

INSPECTION REPORT

KENNET VALLEY CE PRIMARY SCHOOL

Lockeridge and East Kennett, Marlborough

LEA area: Wiltshire

Unique reference number: 126446

Headteacher: Mr A Hodder

Lead inspector: Mrs C Skinner

Dates of inspection: 16th-18th May 2005

Inspection number: 267128

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	100
School address:	Lockeridge Marlborough Wiltshire
Postcode:	SN8 4EL
Telephone number:	01672 861643
Fax number:	01672 861643
Appropriate authority:	The governing body, Kennet Valley CE Primary School
Name of chair of governors:	Dr S Clode
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

Kennet Valley CE Primary School is smaller than the average size for primary schools. It operates on two sites: the Foundation Stage and Years 1 and 2 are based in the village of Lockeridge, while Years 3 to 6 are based approximately two miles away in the village of East Kennett. Neither site has a hall, staff room or headteacher's office. There are 100 pupils on roll, with similar numbers of boys and girls. The proportion of pupils from minority ethnic backgrounds is lower than average. There are no pupils at an early stage of learning English as an additional language. There are nine pupils on the school's register of special educational needs, which is lower than the national average. Most of these pupils have moderate learning or social, emotional and behavioural difficulties. No pupils have a statement of special educational need. The turnover of pupils is relatively low. Attainment on entry to the school varies from year to year, as the number of pupils in each year group is small, but, overall, it is similar to that seen in most schools. This is lower than at the time of the previous inspection. Pupils come from a wide variety of social backgrounds. The school received an Achievement Award from the Department for Education and Skills in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23160	Carole Skinner	Lead inspector	English, art, music.
9691	Jon Vincent	Lay inspector	
10808	Alan Britton	Team inspector	Mathematics, geography, history, physical education, personal, social and health education and citizenship, the foundation stage curriculum.
16492	Bob Lever	Team inspector	Science, information and communication technology, design and technology, special educational needs.

The inspection contractor was:

Phoenix Educational Consultants
37 Broadlands Avenue
North Petherton
Taunton
Somerset
TA6 6QS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Kennet Valley CE Primary School is a good school. Overall, pupils achieve well because the quality of teaching and learning is good throughout the school. Pupils reach above average standards in Year 6. The leadership and governance of the school are good; its management is satisfactory. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics, science and history are above average in Year 6.
- Pupils achieve high standards in art throughout the school.
- Teachers make learning interesting and fun and have high expectations of all pupils.
- Good leadership and clear direction for the school result from effective teamwork, but there are insufficient opportunities for teachers to check on the quality of teaching, learning and curricular provision in different subjects.
- The school's strong caring ethos and good provision for pupils' personal and social development are reflected in the pupils' very good attitudes, behaviour and relationships.
- The curriculum is well planned, interesting and enriched by effective links between subjects and a good range of additional activities.
- The systems for target setting and reviewing individual pupils' progress are not fully effective.
- The arrangements for the appraisal of teachers are not rigorous enough.
- The school maintains good links with parents and encourages them to play an active part in school life.

The school has made a good improvement since it was inspected in 1999 and the issues raised have been addressed well. Standards in information and communication technology (ICT) have improved as a result of better facilities and staff training. Teachers' planning is much clearer and there is a greater emphasis on how pupils learn. The curriculum is now planned effectively to ensure progression in learning for all pupils, and innovative approaches to making links between subjects are helping to make learning more interesting. Governors now play a greater role in checking the school's performance and the quality of education for the pupils. Teachers, however, still do not have enough time to monitor standards, teaching and the curriculum.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

**Standards are in the top five per cent of schools in the country.*

Achievement is good, overall. Variations in the results of national tests should be treated with caution due to the small numbers of pupils involved. In Year R, children achieve well and most are on course to meet or exceed the goals they are expected to reach by the end of Reception in communication, language and literacy, mathematical development and personal and social development. Achievement in knowledge and understanding of the world is satisfactory. In physical development, there are insufficient opportunities and inadequate resources for outdoor activities. In Year 2, standards are average in reading, writing, mathematics, science, ICT and some aspects of physical education (PE). In Year 6, standards are above average in English, mathematics, science

and history. They are average in ICT and some aspects of PE. Throughout the school, pupils reach high standards in art. Pupils' achievement in some aspects of PE is adversely affected by the lack of facilities. Pupils with special educational needs make good progress towards their targets.

