

INSPECTION REPORT

WEST ASHTON CE AIDED PRIMARY SCHOOL

Trowbridge

LEA area: Wiltshire

Unique reference number: 126417

Headteacher: Mr J Young

Lead inspector: Mr Christopher Gray

Dates of inspection: 25 – 27 April 2005

Inspection number: 268218

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	85
School address:	Bratton Road West Ashton Trowbridge Wiltshire
Postcode:	BA14 6AZ
Telephone number:	01225 754354
Appropriate authority:	The governing body
Name of chair of governors:	Mrs R Bridges
Date of previous inspection:	1 March 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of West Ashton, close to the town of Trowbridge, and is smaller than average, having only three classes. Only 14 per cent of the pupils live in the village; the rest come from the surrounding towns or villages of Westbury, Trowbridge, Melksham, Steeple Ashton, Southwick, Edington, Worton, Hawkeridge and Yarnbrook. The mobility of pupils is above average; of the present 11 Year 6 pupils, only four began the school in Reception. Children's attainment on entry is similar to what is found nationally among most four-year-olds.

Although pupils' backgrounds vary, the majority come from homes whose socio-economic circumstances are above average. Entitlement to a free school meal is well below average (though no school meals are available to any pupils). The proportion of pupils on the special educational needs register is well below average, though it is the county policy for children not to be placed on the register if their needs are being met in the classroom. The proportion with statements is below average; moderate learning difficulties are pupils' most common need. The percentage of pupils from minority ethnic groups is little different from that found in most schools nationally; no child is at the early stages of learning English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21037	Christopher Gray	Lead inspector	Mathematics Information and communication technology Music
9769	Margaret Morrissey	Lay inspector	
32153	Maureen Panichelli	Team inspector	Foundation Stage Special educational needs English Art and design Geography History
32460	Barbara Newson	Team inspector	English as an additional language Science Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which gives good value for money. Pupils achieve well overall and standards are well above average in English and above average in mathematics and science. The quality of teaching is good overall and the school's leadership and management are good.

The school's main strengths and weaknesses are:

- Pupils attain well above expected standards in music throughout the school.
- Standards in information and communications technology (ICT) exceed expectations by Year 6.
- Standards in mathematics could be raised if higher attaining pupils were given more challenging work, especially in Years 4 to 6.
- Pupils' behaviour is excellent and they have very good attitudes to learning.
- The school is well led by the headteacher and governors.
- Subject leaders do not evaluate how well pupils are learning with sufficient rigour.
- The quality of care and welfare given to pupils is very good.
- Teachers do not give sufficient feedback in their marking of pupils' work as to how pupils could do better.

Improvement since the last inspection has been good. The key issues of the last report have been mostly dealt with: standards by Year 2 have risen and pupils make good progress in all year groups. Standards in ICT are higher overall and the use of computers throughout the curriculum is good. Better provision is made for higher attaining pupils, though there is room for improvement in mathematics in Years 4 to 6. The amount of very good and excellent teaching has doubled since the last inspection and standards by Year 6 have been maintained at high levels.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	A*	A
mathematics	A	C	C	E
science	A	C	C	E

Key: A - in the top five per cent nationally; 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 achieve well. The table above shows that pupils do best in English. However, comparisons with other schools are not reliable because of the very small number of pupils who take the tests each year. For example, a single child missing a predicted level by only a few marks can make all the difference in the above columns between an A and a C. Last year's test results were kept low in mathematics and science by a small number of pupils who just missed the higher level. The school has dealt with this issue in science, but pupils in Years 4 to 6 still need more challenge in mathematics. Current standards by Year 6 are well above average in English and above average in mathematics and science. By Year 2, standards in English and mathematics are above average and those in science are average. Pupils' attainment exceeds expectations by Year 6 in ICT and, in music, standards are well above average throughout the school. Children in the Foundation Stage are set to exceed the goals expected of them by the end of the year in personal, physical and creative development, and to meet the goals in language, mathematical development and knowledge and understanding of the world.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Behaviour is excellent and pupils have very good attitudes to learning because of the very good relationships between them and all the adults in the school. Attendance is much better than average.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching and learning are good. Pupils learn well because teachers, assistants and children work together to produce a studious yet relaxed classroom ethos, which is one of the special features of the school. Music teaching is excellent and leads to high standards. Teaching assistants make a valuable contribution to pupils' learning. Teachers make few written comments when marking pupils' work, so that pupils lack a clear indication of where to improve. Older higher attaining pupils do not receive enough challenge in mathematics. The curriculum is good and interest and relevance are added by extra-curricular activities, theatre groups and visits. The care and welfare given to pupils are very good. Links with parents, other schools and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is a very good role model for teachers and gives a strong, purposeful lead to the direction of the school. Subject leaders do not check on how well pupils are learning with sufficient regularity. Governors know their school well, fulfil all their statutory responsibilities and provide good governance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views about the school and offer it greatly valued support. Inspectors corroborate their opinions. A number of parents would appreciate the opportunity to be more involved in activities, especially in swimming and school trips. Pupils also are very fond of their school, and the self-disciplined way in which they approach their learning shows their pride in it.

IMPROVEMENTS NEEDED

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

- Provide higher attaining pupils with activities which are matched more closely to their needs in mathematics, especially in Years 4 to 6.
- Make more frequent checks on the quality of pupils' learning in lessons and in their written work.
- Teachers, in their marking of pupils' written work, should provide pupils with more detailed comment on how to improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well in all stages of the school. By Year 6, pupils' attainment is well above average in English and above average in mathematics and science.

