pupils have had much lost ground to make up before they could move forward. In 2003, there were a larger proportion of pupils with special educational needs, including several pupils with significant behavioural difficulties. The grades above for similar schools indicate that pupils at Idmiston were very low when compared to their peers in similar schools. In English and science, results at Idmiston were in the bottom five per cent when compared to their peers in similar schools. Unconfirmed results for 2004 show an improvement in all three subjects. Currently, pupils' achievement is satisfactory in Years 3 to 6, and standards, when compared to levels expected nationally, are average in English, mathematics and science and broadly average in most other subjects inspected. Throughout the school, pupils with special educational needs make sound progress because of the good support they are given.

Children make slow progress in the Foundation Stage from a below-average start and many do not reach the goals children are expected to reach by the end of Reception in some of the areas of learning. Currently, pupils' achievement in Years 1 and 2 is satisfactory, and standards, compared to levels expected nationally, are average in mathematics and science, below average in English and broadly average in most other subjects inspected.

Pupils' personal development is good. Their social, moral and spiritual understanding is well developed, although multi-cultural development is less well promoted. Pupils are positive about school and most behave well. Attendance is well above average.

QUALITY OF EDUCATION

The school provides a sound education for its pupils. The quality of teaching is satisfactory. It is good in Years 4, 5 and 6 and satisfactory in Years 1, 2 and 3, where some inconsistencies in expectation affect pupils' learning and teachers do not make best use of assessment information to help pupils to improve. Teaching is satisfactory in the Reception Year, although there are some inappropriate tasks set for the younger children as teaching is more directed to the older pupils in the mixed Reception and Year 1 class. There is a lack of challenge for higher-attaining pupils throughout the school and this results in lower attainment for these pupils. The curriculum is satisfactory and pupils benefit from interesting activities outside lessons. Pupils with special educational needs are supported well. All pupils are very well cared for and there is a good partnership with parents.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are sound overall. The quality of the acting headteacher's leadership and the governance of the school are both **good**. Management overall is **satisfactory**. The acting headteacher has set a clear agenda for school improvement that is entirely appropriate and she works hard to ensure that priorities are met. Most subject managers are new to post and, as yet, their roles do not include monitoring provision and evaluating its effectiveness. Governors use their talents well and they actively support the school. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with most areas of the school's work. Some parents expressed concerns about homework, bullying and the quality of information they receive. The inspection found no evidence to support most of these parents' worries. Staff do all they can to prevent bullying and deal with any incidents very carefully. Regular information is sent home to parents but the inspection found the reports at present lack information on pupils' progress and levels reached. Teachers make good use of homework tasks, particularly with older pupils. All pupils enjoy school and are positive about the support they are given from staff.

IMPROVEMENTS NEEDED

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

- Pay greater attention to children's personal, social and emotional development in the Foundation Stage and ensure that the work they are given is suited to their age and ability.
- Improve the teaching of English in Years 1 and 2.
- Ensure that teachers recognise the specific needs of individuals and groups of pupils and plan activities that will meet them.
- Develop a better awareness and understanding of the wide range of cultures in society.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory. Standards in reading and writing in Years 1 and 2, compared to expected levels nationally, are below average. Standards in most other subjects, when compared to levels expected nationally, are broadly average.

Main strengths and weaknesses

- Children in the Reception Year are not achieving as well as they could in some areas of learning.
- Pupils with special educational needs are supported well and achieve as well as their peers.
- Standards in reading and writing in Years 1 and 2 are not high enough.

Commentary

1. When children start school in the Reception class, their knowledge, skills and understanding are below those expected of children of a similar age nationally. This year the small group of children in Reception have settled into school well. Whilst over half of the children are expected to achieve the early learning goals in speaking and listening, reading, knowledge and understanding of the world and in creative development, the majority of children in the Reception Year are not achieving as well as they could. They are unlikely to attain the early learning goals in personal, social and emotional development or in writing. This is because insufficient attention is paid to their learning needs in these areas and activities are biased towards the Year 1 pupils in the same class as Reception children.
2. The results in national tests for individual years have to be treated with a good degree of caution owing to the small numbers of pupils involved. Standards have risen slightly in Year 2 and Year 6 national tests since the last inspection but the rate of improvement is slightly below the national trend in both sets of tests. In 2003, standards in Year 2 were below the national average in reading and writing and slightly above average in mathematics. Standards in science were average. A well-below-average percentage of pupils achieved the higher-Level 3 in reading, writing and science but the proportion achieving Level 3 in mathematics was just below the national average. Year 2 pupils at Idmiston achieved the same standards in mathematics as pupils in similar schools, based on the number of pupils claiming free school meals, but standards for reading and writing were well below that level.

The table below shows the average point score for the last two years:

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

Standards in:	School results	National results
reading	13.9 (15.3)	15.7 (15.8)

writing	13.7 (14.2)	14.6 (14.4)
mathematics	17.0 (16.5)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

3. The results of the National Curriculum tests for Year 6 during the last two years have been omitted from this report. This is because of the very small number of pupils involved and the consequential possibility of identifying the results of individual pupils. However, standards last year were well below the national average in English, mathematics and science. No pupils achieved the higher Level 5 in English or science although one pupil achieved Level 5 in mathematics. The dip in results in 2003 at age 11 was due to the particular special needs of that cohort. Only eight pupils took the tests and, therefore, each pupil had a significant impact on the results. The school diligently analyses individual results each year and there is clear evidence to show that each pupil in Year 6 in 2003 made satisfactory progress. The school narrowly missed achieving the targets set for this cohort of pupils. The grades for similar schools, when based on the prior attainment of each pupil, indicate that pupils at Idmiston were well below average in English, mathematics and science when compared to their peers in similar schools.
4. At the time of the inspection, children in the Foundation Stage had been at school for just five weeks. They have settled happily into school life and achievement is satisfactory. The strategy of using 'circle time' to explore and develop feelings and emotional needs is beginning to work well. However, there is often insufficient attention paid to the personal, social and emotional needs of the Reception children in the mixed Reception and Year 1 class and this results in Reception children not achieving as well as they could in this area of learning.
5. Achievement and progress are satisfactory in Years 1 and 2. The lack of challenge and activities matched to their capabilities affect the achievement of more-able pupils. In Year 2, standards compared to expected levels nationally are average in mathematics and science but below average in reading and writing. Standards are broadly average in all other subjects seen. There was insufficient evidence to make a judgement on standards in history, geography, art and design, music, design and technology and physical education.
6. The achievement of most pupils is satisfactory in Years 3 to 6, although some of the more able pupils are not doing as well as they might. The lack of activities matched to the pupils' capabilities results in these pupils not reaching their full potential. Standards, compared to levels expected nationally, are average in English, mathematics, science and information and communication technology (ICT). Standards were also broadly average in the few lessons seen in other subjects. Again there was insufficient evidence to make a judgement on standards in geography, art and design, music and design and technology.
7. The percentage of pupils identified with special educational needs is slightly above the national average and many of those who are identified have significant difficulties. As a result of the well organised support, these pupils make sound progress towards their individual learning, social and behavioural targets.