Attendance is very good. Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is good. Pupils have very positive attitudes to learning and are very eager to take responsibility. Behaviour is very good in lessons and around the school. There are very good relationships between pupils and between pupils and adults. The attendance rate is well above the national average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good. Teachers generate high levels of interest in lessons because they make learning enjoyable. They place a strong emphasis on helping pupils to find effective ways of learning that match their individual preferences and capabilities. Teachers have high expectations of the pupils, who respond with enthusiasm, work hard and apply themselves conscientiously to all tasks. Assessment information is used soundly to plan appropriate work for pupils but the arrangements for setting and reviewing pupils' individual targets are not rigorous enough. The well-planned curriculum includes imaginative and meaningful links between different subjects, which enhance learning. It is enriched by a good range of extracurricular activities. The accommodation is poor, but staff and governors work hard to compensate for its many shortcomings. Good relationships with parents and very good links with the community enhance the quality of education for the pupils.

LEADERSHIP AND MANAGEMENT

The leadership of the school is good and its management is satisfactory. Effective leadership results from strong teamwork by all staff and a clear focus on raising standards. Governors know the school well and are very effective in supporting and challenging senior staff. Statutory requirements are fully met. The teachers' role in evaluating the school's performance is underdeveloped. The goals that are set for teachers to achieve are not linked closely enough to the priorities in the school development plan. Good financial management ensures that the school is well staffed and resourced and that there is a clear focus on improving the quality of the accommodation.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of most aspects of the school. They would like to see improvements in the accommodation and some feel more should be done to promote the unity of the school in the eyes of the community. Pupils express very positive views of the school, particularly about the quality of their relationships with the adults who work with them.

IMPROVEMENTS NEEDED

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

- Further develop the role of teachers as curriculum co-ordinators in order to increase their effectiveness in evaluating teaching, learning and pupils' achievement.
- Improve and extend the procedures for setting and reviewing targets for individual pupils and for tracking their progress as they move through the school.
- Formalise the arrangements for the appraisal of teachers and ensure that teachers' objectives reflect whole school priorities for improvement.
- Continue to explore ways to improve the unsatisfactory aspects of the accommodation, including the outdoor facilities for the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is good. In the Foundation Stage, achievement is satisfactory and standards meet national expectations. Standards are average in Year 2 in English, mathematics and science. This represents good achievement for this year group. In Years 3 to 6, achievement is good and standards are above average in Year 6 in English, mathematics and science.

Main strengths and weaknesses

- Pupils achieve good standards in English, mathematics, science and history by the time they leave the school.
- Standards in art are consistently high throughout the school.
- Standards in ICT have improved as a result of higher levels of expertise among teachers and better resources.
- All groups of pupils, including those with special educational needs, achieve well because they receive good support.

Commentary

1. Achievement in the Foundation Stage is good. Almost all children are on course to meet the goals they are expected to reach by the end of the Reception year in personal and social development, communication, language and literacy and mathematical development, with a significant proportion likely to exceed them. Children are on course to reach the goals for knowledge and understanding of the world. It was not possible to make judgements about their physical development and creative development. However, they are unlikely to achieve the goals for physical development due to shortcomings in the facilities and resources for outdoor activities and physical education. These standards are similar to those found by the previous inspection.

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

Standards in:	School results	National results
reading	16.0 (16.3)	15.8 (15.7)
writing	15.0 (15.0)	14.6 (14.6)
mathematics	16.5 (16.9)	16.2 (16.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year

2. In the end of Year 2 national tests in 2004, standards were in line with the national average in reading, writing and mathematics. Compared to similar schools, based on the number of pupils known to be eligible for free school meals, standards were well below average in reading, and below average in writing and mathematics. Although, there has been a downward trend in the school's results in the Year 2 tests over the past five years, the school's performance between 2002 and 2004 was well above the national average in reading, writing and mathematics. As year groups are smaller than average, there is often significant variation in the numbers of pupils with special educational needs and those capable of higher than average attainment, which has a marked impact on the school's overall test results.