Main strengths and weaknesses

- Attainment in ICT exceeds expectations by Year 6.
- Standards in music are well above expected levels throughout the school.
- More able pupils do not achieve as highly in mathematics as in English by Year 6.

Commentary

1. Children achieve well in the Foundation Stage. They begin school with skills that are average overall. By the time they enter Year 1, all children are likely to have met the early learning goals for personal development and many will have exceeded them. In creative and physical development, all children are set to meet the goals expected of them and a small number will exceed them; in language, mathematical development, and knowledge and understanding of the world, most children are on course to reach the goals and a small number to exceed them.
2. The table below shows the average point scores (where pupils' attainment at all levels is taken into account) for the 2004 Year 2 national tests. These were well above average in reading, above average in mathematics and average in writing. The trend over the last five years has been rising in line with the national trend. There are no significant differences in the performance of boys and girls or in that of pupils from different ethnic backgrounds. With so few pupils, comparisons with other schools are unreliable, since, as one child is roughly ten per cent of the cohort, a single child missing a level can cause the difference between a B (above average) and a D (below).

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.2 (17.6)	15.8 (15.7)
writing	14.5 (15.4)	14.6 (14.6)
mathematics	16.8 (16.2)	16.2 (16.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

3. At the end of Year 6 in 2004, pupils' results in the National Curriculum tests (looking at the average points scores as shown below) were in the top five per cent nationally in English and average in mathematics and science. Again, very small cohorts make comparisons with other schools unreliable. Performance at the higher level (Level 5) in mathematics was disappointing; three girls, expected to reach Level 5, narrowly missed that level, producing a low result. The school has this year reviewed girls' learning in mathematics and has targeted relevant pupils to try to iron out differences in girls' and boys' performance - no evidence of different achievement was seen in pupils' past work or in lessons. However, more pupils of both sexes in Years 4 to 6 could reach Level 5 in mathematics if they were given challenging work more frequently. The number of Level 5s in science was not as high as in English; the school has tackled this issue and higher attaining pupils are now given work more closely matched to their needs.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	30.4 (29.0)	26.9 (26.8)
mathematics	27.4 (26.5)	27.0 (26.8)
science	29.1 (28.5)	28.6 (28.6)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

4. The five year trend in National Curriculum test results is above the national trend. There have been no significant differences over the years in the performance of boys and girls, other than the single incident referred to above. Pupils from different ethnic backgrounds achieve as well as each other; there are no pupils for whom English is an additional language. There are very few pupils with special educational needs and none has a statement. Those on the register achieve as well as other pupils because of the good support they receive.
5. Current standards by Year 2 are above average in English and mathematics and average in science. Pupils achieve well overall. By Year 6, standards in English are well above average. In mathematics and science, standards are above average overall and pupils' achievement is good. Standards in ICT are average by Year 2 and above average by Year 6, and inspection evidence shows that the new equipment is helping standards to rise still further; pupils achieve well. Pupils achieve very well in music and standards by Years 2 and 6 are well above expectations. Religious education was not included in this inspection as this is a Church of England voluntary aided school.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and excellent behaviour. Attendance and punctuality are very good. Pupils' personal qualities are very good.

Main strengths and weaknesses

- Pupils' great interest in learning leads to their very good attitudes.
- Pupils' excellent behaviour is evident in all aspects of school life.

Commentary

6. Pupils have very good attitudes towards school; in lessons and in discussion they display an open enthusiasm for learning. They show keen interest and involvement in activities, as seen in many lessons and in school sporting activities. Pupils in all years make a significant contribution to class discussion. They are able to sustain concentration and to respond to challenge, organising their own work with growing independence.
7. Pupils' behaviour is excellent in lessons and when pupils come together for assemblies and lunch. Pupils show courtesy and respect to other people including visitors. They are polite and respectful, they understand the consequences of their actions, are keen to be praised for good behaviour and respond well to rewards and sanctions. No incidents of bullying were seen during the inspection; parents and pupils are confident that any issues are dealt with swiftly.
8. Relationships between pupils and adults are very good and make a significant contribution to learning and to helping build pupils' self esteem and confidence as learners. Pupils respond well to the good examples set by all staff and treat each other with care and demonstrate that they learn from their mistakes.

9. There are very good opportunities for pupils to develop self-knowledge and spiritual awareness. Pupils enjoy learning about and observing their surroundings; for example, watching daffodils grow. In one assembly, all pupils listened enthralled as an older pupil played on her violin. Pupils appreciate their own and others' achievements. This was particularly evident in an assembly that celebrated many different kinds of achievement. All pupils listened very attentively when achievements of others were explained and applauded in recognition of what they had done.
10. All pupils understand right from wrong and show this in their behaviour. 'Golden Rules' are displayed in many places in the school and pupils take responsibility for themselves and others. Cultural development is good. The school celebrates cultural diversity and encourages pupils from all ethnic groups to share their experiences. A variety of activities, particularly through art and music, ensures that pupils' multicultural education is developing well. The school has a good range of books and artefacts that support this and pupils are being well prepared for their place in a culturally mixed society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.4	School data	0.9
National data	5.1	National data	0.4

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

The school's very good procedures to promote attendance are resulting in very good attendance; attendance is very high compared with other schools nationally. Unauthorised absence appears higher than average because the school authorises no term-time holidays of any duration whatever.