8. There is no significant difference between the attainment of boys and girls. The school monitors the progress of boys and girls and is alert to the need to investigate any differences, should they arise.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good. Pupils' behaviour is good in lessons and around the school. Pupils' personal development is good. Their spiritual, moral and social development is good, but their awareness of other cultures is unsatisfactory. Attendance is well above that found in primary schools nationally. Punctuality is very good. There was one exclusion in the last complete school year.

Main strengths and weaknesses

- The majority of pupils are keen to learn.
- Pupils have insufficient opportunities to learn about other cultural traditions or about life in a multi-cultural society.
- Pupils' personal development is good.
- Attendance and punctuality are very good.

Commentary

9. Most pupils have good attitudes to their learning and enjoy the lessons and activities planned for them. They concentrate well and usually try hard to complete their work. Older pupils in particular often enjoy their lessons and are enthusiastic about what they learn. Pupils appreciate the trips and extra-curricular activities provided for them. Children in the Reception and Year 1 class have a satisfactory attitude to learning but can easily become distracted from what they are doing.
10. Although pupils gain a good appreciation of their own culture, they have too few opportunities to learn about other cultural traditions. They are not well prepared for life in a multi-cultural society and have too few opportunities to experience cultural diversity. In religious education lessons, pupils are taught about faiths other than Christianity. However, in subjects such as art, music and geography, opportunities to explore ideas from other cultures are insufficient. Pupils develop the ability to reflect on their own feelings and values but insufficient opportunities are offered to help them to empathise with others whose beliefs and values differ from their own.
11. Pupils develop good relationships with one another and with staff. Year 6 pupils are expected to take care of the younger ones and this helps to foster good relationships throughout the school. Behaviour during playtimes and around the school is good. The appointed prefects in Year 6 help to supervise when pupils are on the playground or in school during lunchtime. In lessons, most pupils behave well. However, the behaviour of a small number of boys in Years 2 to 5 is unsatisfactory at times during lessons. Although teachers work very hard to manage the behaviour of these pupils, it does sometimes distract other pupils from learning. The practice of removing disruptive pupils to work outside the classroom does not help them to learn to take responsibility for their own behaviour. There was one exclusion in the last complete school year. Overall, this picture is similar to that reported previously.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
99	1	0

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

12. Pupils' personal development is good, but for Reception children it is unsatisfactory, as insufficient attention is paid to their personal needs. Pupils look after one another well and are willing to help others. In lessons, they listen carefully to others' ideas and share equipment sensibly. The majority of pupils work well together in pairs or small groups. Pupils develop a strong sense of right and wrong and almost all understand the high expectations teachers and other staff have of their behaviour. Pupils in Year 6 have a very good range of opportunities to take responsibility, including the school council, and respond in a mature, sensible way. They take a pride in helping the school to run smoothly and enjoy helping the younger ones.

Attendance

13. Attendance is well above the level typically found in primary schools nationally and the level of unauthorised absence is low. Pupils enjoy school and want to be there. Parents are well aware of the school's expectation that any absence should be reported promptly and almost all do so. Pupils almost always arrive promptly in the morning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.2
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching is sound and the work planned for pupils is also satisfactory. Provision for children in the Reception class, although satisfactory, has some weaknesses. Provision for pupils with special educational needs is satisfactory.

Teaching and learning

Teaching is satisfactory in Years 1 to 6. In the Reception class, teaching is unsatisfactory at times and, as a result, children in their Reception Year are making slower progress than could be expected. In Years 1 to 3, teaching is satisfactory and most pupils make steady progress. One teacher had only been at the school for three weeks at the time of the inspection as she was covering for a member of staff absent on sick leave. In Years 4 to 6, teaching is good and pupils are beginning to make better progress. In the Year 4/5 class, teaching is very challenging at times and this extends the learning of higher-attaining pupils. However, teaching

throughout the rest of the school lacks the necessary challenge for higher attainers. This means that more-able pupils are not reaching the standards they are capable of. Procedures for monitoring how well pupils are doing have improved, but they are not yet used consistently.

Main strengths and weaknesses

- Good teaching in Years 4 to 6 underpins pupils’ learning.
- Insufficient attention is paid to developing children’s personal, social and emotional skills in the Foundation Stage and children find it difficult to work on their own or to co-operate with others.
- Homework tasks are used well with older pupils to extend and consolidate work completed in school.
- Information and communication technology (ICT) is not used enough in all subjects to support learning.
- Teaching in Years 1 to 3 lacks challenge and expectations are too low.
- Assessment data are not used sufficiently to target individual needs, particularly those of more able pupils.
- The brisk pace of teaching and learning in Years 4 to 6 means time is used effectively.
- Older pupils engage well in learning and demonstrate the ability to work well on their own and with others.
- Marking celebrates pupils’ achievements and efforts well, but it only occasionally helps them to improve their work.

Commentary

14. The table below indicates the quality of teaching seen across the school. Teaching is slightly stronger in Years 4 to 6 than it is in the Foundation Stage and Years 1 and 2. Parents and pupils are positive about the teaching staff. Pupils especially feel that their teachers help them learn effectively.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	11	10	1	0	0

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

15. There are common strengths in the teaching of Years 4 to 6 that underpin the sound quality of pupils’ learning. These include:
- Teachers have a sound knowledge of the subjects they teach and use a widening range of innovative methods and approaches to motivate and inspire pupils.
 - Focused planning identifies clear learning intentions.
 - There is a brisk pace to lessons and no time is wasted.
 - Good use of relevant homework tasks consolidates and extends learning.
16. Teachers in these years are more consistent in their approach to behaviour management and no time is wasted in lessons dealing with disruptive behaviour. In the best lessons,

interesting activities and a lively approach grip pupils' interest and help them to move forward at a quicker pace. In the Year 4 and 5 class, both teachers use questioning well to engage the pupils at the start of each lesson. In a good history lesson, the teacher encouraged the pupils to think about how we have so much information about Ancient Egypt. The pupils thought hard and were pleased to report that archaeologists often provided information from digs and that many artefacts were still available to study. The teacher successfully used these ideas to introduce the task she had set for the pupils. The pupils, in turn, thoroughly enjoyed researching and pretending to be archaeologists. Good use of homework tasks are made in order to consolidate the learning that has taken place during the lessons. The older pupils in the school respond to this better teaching by showing good independent skills and staying focused on the tasks they are given.