3. The findings of this inspection show that standards in Year 2 are average in reading, writing, mathematics, science, ICT and aspects of PE, and above average in art, which were the only subjects where sufficient evidence was gathered to make reliable judgements. Where the evidence allows comparisons to be made, these standards are the same as they were when the school was last inspected in science, art, ICT and PE. They are lower than they were in reading, writing and

mathematics. However, records of pupils' previous attainment show that they have achieved well in Years 1 and 2. The judgements of the inspection are similar to the school's results in the 2004 national tests.

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

Standards in:	School results	National results
English	28.8 (31.0)	26.9 (26.8)
Mathematics	27.5 (28.0)	27.0 (26.8)
science	28.8 (30.5)	28.6 (28.6)

There were 13 pupils in the year group. Figures in brackets are for the previous year

4. In the Year 6 national tests in 2004, the school's results were well above the national average in English, and average in mathematics and science. Compared with schools whose pupils performed similarly in Year 2, standards were above average in English but well below average in mathematics and science. As the number of pupils involved in the tests is small, there are significant variations from year to year. Taking an average of the past three years, the performance of pupils in English, was well above the national average, while in mathematics and science it was close to the national average. Higher attaining pupils did particularly well in English and mathematics in 2004, while the percentage of pupils reaching Level 4 (the national expectation) was just below average in each subject. The differences between English, mathematics and science were not as great as the broad judgements might suggest as each pupil represented almost eight per cent of the total year group. Nevertheless, the school is concentrating on raising standards in mathematics and numeracy through a whole school focus on teaching methods and developing pupils' problem solving skills.

5. The findings of the inspection are that standards in Year 6 are above average in English, mathematics and science. Pupils achieve well due to the high quality of their teaching and learning and the effective use of literacy and numeracy skills across the curriculum. These judgements are the same as those made by the 1999 inspection in English, slightly lower in mathematics and higher in science. Standards are in line with national expectations in ICT, which is an improvement since the last inspection. Standards in ICT have risen because the school's resources have improved, there is now a suite of computers at the upper school, and teachers' expertise has increased through training. Standards in art are above average, as they were at the time of the last inspection as the high standard of teaching has been maintained. Standards in PE are in line with national expectations in those aspects where it was possible to make judgements, except in swimming where they are above average. It was not possible to make reliable judgements about standards in gymnastics, although the absence of a hall and suitable gymnastics equipment clearly puts pupils at a disadvantage compared to those in most other schools. The school has already made arrangements to use the village hall to improve its provision in gymnastics and dance, although this will not address the need to develop pupils' skills on large apparatus. The school does its best to compensate for these shortcomings by providing pupils with a wide range of outdoor games and athletics activities.

6. All groups of pupils achieve well by the time they leave Year 6. Discussions with pupils showed that they enjoy learning and feel they are making good progress. Parents also feel that their children achieve well in both the lower and upper schools. Pupils with SEN make good progress towards the targets set for them. They achieve well when receiving additional support in the classroom. Pupils' individual education plans are sufficiently specific for accurate assessments of progress to be made. The inspection findings show that boys and girls achieve equally well in all year groups although this is not always reflected in the results of national tests. The school caters well for more able pupils, who are given suitably challenging work which extends their thinking and reasoning skills.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their attendance is very good. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- The school has very good procedures for promoting good attendance and parents support these.
- Pupils' attendance rate is very good and well above the national average.
- Pupils' confidence and self-esteem are very good and the school takes every opportunity to foster responsibility and self-reliance.
- Pupil's freedom from bullying and other forms of harassment is very good.
- The school sets high expectations and pupils strive hard to achieve them.
- Pupils' relationships with others are very good.

Commentary

7. Attendance is well above the national median and has improved since the last inspection. This high rate is maintained and supported by the very good procedures implemented by the school. Parents and pupils both understand the need for prompt and regular attendance at school. The efficient systems for monitoring and promoting attendance have also resulted in a very low rate of unauthorised absence. There have been no exclusions during the past school year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.0
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.