Exclusions

There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. The quality of teaching and learning is good. The school provides a good curriculum, effectively enriched by visits and extra-curricular activities. The care and welfare given to pupils are very good. Links with parents, the community and other schools are good.

Teaching and learning

Teaching and learning are good. Assessment is good overall.

Main strengths and weaknesses

- Adults and pupils work together to achieve a very positive classroom ethos.
- Higher attaining pupils do not receive enough challenge in mathematics.
- Music teaching is excellent.
- Teaching assistants make a valuable contribution to pupils' learning.
- Teachers' marking of pupils' work contains little written indication of how pupils might improve.

Commentary

Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	3	8	1	0	0	0

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

11. Pupils learn well because of their very good relationships with adults. Teachers treat their pupils as civilised, intelligent people and the pupils respond with a high level of maturity in their self-discipline and willingness to learn and work hard. Teachers rarely have to remind pupils of how to behave, but, when necessary, they do so unobtrusively and effectively. This produces a studious yet relaxed classroom ethos, which is one of the special features of the school. A clear example of this was seen in a music lesson for older pupils, described in paragraph 74, where the atmosphere seemed closer to that of an orchestral rehearsal than that of a lesson.
12. Teachers group their pupils appropriately for English, mathematics and science, so that pupils of similar abilities work together, regardless of year group. This generally works well, as was observed in a very good English lesson for pupils in Years 4 to 6. Pupils were asked to write a story, based on their reading of *The Railway Children*, involving the resolution of a dilemma. Pupils of similar abilities discussed their ideas in pairs, showing a good awareness of how the structure of a sentence can be used to convey an impression - as when short sentences give a feeling of tension.
13. However, despite the appropriate grouping, higher attaining pupils are not always given work of a sufficiently challenging nature, especially in mathematics in Years 4 to 6. Pupils' past work shows that they are often required to undertake many examples of a sum already well understood; their books contain hardly any crosses or examples of difficulty in understanding. Oral sessions sometimes contain work aimed at average pupils, so that the pace of higher attaining pupils' learning is restricted.
14. Music teaching is excellent. That the teaching is always of a consistently high quality is clear from the very good standards which even the youngest children are attaining. Ensemble playing, such as that reported in paragraph 74, can be produced only by consistent hard work by the teacher and children over a long period. Pupils clearly enjoy learning music and the subject enriches the quality of school life.
15. Teaching assistants provide valuable support to pupils' learning. They have received good training and they are very capable in teaching groups or individual pupils. A very good example was seen in a mathematics lesson for Years 2 and 3 pupils, where the assistant worked with a group of lower attaining pupils, using the interactive whiteboard skilfully to help them learn number bonds to 20. There are times in oral sessions when teachers could make better use of their assistants' skills.
16. The school has developed good whole-school systems to monitor pupils' attainment and progress on a regular basis. As a result, pupils' progress is carefully tracked in English, mathematics and science and support is focused where appropriate. However, the assessment and levelling of the work of higher attainers in mathematics does not adequately inform future planning. The analysis of test results is used to identify areas for development and to set individual targets. These targets are shared with pupils so that they understand how well they are doing, and what they need to do to improve. Teachers mark all pupils' written work thoroughly, but there are very few written comments, so that pupils do not have a clear idea of the next steps they need to take.
17. Procedures for assessing pupils' special needs are good. There are no pupils with individual education plans in the school at present, but there is a register of concern which is regularly

reviewed by the special needs co-ordinator and class teachers. The co-ordinator gives advice and support and works with teachers on planning appropriate activities for pupils with special needs. They are taught in small groups by the teaching assistants who liaise closely with teachers on achievement and future planning.

The curriculum

The curriculum is good and is augmented by a good range of extra-curricular activities. Staffing, accommodation and resources are good overall.

Main strengths and weaknesses

- The new hall has a very positive impact on school life.
- The school is well-staffed and all staff are used to good effect.
- Provision for personal, social and health education is very good.
- Accommodation is cramped but the school makes good use of the spaces it has.

Commentary

18. At the last inspection variations were identified in the quality of provision between aspects of some subjects. This has largely been overcome. The school meets all statutory requirements. This results in a curriculum that meets pupils' needs and interests.
19. All pupils, regardless of gender, ability or ethnicity participate in all curriculum opportunities offered by the school. Currently, the school does not have any pupils whose first language is not English. On the rare occasions when such pupils are on roll, the school seeks appropriate help from the local education authority and provides extra support from a teaching assistant. Provision for pupils with special educational needs is good. These pupils achieve as well as others because teachers make sure the work is carefully matched to their needs. If necessary, pupils receive further support in small groups.
20. The provision for pupils' personal, social and health education is very good. The school deals with all aspects of this subject including sex education and the misuse of drugs. A good range of extra-curricular opportunities is provided for pupils. There are a number of sporting activities including football, netball and athletics. The school staff, as well as parents or qualified coaches, organise these activities. The sports teams compete with other schools and all achievements are celebrated as part of the life of the school. There are opportunities to learn musical instruments and participate in a variety of musical activities. This provision is very good and helps music to be a strength of the school.
21. A variety of activities makes the curriculum more interesting for pupils. Pupils in Years 5 and 6 experience a residential visit to the Isle of Wight. Here they participate in a number of physical and technological activities. The school also makes visits to places of historical interest and uses actors to perform as characters from history.
22. Staffing and resources are good. All teachers and teaching assistants have attended courses and some already have or are currently gaining further qualifications. This has a positive impact on pupils' learning. The new hall is a vast improvement in the school's accommodation, giving space for school productions, assemblies and parents' fund-raising events. Most importantly, it has had a positive impact on physical education and means that the curriculum is now completely covered. The remainder of the accommodation is cramped although good use is made of every available space. The outside accommodation is used well, too, and plans are underway to develop an outside area for the pupils in the Foundation Stage. This is seen as a priority.