17. There are some weaknesses in the teaching, which are to some extent whole-school issues, but are more pronounced in the Reception Year and Years 1 to 3. These are:
 - A lack of challenge for more-able pupils and low expectations of what these pupils could achieve.
 - A lack of consistency in the way teachers use information about pupils' progress to help them to move forward, particularly in relation to marking pupils' work and planning relevant activities.
 - The specific teaching of reading and writing in Years 1 and 2.
 - Pupils with special educational needs are well supported. Teaching assistants work closely with these pupils to ensure that they make the same satisfactory progress as their peers.
18. Procedures for assessing how well pupils are doing have improved since the last inspection and the school now has a good deal of information available, especially in English, mathematics and science. Results of the statutory tests are carefully analysed so that staff have a clear picture of patterns in pupils' attainment and appropriate targets are then set. However, teachers seldom make use of this information to plan subsequent work, especially for more-able pupils.
19. In Years 4, 5 and 6, teachers give useful feedback at the end of most lessons and check how pupils are doing. However, in the majority of lessons, the pupils themselves do not have enough opportunity to review their own work. Marking, while generally positive, is imprecise and only occasionally indicates how pupils can improve or extend their work. As a result, pupils are not clear enough about what they are expected to do to improve their learning.

The curriculum

The school provides a broad and balanced curriculum that meets all statutory requirements and is enriched by a wide range of extra-curricular activities.

Main strengths and weaknesses

- The school's provision for personal, social and health education is good.
- The school's provision for extra-curricular activities is good.
- The accommodation and resources are good.

- Staff changes have slowed the pace of curricular monitoring, evaluation and innovation.

Commentary

20. The school provides a broad and balanced curriculum with an appropriate emphasis on the core subjects of English and mathematics. Leadership and staff changes have slowed the pace of curricular development. There are currently moves to create a more relevant and interesting skills-based curriculum through a cross-curricular approach, but this is in its early stages. There are clear priorities for development, supported by in-service training, within the school improvement plan and these are appropriately costed. At present, subject co-ordinators do not manage a budget for their curriculum areas.
21. The school is active in widening pupils' cultural horizons and a range of well-attended lunchtime and after-school activities is offered. A programme of visits in the locality and beyond is built into the planning for each subject and residential visits for pupils in Years 4, 5 and 6 make a valuable contribution, not only to curricular enrichment in geography and science but also to pupils' social development.
22. The school makes satisfactory provision for pupils with special educational needs and relationships with outside agencies are close and effective. The quality of pupils' individual education plans is good and targets are generally precise and measurable. They are regularly reviewed and updated by support staff who provide good support for pupils in lessons. Individual learning needs are addressed through periods of withdrawal. Although the regular review of individual learning plans provides an update on individual pupils' progress, there has been no formal monitoring of the effectiveness of provision. In particular, there has been no monitoring of how effectively class teachers adapt tasks for the wide range of different abilities in each class.
23. The curriculum for Reception children is satisfactory. Because of the nature of the small cohort this year, Reception children are taught in a mixed class with Year 1 pupils. The teacher is working hard to plan for the diverse needs within this mixed class but there are some weaknesses in meeting the specific curricular needs of Reception children. In some lessons, work is too biased towards the older pupils. In some 'free choice' activities, there is a lack of challenge to sustain children's interest. There are insufficient opportunities for improving children's personal and social development. These are not sufficiently well identified in teaching plans.
24. The curriculum is well resourced and good use is made of the attractive school grounds and the immediate locality. There are improved outdoor facilities for Reception children since the last inspection and staff plan for a range of learning opportunities in this area. Attractive displays in classrooms and around the school celebrate pupils' achievement. Sex education and drugs awareness are effectively covered. The school has recently been given the Healthy Schools' Award. The school has a well-stocked library and computer suite. The accommodation is attractive and well cared for.

Care, guidance and support

The school makes very good provision for the care, welfare, health and safety of its pupils. The support, advice and guidance provided for pupils are good overall. Pupils are well consulted

and their views taken into consideration when changes are planned. The arrangements for admitting children to the Reception class are good.

Main strengths and weaknesses

- The welfare and well-being of pupils have a very high priority in the school.
- Academic guidance is satisfactory and personal support and advice is of a very high quality.
- Pupils feel very safe in school and develop very good relationships with staff.
- Pupils' views are taken into consideration and they are involved in decisions that improve the school.
- Arrangements for induction into the Reception Year are good.

Commentary

25. Arrangements to ensure pupils' health, safety and well-being are very good. Health and safety checks are carried out regularly and appropriate risk assessments are carefully made. Procedures for first aid are very good and records are very well kept. Appropriate procedures are in place for child protection. The school makes good provision for the individual health needs of pupils so that they can join in activities with others. The school has gained a Healthy Schools' Award. This area remains a significant strength of the school's work.
26. When pupils face personal problems, they receive very good support, advice and guidance. Teachers and other staff know pupils very well and use this knowledge sensitively to provide support that meets the needs of the individual very well. Pupils are helped to come to terms with significant changes in their lives. Support and guidance for learning are satisfactory. Pupils' work is regularly marked, although comments do not ensure that they know how successful they have been in their work or how to improve. The targets in the individual education plans for pupils with special educational needs are clear and useful. However, although targets for individual pupils are set in English, this is not done regularly in other subjects.
27. The pastoral aspect of the special needs provision is good and there is a strong emphasis on building pupils' confidence and encouraging their active participation in lessons. Fortnightly reviews of progress also make reference to this aspect.
28. Pupils feel safe and happy in school. They develop trusting relationships with teachers and other staff. These help to ensure that pupils share problems as they arise so that help can be provided quickly. Parents and pupils feel confident that bullying is dealt with promptly and effectively if it occurs. There is an effective behaviour policy in the school and this generally operates well, although there are a few isolated incidents involving a small cohort of older boys.
29. The school council ensures that pupils' opinions are gathered and shared with staff. Councillors make sure that the views of their class are presented at council meetings and report back to their class so that all pupils have the chance to express their views. The council has achieved several changes. For example, there is now a range of playground equipment and, this year, the council decided how birthdays should be celebrated in assembly. Questionnaires are also used as a means of gaining pupils' views. Older pupils in particular appreciate that their views matter and are taken seriously.