8. The majority of pupils show very good interest in lessons and strive to achieve the high expectations of their teachers. The very good methods of behaviour management adopted by the whole school staff have a positive effect on pupils' learning. Overall, behaviour is very good in lessons, around the school and in the playground. These standards have been maintained since the last inspection. The environment provided by the school is one of a large and happy family where everyone is valued and respected. Parents and pupils confirm these views.

9. The school gives high levels of trust and responsibility to its pupils. In addition to routine tasks and responsibilities, the school strives to provide additional opportunities for pupils' personal development. The school council is at an embryonic stage at present as the separate school sites have made it difficult for a whole school council to meet effectively. However, plans are in hand to modify the usual procedures and organise class councils so that all pupils' views can still be represented.

10. The family atmosphere that permeates the school not only ensures that pupils enjoy freedom from any form of harassment but also promotes very good relationships between pupils and excellent trusting relationships with all adults. These relationships are based on mutual respect and enhance the learning environment. Pupils with learning difficulties form very good relationships with teachers, support staff and each other. When they are supported they increase their confidence and self esteem. Other pupils understand of their needs.

11. Pupils in every class formulate their own classroom rules. At the upper school, achievements are celebrated and pupils' names are placed in a 'gold book', while at the lower school a 'celebration wall' fulfils a similar purpose. The positive school ethos provides pupils of all ages with a good understanding of the responsibilities of living in a community. Pupils have participated in

raising money for many charitable causes and are at present raising money for Christian Aid Week. The school's collective worship and RE programmes develop pupils' moral and social values effectively, through experience of traditional Christian celebrations, other religious traditions and whole world issues such as poverty and human rights. A range of visits and visitors also enhances these areas of pupils' personal development. A school assembly on the topic of Christian Aid, taken by the Vicar, covered aspects of moral and social issues, when pupils read 'A Big Picnic' about Jesus feeding the five thousand. A range of quiet piano music, many opportunities for reflection and the lighting of a candle provided a spiritual element to the assembly.

12. The school has developed its curriculum in order to improve pupils' awareness of cultural diversity in Britain following the findings of the previous inspection. Pupils' social development is well catered for across several areas of the curriculum, for example in lessons that encourage pupils to work together co-operatively and in the annual residential visits made by the Year 6 pupils, accompanied by pupils from other small, local primary schools.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good throughout the school. Assessment is satisfactory, but the use of assessment information to set targets for individual pupils and track their progress is not rigorous enough. The curriculum is well planned and enriched by a good range of additional activities. There are significant shortcomings in the school's accommodation. Relationships with parents are good and links with other schools and the local community are very good. The arrangements for pupils' care, welfare, health and safety are good and pupils form excellent trusting relationships with staff.

Teaching and learning

The quality of teaching and learning is good. Assessment is satisfactory overall; it is good in the Foundation Stage.

Main strengths and weaknesses

- Teachers' awareness of how pupils learn is contributing significantly to raising standards of achievement.
- Learning is effective because teachers make meaningful and constructive links between subjects.
- Good teaching in the Foundation Stage provides children with a wide range of well planned activities.
- Pupils are fully engaged in learning because teachers make lessons interesting and fun.
- Teaching assistants are well prepared and make an important contribution to pupils' learning, especially for pupils with special educational needs.
- Teachers have high expectations of pupils' behaviour which helps to create a very good atmosphere for learning.
- The good practice in setting individual targets and assessing and tracking pupils' progress in writing has not yet been extended to other subjects.

Commentary

13. As at the time of the previous inspection, the quality of teaching and learning is good in Reception, in Years 1 and 2 and in Years 3 to 6. It is very good in Years 3 and 4. The weaknesses that were identified in 1999 have all been addressed well. At that time there were inconsistencies in teachers' planning and a lack of clarity in showing exactly what pupils were expected to learn. These are now strong features of the teaching throughout the school. There was insufficient use of computers to support learning across the curriculum in Years 3 to 6, which has now improved considerably. Weaknesses in marking and assessment have been addressed through the introduction of new procedures, which are currently being implemented and reviewed. The proportion of teaching that was good or better is much higher than at the time of the last inspection

Parents and pupils also express positive views of the quality of teaching and learning.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	14	3	0	0	0