Care, guidance and support

The care, welfare, health and safety of pupils are very good. The provision of support, advice and guidance is good.

Main strengths and weaknesses

- Parents are confident that the school cares highly for their children.
- The school makes very good use of links with outside agencies to enhance the welfare of its pupils.

Commentary

23. The school's staff and governors work hard to ensure very good provision of a healthy and safe environment. Maintenance and monitoring of all safety aspects are very well supported by the governing body in accordance with the school policy. The care and welfare offered to pupils are very good and parents are confident that their children are in good hands. Child protection procedures are very good. The governing body has agreed a policy that is well known to the staff and there are very good working relationships with all relevant support agencies; this provides very good protection for pupils.
24. The procedures and practice for the induction of reception children are good; there are good procedures for any pupils joining the school at other times and for transition throughout the school.
25. The support and guidance offered to pupils are good; pupils have a good awareness of their individual targets. They feel safe and secure in school, are confident to ask for help and respond well to teachers, teaching assistants and all other staff.
26. There is no school council; however, through a recent questionnaire the school has provided the opportunity for pupils to have a voice in the school. Pupils are very pleased with the school and say they feel valued and happy.

Partnership with parents, other schools and the community

Overall links with parents are good. There are good links with other schools, colleges and the community.

Main strengths and weaknesses

- Parents value the work of the school and think highly of it.
- The Friends' Association gives very valuable support to pupils' learning.

Commentary

27. Parents have a very good opinion about the work of the school and recognise its value. They support the school's requests for help and its desire to provide an interesting and innovative curriculum. They are confident that pupils enjoy coming to school, that they are well cared for and well taught, and that they know whom to approach with a problem. Parents make a very good contribution to pupils' learning. They are very supportive of homework and the majority feel the school provides the right amount of work with sufficient challenge; some would like more mathematics homework in Year 6.
28. The school acknowledges the importance of a regular dialogue with parents and appreciates the regular support they provide for school clubs. Overall parents are happy with the information they receive; however, a small number of parents feel they would like to be more informed and involved in the curriculum and as helpers but are not sure what information they are actually lacking or how they wish to be involved. There is a good range of opportunities

already in place. The Friends of the School Association is active in raising large amounts of money and has purchased all the computers in reception and Year 1.

29. Links with other schools are good. Pupils are well supported before and during transfer to secondary school. The strong links with two local smaller primary schools have been very effective with regular joint activities including sports mornings, shared musical performances, curriculum visits and shared in-service training. One of the schools has recently been closed and it may affect the continuation of these activities despite the work of the headteacher to promote work with other similar schools.
30. There are good links with the local community. Members of the community visit the school to support the curriculum, broaden pupils' learning and extend their wider environmental awareness. Community links are further strengthened by liaison with the local church and this helps extend pupils' learning and develops their awareness of other beliefs and cultures.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall with some significant strengths. The headteacher leads the school well and the subjects are well managed. The school's governance is good.

Main strengths and weaknesses

- The headteacher provides strong, well organised leadership and is a very good role model for teachers.
- There is a very good team spirit in the school, promoting common aims and values.
- Governors are well informed and take an effective part in management.
- Subject leaders' monitoring of pupils' learning is not sufficiently rigorous.

Commentary

31. The headteacher gives clear direction to the work of staff and pupils. He has a strong vision for the improvement of educational standards in the school and the successful development of all aspects of the education of each pupil. Under his leadership, the school has improved standards at the end of Year 2 and maintained good standards at the end of Year 6. The school enjoys a good reputation within the local area as one of the highest achieving, most popular schools.
32. The headteacher has successfully established a united and supportive staff who are committed to raising standards of performance. All staff share the school's aims and work closely together as a team. There is full consultation on all management issues, which results in a cohesive approach where contributions from staff are valued. The senior teacher deputises effectively in the headteacher's absence. The headteacher motivates staff and pupils and provides a very good model of high quality teaching. He leads the team very well and creates a positive ethos where good relationships are maintained. Arrangements for performance management are good and objectives are linked to priorities in the school improvement plan. Subject leaders are given a full range of responsibilities that include the briefing of governors and monitoring of the performance of pupils and teachers. However, their monitoring of teaching and learning is not sufficiently evaluative, as is shown by the lack of challenge for higher attaining pupils in Years 4 to 6.
33. Special educational needs provision is well managed. The co-ordinator works closely with teachers and with outside agencies where necessary. The inclusive nature of the school means that all pupils are fully integrated into school life and the needs of pupils are identified and met.
34. The governing body is supportive of the school and has become much more involved since the last inspection. Governors are well briefed by the headteacher and senior teacher and

both challenge and support decisions. The governors know the school well and they visit the school regularly. They are linked to curriculum areas and observe lessons and review data with co-ordinators. They ensure that all statutory obligations are fully met.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	256,590	Balance from previous year	3,987
Total expenditure	249,650	Balance carried forward to the next	10,927
Expenditure per pupil	2,937		

35. Financial management is good. The finance sub-committee is fully briefed, and well placed to make the right spending decisions. The school prudently manages its resources, using them to enrich pupils' learning whenever possible; for example in the provision of teaching assistants and an extra teacher to support planning and preparation time. Budget priorities are closely linked to the school development plan and decisions are made in consultation with the headteacher, governors and staff. The school's administrative officer is well informed, and advises the headteacher and governing body on financial developments. The school strives to obtain resources and services at the most competitive rates and principles of best value are applied well.