30. Before children enter the Reception Year they have several opportunities to visit the school with their parents. The programme of visits includes a home visit from the teacher. Children are well prepared when they start school and settle quickly into the daily routines.

Partnership with parents, other schools and the community

The school benefits from good partnerships with parents and with the local community. Links with other schools are satisfactory.

Main strengths and weaknesses

- The school ensures that parents are well informed about its life and work but the annual reports do not provide information on pupils' progress and levels reached.
- Parents are asked for their views and these are taken into consideration when changes are planned.
- Links with the community provide pupils with a range of enriching experiences.
- The school works in partnership with other local schools to provide training of good quality for staff.

Commentary

31. The school provides a wide range of useful information for parents. The information in the prospectus and governors' annual report is very clearly stated so that parents understand the school's expectations. Newsletters are very attractive and celebrate special events and achievements very well. They also provide information about future events and the 'Friends' Association'. The quality of pupils' annual reports is satisfactory. Of those parents who made their views known to the inspection team, a third stated that reports did not give them a clear picture of how well their child was doing. Reports do indicate the areas where the child is doing well but areas for improvement are not always clear. In particular, reports do not inform parents how well their child is doing in relation to others nationally.
32. The school uses questionnaires to gain the views of parents. For example, the most recent questionnaire raised concerns about homework. In response, the school has decided to set homework on a Monday for the week ahead. This enables parents to encourage their child to do his or her homework at a time when parents can be there to help, if needed.
33. The school has a well-established range of links with the local community. Links with the church are strong. Pupils undertake history and geography work in the local area and Year 6 pupils participate in the 'Junior Young Citizen' scheme. They learn about how to be a good citizen and being aware of helping others. Visitors to school include theatre groups and the group introducing the great bustard back onto Salisbury Plain. As the great bustard is the school's emblem, this visit especially caught pupils' interest.
34. Links with other schools are satisfactory and the school works well in partnership to offer staff a range of training that would not be cost-effective for any one school to provide. The school has an active partnership with a 'Beacon' school but, as yet, this has not had an impact on the standards attained by pupils because of the changes in staffing. Pupils

have a choice of transfer to five secondary schools. The programme of open days and induction visits is not co-ordinated between the secondary schools, which causes some disruption to the school, as Year 6 pupils are out of school on a number of days.

35. The school has successfully maintained the standards noted in the previous inspection report, despite the considerable changes that have occurred over the last five years.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory, with strengths in some areas. Governors make a good contribution to the school and the governing body undertakes its work well. The acting headteacher's leadership is good and she has successfully guided the school through some difficult times. Satisfactory management structures ensure the school runs smoothly but there are weaknesses in the effectiveness of subject managers. Financial management is good and the school pays satisfactory attention to the principles of best value.

Main strengths and weaknesses

- The acting headteacher provides a strong lead.
- Governors know the school well and have a clear understanding of its strengths and weaknesses.
- All staff work well together.
- Subject managers' roles are not well developed.
- There is no effective monitoring of pupils' performance in subjects other than English and mathematics and assessment data are not used to target pupils' specific needs.
- The professional development needs of staff are carefully identified and training is used effectively.
- Financial planning is good.

Commentary

36. The acting headteacher provides good leadership. The school has experienced an unsettled period over the last year during which the leadership has changed and different acting headteachers have shared the responsibility of management. Unfortunately, this arrangement has meant that improvement has lost continuity and momentum. In addition, there has been an unexpected turnover of half of the staff team, which has contributed to a lack of consistency in teaching and learning. This term, the acting headteacher has provided clear direction for the future development of the school and she has effectively restored stability for pupils and staff. She demonstrates a determination to provide for pupils' all-round development and all staff share this commitment. There is a happy atmosphere and pupils are confident that their efforts are valued and their views respected. This is much appreciated by parents.
37. The current school improvement plan outlines a wide range of areas for development over a three-year period. The plan is almost completely out-of-date but the acting headteacher and governors have rightly made a decision to leave the formation of a new plan until the new headteacher joins the school at the beginning of next term.

38. Subject leaders are not yet effective and their influence is not always reflected throughout the school. This is partly because some have only recently taken on their responsibilities, whilst some of the others are not yet effective in their roles. Leadership of the Foundation Stage is satisfactory but there are weaknesses in the planning of appropriate activities and the match of activities to the age and ability of children in their Reception Year.
39. The management of the school is satisfactory. The day-to-day running of the school is efficient and all procedures are designed to ensure this is maintained.
40. All staff benefit from the good arrangements for professional development, with a reasonable balance between the professional and career needs of staff and the needs of the school. As a result, teachers are regularly informed about current developments. Good use of the school's links with a 'Beacon' school has enhanced this aspect of the management of the school. Staff who are new to the school are welcomed and receive good support from their colleagues. The support staff are experienced, committed and well trained. All have been on regular courses, received in-house support from the co-ordinator and have attended whole-school in-service training. They are regarded by the school as an essential part of the teaching team.
41. Leadership and management of special educational needs are satisfactory. The co-ordinator provides good support for teaching assistants through informal consultations and regular fortnightly meetings. Close liaison with outside agencies is productive.
42. Some aspects of the school's monitoring and self-evaluation work well. For example, the analysis of test results in English and mathematics is detailed and provides a clear picture of strengths and weaknesses. The acting headteacher effectively monitors teaching and learning where practicable in the time she has available. However, there is little monitoring of specific subjects by subjects managers to ensure that agreed courses of action are consistently implemented. As a result, there is no clear view of the impact of actions taken by the school to raise standards.
43. The governance of the school is good. Governors are clear about the strengths and weaknesses of the school and provide good support for the acting headteacher and staff. The governing body is well managed by the chair, who has a good grasp of the challenges facing the school. Governors who are able to visit during the school day are welcomed by staff. Visits are carried out in line with a code of practice agreed between teachers and governors, and this has contributed to a supportive working relationship. All statutory requirements are met.
44. Governors keep close oversight of the tight budget and take a prudent approach to spending to ensure that key priorities are achieved. Financial management is secure. Day-to-day financial controls and procedures are good and the office staff provide efficient support for the acting headteacher, staff and governors.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	298,276
Total expenditure	301,838
Expenditure per pupil	2,930

Balances (£)	
Balance from previous year	23,206
Balance carried forward to the next year	19,645

45. Balances currently stand at six and a half per cent, slightly above the recommended contingency level.
46. There are satisfactory procedures to ensure that the principles of best value are applied. Full consideration is given to alternative providers for services in order to ensure cost-effectiveness and the governors monitor spending carefully. The school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Personal, social and emotional development; communication, language and literacy; knowledge and understanding of the world and creative development were inspected in full. Mathematical development and physical development were only sampled during the inspection.