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 good. The children achieve well overall because of good teaching, a well planned curriculum and good support from parents. Accommodation and resources are satisfactory and there are plans to develop the outdoor play area to improve provision. The area is well led and managed by the enthusiastic co-ordinator.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Supportive relationships and high expectations encourage children's development.
- Children are encouraged to work independently.

Commentary

36. Most children enter the reception class with average skills in personal and social development and by the end of the year all will have met the early learning goals, and a good percentage will exceed them. The teacher and teaching assistant work very well together to ensure that all children are assimilated into the class and that there is a clear, consistent approach to behaviour management. Children learn to collaborate very well in pairs and in groups. Activities are planned to support independent learning and children demonstrate good motivation and willingness to learn. They sustain concentration well and take turns in groups. They select and use resources confidently and dress and undress for physical education independently. Teaching and learning are very good and the teacher's knowledge of individuals, and observations made by the teaching assistant, lead all children to achieve very well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Effective planning and assessment ensure thorough coverage of the curriculum.
- Early reading skills are very well developed.

Commentary

37. Children are given every opportunity to develop skills in speaking and listening and adults use questioning well. When reviewing activities, children show confidence in their explanations and answers and the teacher develops and extends their vocabulary effectively. The teacher encourages all children to join in when reading from the big book as a whole class and they respond well to the challenge. Individual reading takes place on a daily basis and children's progress is carefully monitored. Average and higher ability children read confidently and use their knowledge of letter sounds well. They identify initial and final sounds in words and discuss their favourite characters. Handwriting is practised regularly and children of higher ability are beginning to write independently. Whiteboards are used effectively to practise letter formation and spelling simple words. Teaching and learning are good and the teacher and teaching assistant work well together, encouraging good achievement from all children. The majority will meet all the early learning goals at the end of the year and a small percentage will

exceed these.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A wide range of activities develops mathematical understanding and skills.
- High expectations of the children lead them to achieve well.

Commentary

38. Teaching and learning are good and the tasks are well matched to the abilities of the children. Resources are used well and the teacher and teaching assistant explain carefully and encourage children to use the correct mathematical vocabulary - for example, in the identification of two- and three-dimensional shapes and their properties. Activities are challenging and children are encouraged to count to 20 and to recognise and sequence numbers. Higher attaining children demonstrate knowledge of addition to ten and are learning to record their work accurately. All ability groups achieve well and assessments monitor progress on a regular basis. Most children will meet the early learning goals at the end of the year and some will exceed these.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Activities are well planned within interesting themes.
- Teaching is good.

Commentary

39. Teaching and learning are good and all children achieve well. They will all meet and a small percentage will exceed the early learning goals by the end of the year. When children were given the opportunity to observe closely and to identify the main features of plants, they responded well and named the roots, stem and petals. This learning was reinforced during the creative activity when children were encouraged to talk about their models. Children's books show that they have learnt about their school and the local area, are beginning to learn about the past and have enjoyed practical experiences such as 'listening walks' to consolidate learning on sound. Computers are used well to support several areas of the curriculum.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have experience of a wide range of materials and media.
- The role play area promotes creative play.

Commentary

40. The teacher and teaching assistant work well together to provide interesting activities which develop children's creativity. Activities are linked to the current theme and reinforce learning opportunities. Children draw leaves and plants carefully with close observation to detail and their models of plants are effective. Their drawings and paintings show maturity, good use of

colour and good manipulative skills. These skills are also evident in their seed collages. Teaching and learning are good and all children achieve well; they are encouraged to record pictorially and develop drawing skills. Children joined in with singing during assemblies and listened to music well. All children will meet the early learning goals at the end of the year and about a quarter will exceed these.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children move with confidence and awareness of space.
- Opportunities for developing manipulative skills are very good.

Commentary

41. Teaching and learning are very good and all children will meet and a percentage will exceed the early learning goals by the end of the year. Children responded very well in a gymnastics lesson, demonstrating very good control and co-ordination and awareness of their own and others' space. They made good progress during the lesson and all children achieved well. They use pencils, crayons and paintbrushes very well and their attempts at making coil pots using plasticine were very good. Although the reception outdoor play area has not yet been developed, children have the opportunity to use small climbing frames and they use the playground space with the Year 1 pupils for physical activities.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The quality of provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6.
- Reading is a strength in all year groups.
- Pupils achieve very well because of very good teaching.
- Writing is being developed effectively across the curriculum.
- Marking does not always inform pupils of how they can improve their work.

Commentary

42. Standards in Year 2 have improved since the last inspection and the high levels of attainment noted in Year 6 have been maintained. Pupils achieve well across the school because they are offered varied and interesting tasks which are well matched to their learning needs. Pupils enjoy learning and good relationships are developed with teachers and teaching assistants, who work together to encourage and motivate pupils. High standards are achieved in reading because pupils read regularly in school and parents closely support their efforts. The whole school focus on writing, along with raised expectations, has resulted in pupils' growing confidence as writers. Pupils with special educational needs achieve as well as the others, because their learning needs are identified and appropriate support is given by teaching assistants.