Provision for Reception children is satisfactory. All children, including those with special educational needs, make satisfactory progress in some areas of learning in their Reception Year. Although most children are expected to achieve the nationally established early learning goals in speaking and listening, reading, knowledge and understanding of the world and in creative development, children in the Reception Year are not achieving as well as they could in other areas. Standards in personal, social and emotional development are below those expected for children of this age. Teaching is satisfactory in most lessons, as it was at the time of the last inspection. It is unsatisfactory on occasions, particularly when activities are inappropriate for children in their Reception Year. As a result of the small cohort this year, Reception children are taught in a mixed-age class with Year 1 pupils. This is a new experience for the class teacher and, in some lessons, insufficient attention is paid to developing children's personal, social and emotional skills, and the work they are given is not suited to their age and ability levels. Children enter the Reception class in the year in which they become five. Attainment on entry is below average compared to levels expected nationally. Despite the unsettled leadership and staffing changes since the last inspection, the school has worked hard to improve the provision for children in the Reception Year. Leadership of the Foundation Stage is satisfactory and further training is planned to improve the management of the Reception Year. The new outdoor area provides regular opportunities for children to engage in physical play. The curriculum is satisfactory.

Children benefit from working in small teaching groups and are generally well supported by teaching assistants. There are occasions when this support is less effective because teaching assistants do not always have a secure understanding of the learning needs of children of this age. There are no procedures for monitoring what children choose to do during free choice activities.

At the time of the previous inspection, concern was felt that provision for Reception children did not allow sufficient opportunities for independent learning and physical development. Although some aspects of independent learning still remain, satisfactory progress has been made in provision for physical development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Standards are below those expected for children of this age.
- Good relationships at all levels ensure that children are happy and they settle into school quickly.

- There is insufficient attention to developing children's skills in this area of learning.
- Most children find it difficult to share, take turns or to work with others.
- Children are too reliant on adult support during group work.

Commentary

47. The teacher and her assistants, through the quality of their interactions, provide a happy and secure environment. All adults provide good role-models and are becoming more sensitive to the varying needs of the children within the class. Achievement is satisfactory in relation to the children's attainment on entry to the school. However, many are not set to meet the nationally expected levels in this area by the time they enter Year 1. Children quickly lose interest in activities and require adult support to keep them on track. This is often due to the work not meeting their specific learning needs. Some children find it difficult to sustain interest during whole-class times or when activities lack purpose and structure. Children often play alone and some are unable to share equipment. There is little adult intervention in children's play and at times, insufficient structure to hold their interest. However, when children are interested in what they are doing, their concentration is better. For example, they explore different tools in the sand and maintain their interest whilst discovering what each tool will do. Children also show an increasing awareness of their surroundings as they choose activities and show confidence in their environment. The teacher has introduced a 'planning board' and children are beginning to use this during the day to decide what they are going to do. However, there are no systems for recording where they have been or for feeding back what they have learned in order to provide targets for learning new skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress in reading.
- There are not enough opportunities for writing and this results in children not making the progress they should.
- Some resources are inappropriate for the needs of young children.
- There are good opportunities for developing children's vocabulary.

Commentary

48. Teaching and learning are satisfactory. Most children are expected to meet the learning goals in speaking and listening and in reading. Standards are below average in writing and a significant number of children will not achieve the early learning goals in this aspect of their literacy development. This is due to the lack of adult support and intervention, as well as to insufficient opportunities being provided for writing. Staff work hard to circulate and to engage children in their learning, but they do not always challenge the children and this affects their learning. For example, incorrect pencil grips are not corrected and children are not well supported in the orientation and formation of letters. There are insufficient writing tools of varying thicknesses and pencil grips to support children in their writing. Children enjoy 'writing' in the role-play shop. They use their knowledge of sound recognition and letter sounds in their attempts at writing but many require adult support to improve their efforts and, on occasions, no support is available.

49. There are good opportunities to develop children's speaking and listening skills throughout the day. During small group activities, teaching assistants make good use of their time to talk to children about their work. Children learn clear speech because the adults consistently reinforce and model correct speech. Most children talk happily to adults but are less interested in talking to one another.
50. Children make good progress in reading and have positive attitudes to books. They talk confidently about their favourite books at home and understand the structure of books. Parents contribute well to children's progress in reading and the school values their contributions. Reading logs are well maintained to inform parents of the next stages of learning and parents respond positively. This is having a significant impact on improving standards in reading. Children are supported by a range of schemes for helping them to develop strategies for reading. They have good recall of stories and are starting to recognise letter sounds in words. Books are changed regularly and this maintains their interest and enjoyment.

MATHEMATICAL DEVELOPMENT

51. Only one lesson was observed during the inspection. There were no opportunities to observe children using numbers for counting and for calculating or to explore shape and measures. In a lesson on 'positions', children showed a good understanding of mathematical vocabulary but tasks did not challenge or extend their learning. Independent tasks were well linked to the topic, but some were insufficiently challenging to sustain children's interests. Teachers' plans for mathematical development are appropriately linked to the Foundation Stage curriculum. Children benefit from sharing oral mathematics sessions with Year 1 pupils. They join in counting numbers in sequence to 20, but are not specifically targeted to allow them to contribute and answer questions. There are no procedures for monitoring what children do during independent learning. The 'mathematics area' lacks structure to allow for purposeful play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **satisfactory** overall.

Main strengths and weaknesses

- There are good opportunities to explore materials and use tools outdoors.
- Teachers' plans make good links with other areas of learning.
- There is a lack of appropriate tasks for Reception children.
- Activities to encourage independence are limited and often lack purpose.

Commentary

52. Most children are in line to meet the standards expected at the end of their Reception Year. Overall progress is satisfactory. There was insufficient evidence to make a judgement on children's standards when using the computer or when designing and making models. Teaching is satisfactory. However, in the one unsatisfactory lesson seen, work was not well matched to the needs and interests of Reception children. Most children lost interest and their learning was affected. Whole-class sessions are usually too biased towards the older children in this class. Topics such as 'waterproofing' and 'describing a route' are generally inappropriate for Reception children and they struggle

to sustain concentration during this time. Independent activities often lack a clear purpose and the range provided is limited. Good use is made of the local area to help children to understand their environment and its features and this is well linked to their work on buildings and materials. Scrutiny of teachers' previous plans shows that children learn about other cultures through role-play and cooking.

PHYSICAL DEVELOPMENT

53. There is insufficient evidence to judge provision in all aspects of physical development because no lessons were observed during the inspection and there were few opportunities to observe children using outdoor play equipment owing to poor weather. The timetable and teachers' plans indicate that there are sufficient opportunities for children to engage in more structured physical activities such as dance, gymnastics and games. The use made of the outdoor area has improved since the last inspection. This area is small but is adequate for the small cohort of ten children in this year's intake. The co-ordinator has proposals to cover this area partially to allow for better access throughout the year. Reception children would benefit from more opportunities to explore outdoors. Children make satisfactory progress in developing their manipulative skills and are expected to reach the goals set by the time they are five. They use a variety of tools to spread and mould wet sand. Children display good independence when using tools and manual skills are well developed but they do not have sufficient opportunities to choose their own tools and materials when carrying out a task. All children use scissors with confidence and use sticky tape to fix materials together. Children generally display good attitudes to this aspect of their learning.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children often find it difficult to play co-operatively without adult support.
- There is often insufficient adult support to guide children's play.

Commentary

54. Teaching and learning are satisfactory and children are generally expected to meet most of the early learning goals by the end of the Reception Year, although the development of children's imagination is generally below levels expected for this age. They use their own first-hand experiences to engage in role-play. Most usually play alone in the role-play shop and find it difficult to play co-operatively with other children. All children have contributed in some way by drawing pictures of tools or painting paint charts for the shop. This involvement adds to children's interest in this area and it is well used throughout the day. There is not enough adult support to direct children's play or to help them to play more co-operatively with each other. General observations indicate that most children confidently use a paint brush in their creative work and show good control. There was no observation of children playing musical instruments during the inspection but planning documents show that they have regular opportunities to do so.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards by Year 2 are not high enough.
- Pupils make good progress in reading in Years 4, 5 and 6, although higher-order skills are underdeveloped.
- The quality of marking is inconsistent and teachers' expectations are sometimes too low.
- Insufficient use is made of assessment to plan work for the range of ages and abilities in each class, and higher-attaining pupils are often not challenged enough.
- Staff changes have prevented effective monitoring of teaching and learning.

Commentary

55. By the end of Year 2, attainment in the National Curriculum tests in reading and writing is well below the level expected for pupils of this age. Results in national tests have declined steadily since 2000 and evidence from this inspection indicates that pupils' attainment in the previous Year 2 and in the current one is below the levels expected for this age group in both reading and writing. In particular, few pupils are reading at the higher Level 3. Pupils' attainment on entry to the school is below the levels expected of children starting school. However, the majority of pupils do not make sufficient progress in Years 1 and 2. Basic reading skills are not effectively established and tightly-structured tasks provide insufficient opportunity for pupils to develop their extended writing skills. Standards in speaking and listening are also below the nationally expected levels in Years 1, 2 and 3. There are too few planned opportunities for pupils to engage in discussion and pupils do not listen well either to their teacher or to each other. As a result, the achievement of these younger pupils is unsatisfactory. This reflects a similar picture to that at the time of the last inspection.
56. By the end of Year 6, attainment in the National Curriculum tests is well below the level expected for pupils of this age. However, last year only three of the eight pupils had been at the school for more than a year. In addition, over half the pupils in this year group had significant special needs. The majority of pupils actually made sound progress given their capabilities. Currently, pupils make better progress in Years 4, 5, and 6. In these classes, teachers provide planned opportunities for pupils to cover tasks orally before attempting to write. Pupils are asked to give opinions and reasons, and vocabulary is extended. By Year 6, the majority of pupils are independent readers of a range of texts. Guided reading sessions are used well to introduce pupils to a range of writers and enjoyable literature, and most pupils have developed well-established preferences for particular authors. Most pupils of all abilities read expressively with sufficient fluency to convey meaning. However, pupils' higher-order reading skills are still under developed. For example, their ability to discuss characters' motivation or to use inference and deduction to predict how plots might develop is limited.
57. Evidence from the scrutiny of work in Years 4, 5 and 6 indicates that strategies for improving spelling are proving effective but, in other respects, writing remains an area for development. Pupils are beginning to structure their writing so that their ideas are understood and conveyed in a logical sequence. Higher-attaining pupils write imaginatively, using a wide vocabulary, although across the spectrum of ability punctuation is erratic. Standards of presentation and handwriting are poor and are rarely

a focus for marking. Pupils are made aware through the marking of how they can improve the content of their work but there appears to be no expectation that they will date it correctly or present it legibly. The extent to which pupils in the previous Year 6 responded to the helpful marking seems limited as errors were repeated in subsequent work and many items of work remained incomplete.

58. The quality of teaching and learning is satisfactory. It is generally better in Years 4, 5 and 6 than in earlier years. In these year groups, effective links are being established between pupils' interest in reading and their writing development. Other subjects of the curriculum are also being used successfully as a focus for work in literacy lessons in order to make the English curriculum relevant and enjoyable.
59. Teachers generally have good relationships with pupils and most manage their classes well. Support staff are used well to help pupils access the curriculum. However, the scrutiny of work indicates that activities are not always sufficiently adapted to the range of ages and abilities in the class. Although good assessment and recording procedures are in place and planning is adapted in the light of ongoing assessment, the needs of individual pupils are not always met. In particular, higher-attaining pupils are not sufficiently challenged by the very structured nature of many of the tasks. Equally, lower-attaining pupils are at times only able to tackle the activities with adult help and are not being provided with tasks in lessons which reflect their particular learning needs.
60. The subject manager provides a sound lead. Turbulence in the leadership and management of the school and an uncertain staffing situation has affected the monitoring of teaching and learning in recent years. The extent to which identified areas for development have been addressed and new initiatives consistently implemented and evaluated has been limited. Consistency of practice has been achieved in some areas, for example, in marking, but there are major inconsistencies in expectations of what pupils can achieve. Resources, including the quantity and quality of group readers and library fiction books, are good. Satisfactory progress has been made since the last inspection and a policy for presentation is now established, although not consistently followed. Spelling has improved, although further work is still needed with punctuation.