43. Standards of speaking and listening are well above average in all classes. Teachers use questioning very well to develop pupils' thinking and their opinions are carefully considered. Older pupils are given opportunities for discussion and share their views readily. Pupils listen carefully to the teacher and to each other when working in pairs or groups. Teachers model language well and help pupils by extending and reinforcing vocabulary.
44. High standards in reading are achieved by a thorough, systematic approach and pupils are given opportunities to read in guided reading sessions and on an individual basis. This results in pupils becoming confident readers and, by the end of Year 2, they are able to tackle a range of texts with evident enjoyment. By year 6, pupils have developed preferences for particular authors or styles of literature, justifying their choice with sound reasoning. The school expects regular reading practice as part of its homework policy, and pupils' progress is carefully monitored.
45. In Year 2, pupils' standards in writing are in line with those expected nationally and they can construct good sentences with appropriate punctuation. In one lesson many pupils used adjectives well and knew how to use capital letters and full stops correctly. By Year 6, pupils write fluently for a wide range of purposes and they are encouraged to write about their own experiences as well as responding to varied and interesting themes. Spelling and handwriting are taught systematically and pupils' work is presented well. Standards by the end of Year 6 are well above the national average.
46. The quality of teaching and learning is very good because teachers know their pupils very well and have high expectations of their success. Pupils are offered tasks that are well matched to their learning needs and teaching assistants offer good, well-focused support. Teachers' planning is good and lessons are well-structured and interesting. Assessments are thorough and inform effective target setting. Teachers have very good subject knowledge and pupils in Year 6 responded very well to oral work, which led them to achieve very well when planning and beginning to write an interesting story. Marking is generally encouraging but does not generally show pupils what they need to do in order to improve their work.
47. The subject is managed well by two co-ordinators, who monitor planning and pupils' work regularly. They monitor lessons on an informal basis and the analysis of assessments identifies areas for improvement. Pupils' achievements are tracked from the outset and teachers are given advice on raising pupil performance.

Language and literacy across the curriculum

48. Reading and writing skills are regularly used to support learning in other areas of the curriculum such as geography, science and personal and social education. Pupils write at length in history, using a range of approaches such as newspaper and diary entries. ICT is used for word processing stories and articles. Speaking and listening skills are developed in all subjects and emphasised during activities such as world book day.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are above average by Years 2 and 6.
- Higher attaining pupils do not receive challenging work with sufficient frequency, especially in Years 4 to 6.
- Pupils have a good grasp of number work.

Commentary

49. Pupils in Years 1 and 2 achieve well because they are well taught. They begin Year 1 with average skills and their attainment rises to above average levels by Year 2. Teachers make good use of grouping and provide interesting and challenging activities for all pupils. For example, in a very good lesson, the most able pupils were working independently, adding together two three-digit numbers. Middle attainers, supported by the teacher, were adding two-digit numbers to a three-digit one, without carrying. Lower attaining pupils were working with the teaching assistant on number bonds to 20. They used a very good programme on the interactive whiteboard, where an abacus of 20 red and blue beads could be displayed or hidden, and the assistant gave very good support. Pupils of all abilities have a good understanding of place value.
50. Pupils' past work, however, shows that higher attaining pupils could sometimes be pushed on faster. This is more of an issue in the class for pupils in Years 4, 5 and 6. Pupils study number on Monday to Wednesday and it is very thoroughly taught, so that most pupils have a very good grasp of place value, number bonds and times tables. However, pupils' past work shows that they do a large number of each type of sum. The result is that their books - especially those of higher attaining pupils - contain many pages of similar work, all marked correct. This shows that these pupils were ready to move on to harder work, rather than being required to consolidate a skill already learnt. This is also shown in National Curriculum test results, where fewer pupils reach Level 5 than do so in English. Pupils' attainment is above average by Year 6 and their achievement is satisfactory.
51. Teaching and learning are good in Years 1 and 2. Children enjoy mathematics and this is clear in lessons. Enjoyment was less evident in the lesson seen in the Year 4 to 6 class, where teaching and learning are satisfactory. Average pupils learn well and those with special educational needs or of lower ability receive good support from the teaching assistant. However, pupils need more opportunities to think in different ways, with questions such as 'Does any one have a quicker/better/different way?'. For example, in a lesson where pupils were required to find the cost of four-and-a-half litres of paint at a given price for half a litre, no one thought of finding the number of halves in four-and-a-half - all performed the sum by means of the routine demonstrated at the start of the lesson. Pupils need more encouragement to think for themselves.
52. Leadership and management are satisfactory overall. A strength is the close analysis undertaken of National Curriculum test results, which showed that girls had done less well in 2004 than boys. This led to the introduction of strategies to support girls' learning, and no such differential is apparent this year. However, pupils' work is not scrutinised rigorously, so that the weaknesses described above have gone uncorrected. Improvement since the last inspection has been satisfactory; standards are higher now by Year 2 and higher attaining pupils receive better challenge in those year groups than they did. It is in the older year groups that work remains to be done.