Language and literacy across the curriculum

61. Pupils use their language and literacy skills satisfactorily in other subjects. Younger pupils' low achievement in reading and writing affects achievement in other subjects. Often there are planned opportunities for pupils to practise their writing in a meaningful context in other curriculum areas but their effectiveness depends on teachers' expectations of the outcomes. Expectations of the amount pupils can achieve and of the quality of handwriting and presentation of work are too low. Information and communication technology is used regularly to support learning in literacy lessons. The school is beginning to develop cross-curricular links, whereby other subjects are used as a focus for work in literacy lessons.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The consistent use of mathematical vocabulary is effective.
- There is insufficient emphasis on challenge and problem-solving techniques, particularly for higher-attaining pupils.
- Teachers make effective use of brisk mental and oral starters to each lesson.
- Marking is not consistently used to help pupils know what to do next to improve.
- ICT is not used enough to support learning in mathematics.

Commentary

62. Standards in National Curriculum tests are slowly beginning to rise. In 2003, standards in Year 2 were slightly above the national average but the proportion of pupils achieving the higher Level 3 was just below the national average. Year 2 pupils achieved the same standards as pupils in schools with the same percentage of free school meals and this is a good improvement when compared to previous years. Only eight pupils took the National Curriculum tests in Year 6 last year and this group had a high proportion of pupils with significant special needs. Standards were well below the national average and only one pupil achieved the higher Level 5. When compared to schools with similar prior attainment, pupils at Idmiston were well below their peers. However, only three pupils were actually at the school when prior attainment figures were registered.
63. Standards are currently average when compared to nationally expected levels in both Year 2 and Year 6. Although most pupils enter school with below-expected levels for their age in mathematical ability, the sound teaching means they achieve satisfactorily and most reach expected levels by the end of Year 2. However, few pupils achieve the higher Level 3 owing to the lack of challenge or problem-solving activities for higher-attaining pupils. Again, most pupils achieve expected levels by the end of Year 6. Some pupils, who are capable of achieving higher levels, do not do so. This is partly because teachers do not accurately identify different ability levels or provide appropriate challenge for higher attainers. Achievement is satisfactory by the end of Year 6.
64. The National Numeracy Strategy is used well as the basis for effective planning and ensures an appropriate focus on the teaching of numeracy skills. Teachers throughout the school make effective use of quick-fire sessions with pupils to increase their understanding of number and enable them to recognise and recall number facts. Pupils participate in brisk introductions to their lessons and imaginative use of mental activities stimulates and captures their enthusiasm.
65. Teaching is satisfactory. In the better lessons, teachers work hard to plan and develop interesting activities that will motivate their pupils and help them achieve well. Particular strengths include the consistent use of mathematical vocabulary, good questioning techniques and carefully planned lessons. In all classes, there is insufficient emphasis on problem solving to enable the pupils to apply their knowledge and skills to a variety of situations. Pupils are given insufficient challenge to enable them to achieve higher standards. Marking is satisfactory and, whilst it always praises pupils' efforts, it does not always tell pupils what they have achieved and what they can do to improve.
66. Leadership is satisfactory. The subject leader is relatively new to post but good use has been made of assessment data to identify areas for development and the staff are working hard to address these. Since the last inspection, the school has developed the subject curriculum well and supported and improved teachers' expertise.

Mathematics across the curriculum

67. There is satisfactory provision for the development of mathematical knowledge and skills across the curriculum. There are some good links with ICT. For example, an observed Year 2/3 class on data collection compared electronic and graphic styles. However, these occasions are the exception and not enough opportunities are provided.

SCIENCE

Provision in science is **satisfactory**. The evidence for these judgements was obtained from two lesson observations, work sampling from all year groups, discussions with pupils and staff and scrutiny of the co-ordinator's file.

Main strengths and weaknesses

- Effective teaching methods in Years 4, 5 and 6 ensure pupils have good opportunities to work independently and co-operatively.
- The subject co-ordinator does not have a clear understanding of standards across the school.

Commentary

68. Most pupils in Years 2 and 6 are in line to reach the standards expected for their age. A significant number of pupils in Year 6 are expected to exceed these levels. The small numbers of pupils in each year group makes year-on-year comparisons difficult. Nevertheless, standards have clearly fallen in recent years. All pupils, including those with special educational needs, make satisfactory progress.
69. Pupils' capacity to conduct scientific enquiries is still relatively weak and this constitutes a focus for development. Through well-planned lessons, pupils learn to ask questions, to experiment and to present their information in different ways. In Years 3 and 4, good use is made of the computer to record results on a spreadsheet and to make simple graphs recording which shoes have the best grip. This helps pupils to interpret their findings. Higher-attaining pupils devise their own additional challenge to extend their enquiries. This good teaching sustains interest and ensures all pupils achieve soundly. Year 1 pupils respond well to challenges. They are beginning to understand the importance of asking questions and predicting answers and their previous knowledge of materials enables them to make sensible predictions.
70. Teaching and learning are satisfactory. When teaching is good in Years 4 to 6, pupils make good gains in their learning. Lessons are paced well and tasks allow pupils to work co-operatively. As a result, pupils respond well, take responsibility for their own learning and are well motivated. In Year 1, however, most pupils find it difficult to work independently and require adult support to help them carry out their investigation and evaluate their findings. Although teaching is satisfactory, tasks are not always matched to pupils' needs and capabilities and this affects the progress made.
71. In Years 2 and 6, pupils talk enthusiastically about their work in science. They show a good awareness of the investigation process. Year 6 pupils understand the need for fair tests and know how changing one factor can affect the overall results. Scrutiny of pupils work indicates that higher-attaining pupils are not always set more challenging tasks than

other pupils. In Years 4, 5 and 6, the presentation of pupils' work has improved since the last inspection. This is because teachers make their expectations clear. Work is consistently praised, rewarded or commented upon. There are good links with other subjects, but spelling is a relative weakness.