Mathematics across the curriculum

53. Pupils make satisfactory use of their numeracy skills in other subjects. In science, they measured distances travelled by a toy in an experiment on friction and calculated the time taken. In design and technology, pupils estimated the amounts of material needed and then cut accurately to the planned lengths. Pupils on the residential trip to the Isle of Wight will use a computer to keep a record of how they spend their pocket money and to help calculate how much is left.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' standards of work are above average by the end of Year 6.
- Teaching is good; ensuring that practical activities and investigations make science lessons exciting.
- The subject leader manages the subject well.
- Marking of pupils' work does not indicate the steps that need to be taken to bring about improvement.

Commentary

54. At the time of the last inspection, standards in science were judged to be below average at the end of Year 2 and above average at the end of Year 6. Standards are now average at the end of Year 2 and above average by Year 6. In Year 6, all pupils are on course to achieve Level 4 and a good number are likely to reach Level 5, making standards at least above average and possibly higher. All pupils achieve well. The improvement in standards at Year 2 has come about because the subject leader has been on training courses to increase her knowledge and understanding of the subject. As a result, she has been able to raise the profile of science in the school.
55. Teaching and learning are good. This means that pupils are enthusiastic for their work and maintain interest throughout the lesson. For example, in one lesson, pupils were learning about flowering plants. They were asked to observe flowers closely and encouraged to peel off the petals and stamen for further examination. This was followed by the older pupils in the class using microscopes, linked to the computer, to look even more closely at parts of the plant. The younger pupils made their own flowers, using straws and card. They had to reproduce every part of the plant and be able to name them. All pupils remained engrossed in their tasks throughout the lesson.
56. Work in pupils' books indicates that they are taught to record in a number of ways. For example, they use tables, diagrams, written explanations and the computer to record their investigations. Pupils therefore experience many aspects of science and they adopt a scientific approach to their work. However, when teachers mark the pupils' work, the comments tend to be limited to giving praise or noting if the work is unfinished. Marking does not indicate clearly to pupils why their work is good and what they need to do in order to improve.
57. The co-ordinator manages the subject well. She is knowledgeable about science throughout the school and clearly knows which areas she needs to develop. She has worked hard to address any weaknesses identified in the last inspection and has brought about an improvement in standards at the end of Year 2 and better provision for higher attaining pupils overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average by Year 6.
- Teachers and assistants make good use of the interactive whiteboards.
- ICT is used well throughout the curriculum.

Commentary

58. Standards are average by Year 2 and above average by Year 6. Pupils achieve well throughout the school because the subject is well taught and because they are able to use ICT realistically in a variety of situations, as described at the end of this section.
59. Teaching and learning are good in all classes. The school has recently bought completely new equipment and teachers and assistants have been well trained to use it. They show good knowledge of all the software they use and interactive whiteboards are well used to make learning easier and more fun, as is described in paragraph 49. Imaginative use of small spaces gives all pupils easy access to computers and children are thus able to use them in many lessons, unsupervised. Teachers give clear demonstrations and explanations at the start of lessons, so that pupils can experiment with software and find out for themselves.
60. Leadership and management are good. The co-ordinator has been successful in enabling teachers and assistants to make good use of equipment and in providing a reliable and modern system. Assessment is used well to show where pupils have strengths and weaknesses. Improvement since the last inspection has been good - the key issue of raising standards has been dealt with and pupils' past work shows that standards are still rising in all year groups.

Information and communication technology across the curriculum

61. Pupils make good use of their ICT skills in most subjects. A particular strength is composition in music. A group of Year 5 pupils were seen composing melodies of several bars' length, which they then began to harmonise, using thirds above or below each note. A higher attaining pupil used standard notation while the others used a simplified version, still based on bars and stave lines. Year 3 pupils were observed searching the internet for information about the equipment and uniform of a Roman soldier. In a history lesson, they had drawn sketches to imagine what their weapons and clothing might have been like - the internet was used to test their theories. Other good cross-curricular links were observed in pupils' past work on the server. In science, pupils drew their own tables to display word-processed predictions and results; they added a write-up of the experiment underneath. In religious education, they used word processing to retell the parable of the Prodigal Son and produced a four-sided Easter card in publishing software. In personal and health education, pupils designed PowerPoint presentations about the risks involved in smoking. Pupils in Year 5 and 6 will use special animation software on their residential trip to the Isle of Wight and will keep records of their pocket money in a spreadsheet.

HUMANITIES

62. History and geography were not foci for inspection and religious education is to be inspected separately. No overall judgement may therefore be made about standards, teaching, learning or provision. No lessons were observed in these subjects, although pupils' work and teachers' assessment files were examined. Good coverage of the National Curriculum recommendations for both subjects is built into the planning of lessons for each year.
63. In **geography**, pupils in Year 1 learn about their school and the local area and draw diagrams of rooms in a house. In Year 2, pupils begin to make comparisons between their own village and a village in India. Their use of geographical vocabulary is developed as they investigate village life and learn facts about India and the production of tea. Geography is used well to support the development of skills in drawing and writing. In Years 3 and 4 pupils find out about life in a nearby village, giving good accounts of the buildings and employment in the locality. They draw diagrams of a river and label the important features. By Year 6, pupils are familiar with various localities in the United Kingdom and make informed comparisons - for example between the River Avon and the River Thames. They make use of atlases and draw maps and plans.
64. In **history**, pupils in Year 1 begin to learn about the past through studying the lives of famous