72. The leadership of science is satisfactory although the subject manager does not, as yet, have a clear view of standards throughout the school. The school has been through an unsettled period in recent years, with several changes in leadership and staffing. The school is revisiting the role of the subject leader as the majority of staff were not present for previous training. The co-ordinator does some analysis of data and liaises with staff about their planning. Monitoring, however, is currently a collaborative responsibility conducted by means of 'curriculum walks' involving all staff observing and discussing science work on display, work-sampling and discussion with pupils. There are satisfactory procedures for assessing pupils' achievements in science and this informs teachers' plans. The school has recently introduced optional standardised assessment test materials for pupils in Years 3, 4 and 5. This is helping to identify pupils requiring additional support. Resources are adequate to meet the school's chosen topics in science. Improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- There has been a good improvement in resources since the last inspection.
- All pupils are keen to learn and enjoy their learning.
- ICT is not used sufficiently to support learning in other subjects.
- There is insufficient recognition of, and challenge for, higher-attaining pupils.
- Further staff training is needed to build confidence and expertise in the subject.

Commentary

73. The work seen and the few lessons observed show that, in Years 2 and 6, standards in ICT are in line with those expected nationally. Pupils achieve satisfactorily and are making sound progress. They are very enthusiastic and usually focused during activities involving ICT.
74. Since the last inspection, the school has used national funding and its own resources to improve resources and facilities and to develop staff confidence and expertise through training. However, the change of staff over the last year has created a particular need for further staff training. Some staff are uncertain of how to plan and conduct good lessons that use ICT effectively. Overall, however, the will and potential are there for improvement.
75. An ICT suite has been developed since the last inspection and this now enables teachers to work with all the pupils in a class at the same time. Pupils in one lesson in Year 6 used word-processing successfully to present their work. Discussions with pupils confirm that computers are used regularly for research and to present work, although there were few examples of this observed during the inspection. It is clear from planning that other

resources, for example, the digital camera and the programmable roamer, are used occasionally to further extend learning in ICT.

76. Teaching of ICT is satisfactory, as it was during the last inspection. Lessons are planned well and teachers ensure that pupils use the correct terminology in their learning. Pupils receive satisfactory support from their teacher and their classmates. This ensures all achieve soundly, including those pupils with special educational needs. However, higher-attaining pupils are rarely presented with additional challenges to make even better progress. In discussion with pupils, it is clear that they enjoy ICT lessons, although they expressed disappointment that they did not use the ICT suite more often.
77. Leadership of the subject is satisfactory. There is an action plan to support improvement and the subject leader is keen to improve both her own skills and those of staff. A range of annotated pupils' work has been compiled but this has not yet been used to illustrate expected levels for each year group. The school has made satisfactory improvement since the last inspection.

Information and communication technology across the curriculum

78. There is not enough use of ICT in other lessons. There are occasions when some pupils use computers to improve tasks or display data. Overall, links are not planned to promote knowledge, skills and understanding in a systematic way across the curriculum.

HUMANITIES

Geography and History

79. Work was sampled in **history** and **geography**, but only two lessons were seen in each subject. It is therefore not possible to form an overall judgement about provision in these subjects. The judgements that have been made are based on scrutiny of pupils' work and discussions with pupils and staff.
80. Standards in **history** in Years 4, 5 and 6 are satisfactory. Teaching is good in these year groups and pupils make good progress. Lessons are interesting and build well on previous learning. As a result, pupils enjoy history lessons. They apply themselves enthusiastically to their work and collaborate effectively in groups. Older pupils devise their own plays about Victorian life and, through their evaluations, learn how their work can be improved. Younger pupils make good use of secondary sources to find out more about Ancient Egypt. Pupils of all abilities, including those with special educational needs, are supported well.
81. Only one lesson was seen in **geography** and teaching in this lesson was satisfactory. In Year 1, pupils learn how to use a map to describe a route they have taken around the school. Some tasks, however, lack sufficient challenge to sustain pupils' interest and this affects their learning. Year 2 pupils use the evidence they have collected to create their own maps of the local area. Older pupils talk confidently about their work in geography and understand the importance of a 'key' when devising maps.
82. There have been satisfactory improvements in both subjects since the last inspection. All teachers follow well-planned programmes which ensure that pupils are taught the appropriate skills for their age. Assessment is satisfactorily carried out through end-of-

unit observations. Scrutiny of pupils' work shows that, in some classes, there is insufficient challenge for higher-attaining pupils. Staff are starting to identify links with other subjects and use visits to make work interesting and relevant to pupils' needs. There is limited evidence of ICT being used in these subjects. Subject co-ordinators have started to monitor their subjects through curriculum walks around the school and discussions with pupils but these processes do not produce enough detail to monitor the quality of teaching and standards achieved.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work was sampled in **art and design** and **music**. **Design and technology** was not inspected.

83. Planning indicates appropriate coverage of most aspects of the art curriculum and a developing emphasis on basic skills. Art is used appropriately to support learning in other curriculum areas.
84. **Music** makes a positive contribution to the spiritual and cultural life of the school. Singing in assemblies is tuneful and enthusiastic and is often accompanied by staff and pupils. A successful school choir is formed for annual productions and church festivals.
85. **Physical education** was sampled and only two lessons were seen. It is therefore not possible to make an overall judgement about provision in these year groups.
86. In the lessons observed, all pupils, including those who have special educational needs, made good progress. There have been good improvements since the last inspection in planning and assessment. Pupils have a rich and varied curriculum for physical education and all strands of the National Curriculum programmes of study are appropriately taught throughout the year. This is supplemented by a range of after-school clubs and from opportunities to play competitive sport against other schools.
87. The leadership of the subject is satisfactory. There are strengths in the planning of the curriculum and in the use made of specialist teaching to enhance learning. The school has made good use of recent grants to improve gymnastic equipment. This is having an impact on pupils' learning. Resources are generally good and the school grounds are used well to improve this area of learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Work was sampled in **personal, social and health education**.

88. The school's provision for personal, social and health education is well integrated into other subjects, making it relevant to pupils. The school has committed itself to a 'Vibrant Schools' project. This is an innovative and creative project that links with personal, social and health education and it is having a good impact on many areas of pupils' learning. A good balance is achieved between responding to issues as they arise and following a structured scheme. Good use is made of '*Circle Time*' when there are specific issues to discuss. The school council responds well to issues raised by individual class councils and this ensures all pupils' views are valued. Initiatives, such as 'emotional literacy', where pupils are presented with well-chosen literature and given the opportunity to discuss how they feel when reading it, cross many subjects and are seen as fundamental

to the culture of the school. The school achieved a Healthy Schools' Award in 2002 in recognition of its effective work in this area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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