people and events such as the Coronation, and by visiting a local manor house. In Years 2 and 3, pupils write detailed accounts of what they have learnt about invaders and settlers or Victorian Britain. They are offered a wide range of activities and approach the subject in different ways; for example diary accounts, comparisons with the present day and factual writing. Pupils' learning is supported by timelines in classrooms, so that events can be placed in a historical context. Collages of the Tudor monarchs provide a visual stimulus and a drama workshop with an actor portraying Henry VIII reinforced historical facts and made the subject come alive. By Year 6 pupils are familiar with skills of historical enquiry and interpretation. They describe Roman life and produce menus and newspaper articles. Their knowledge of fashion and clothing is demonstrated through drawings and written accounts.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. Art and design, design and technology, and physical education were not foci for inspection. No lessons were observed, so it is not possible to make judgements on provision, teaching, learning or standards.
66. In **art and design**, the scrutiny of pupils' work and teachers' planning shows that all aspects of the subject are well covered to meet the requirements of the National Curriculum. Teachers provide a considerable variety of artistic opportunities across a wide range of media and ICT is used effectively to support learning. There are very good examples of close observational drawing in all year groups, demonstrating clear development of skills. Collage work is also well represented, with very effective examples in the style of Guiseppe Archimboldo in Years 2 and 3. Links are made with other curriculum areas in history, science and mathematics.
67. In **design and technology**, a scrutiny of pupils' work and the co-ordinator's file show that the school has a clear policy for this subject and pupils experience working with a variety of materials. Pupils have worked with textiles as well as making models using wood and card. When doing this, pupils are required to assemble and join the components in their models. Pupils have also made models using electrical components. With this work, the pupils planned their models, using labelled sketches. After successfully putting their plans into action, they thoughtfully evaluated the outcome. They commented on how pleased they were with their model and what they would do in order to improve their work.
68. In **physical education**, wall displays were observed, the co-ordinator's file was seen, and a discussion with the headteacher took place. These show that the school has a good policy for this subject and pupils experience a balanced curriculum of gymnastics, dance, games, athletics, outdoor and adventurous activities and swimming. By the end of Year 6, all pupils will be able to swim 25 metres.
69. This area of the curriculum is enriched by a variety of extra-curricular activities. Teams compete with other schools and these sporting achievements are celebrated in assemblies and in a wall display showing photographs of recent matches and trophies won.
70. The most significant aspect of the development of this subject is the new hall. This is a major improvement in the school's accommodation. It has had a positive impact on physical education because the curriculum is now completely covered and pupils can use large apparatus in gymnastics.

Music

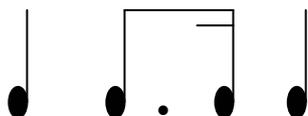
Provision in music is **very good**.

Main strengths and weaknesses

- Standards are very high throughout the school.
- Teaching is excellent.
- Resources are very good.

Commentary

71. The school has maintained the standards reported by the last inspection; standards in all year groups are much higher than expected. This represents good improvement since the last inspection, with better resources, good use of ICT (see paragraph 61 for an example of composition on computers) and continued high standards in all aspects of the subject.
72. Pupils sing very well in assembly with good diction and accurate rhythm, sometimes going into two parts. Pitching is accurate and all 80 odd children sing tunefully, with no evidence of 'growlers'.
73. Pupils clearly enjoy their music lessons, which are all taught by the headteacher, a music specialist. Pupils in the reception and Year 1 class divided into three groups to play three different rhythms in *The Africa Chant*. One group was playing



(*Where are we now?*) on glockenspiels, using G-E-A-G, while a second group was playing a three crotchet rhythm (*Af-ri-ca*) on claves and a third played constant quavers on African drums, accenting the first of each set. The headteacher had an interesting set of African artefacts to set the chant in perspective.

74. Teaching is excellent. The Year 4 to 6 class rehearsed a setting of the song, *We are Sailing*, arranged by the headteacher. Every pupil in a class of over 30 had an instrument. Those who have extra tuition in violin, trumpet or piano had their own instruments (keyboard in the case of the pianist). Others had glockenspiels, xylophones, bass xylophones or metallic xylophones. The atmosphere was much more that of a rehearsal of music-lovers than of a lesson. The headteacher directed the piece carefully, suggesting improvements and small nuances, which the pupils followed accurately. At the end of the session, the players seemed to become children again.
75. Leadership and management are very good. The headteacher ensures that all pupils receive a consistent diet of high quality music teaching throughout their time in the school and that music is at the heart of much of the school's work. The contribution to pupils' social development made by ensemble playing such as that described above is great; their spiritual and cultural development benefit greatly from the different types of music they hear and the excellent ethos created by their work.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

76. There was insufficient evidence for an overall judgement about standards of work, teaching or learning in PSHE. However, discussions took place with staff, pupils' work was seen and the co-ordinator's file was scrutinised.
77. The school has a carefully planned programme for this subject and it is clearly linked to other subjects. Older pupils think and write about issues, and the school also makes use of circle time, in order to develop pupils' ability to reflect on and understand all such topics. For example, pupils are asked to think about how they and others might feel if bullied or subjected to peer pressure.
78. The school is very keen on promoting good health. As part of this, it has joined the national scheme to provide younger pupils with daily fruit and vegetables, although it has always encouraged pupils to eat fruit and vegetables at playtimes. There are suitable policies for sex education and discussing the misuse of drugs. The school deals with these areas in a manner appropriate to the age of the pupils. Staff have attended training courses in order to further their expertise in this subject.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	1
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	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	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

poor (6); very poor (7).