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

14. Since the previous inspection, there has been an increased focus on how children learn and a greater awareness of their differing needs and ways of thinking. Through training days for the whole staff, teachers and assistants have gradually extended their own understanding of the principles involved and have introduced a number of strategies to encourage pupils to reflect on how they learn and how they can increase their learning power. 'Smart boards' displayed in classrooms prompt older pupils to consider whether they have been, for example, 'number smart', 'art smart' or 'music smart' during the week. Older pupils also have personal learning diaries in which they record their own evaluations of how well they have learned in different areas of the curriculum throughout the week. These diaries encourage them to be reflective and to think of ways they need to improve their learning in the future. Teachers ensure that they give pupils thinking time in lessons and encourage them to try different approaches if they come up against difficulties. All of these strategies help pupils to develop greater independence as learners, and this prepares them well for the future.

15. Integral and fundamental to this approach to learning is the way teachers plan lessons to incorporate aspects of different subjects. For example, literacy lessons are sometimes based on what pupils are studying in history or science, and art lessons often include links with history, DT, geography or science. This makes learning more meaningful, relevant and coherent for the pupils and encourages them to make important links which enhance their understanding. A very good example was the way pupils in Years 3 and 4 really learned to appreciate that William Morris's designs were an expression of his own distaste at the effects on the environment of the Industrial Revolution. Pupils in Years 1 and 2 learned effectively how to locate information in a book about sunflowers using the contents page and index. Their learning was enhanced because they were also studying flowering plants in science and had questions to which they particularly wanted to find the answers.

16. Added to these ingredients for successful lessons are the teachers' own skill and expertise in making lessons enjoyable for the pupils and the way they work in harmony with teaching assistants, who are well-briefed and make a valuable contribution to pupils' learning. Teachers present ideas in a variety of ways, including very expressive storytelling, using a wide range of visual materials and practical apparatus, and promoting learning through games. A particularly strong feature of the teaching is the highly effective questioning which helps to extend pupils' thinking and assess their understanding. Teaching assistants are also skilled at developing learning through questioning.

17. Lessons are interesting, well paced and provide an effective balance between whole class, group and independent activities. As a result, pupils are well motivated, interested and often totally engrossed in learning. These features are particularly strong in Years 3 and 4, where the teacher's skills are exceptional. Teachers use appropriate methods, which enable pupils identified with special educational needs to learn effectively. Work is planned well to match these pupils' needs, and teachers take good account of the targets set out in pupils' individual education plans. Teaching assistants provide good support, which helps pupils to achieve well in learning basic skills across the curriculum.

18. Expectations of pupils' behaviour are high throughout the school. Teachers and assistants have a consistent approach to managing pupils' behaviour in all classes and pupils know what is expected of them. As a result, there is a high degree of self-discipline and teachers rarely have to interrupt the flow of the lesson to correct pupils' behaviour or remind them of the need to concentrate on their work. This helps to create an industrious working atmosphere where pupils are productive and conscientious.

19. The quality of teaching and learning in the Foundation Stage is good. All children make good progress in the Reception year, especially in communication, language and literacy, mathematical development and personal and social development. All lessons are planned well and cater for the wide range of abilities within the class. Ongoing assessments of children's progress are used effectively to plan future lessons and gauge individual standards. The teacher achieves a good balance between activities that are directed by adults and opportunities for children to select tasks and to learn through play. Adults act as good role models and the teaching assistant provides valuable support to both children and teachers.

20. Since the previous inspection, there has been an improvement in the way assessment is used to influence learning. Teachers have implemented a new assessment policy and are developing a coherent approach to involving pupils in assessing their own progress and setting their own targets. Training in the key principles has led to a greater emphasis on marking pupils' work to show how well they have met the objectives that were identified for a particular piece of work. Although teachers' written comments do not always show pupils how to improve, oral feedback engages pupils in discussing ways in which this can be achieved. Teachers meet after the termly assessment weeks to agree the levels achieved by selected pupils from each year group in writing. They also set targets for individual pupils to achieve in writing, based on their previous attainment, and are beginning to track their progress from term to term. This good practice has yet to be extended to other subjects.

The curriculum

The curriculum is good overall. There are good opportunities for enrichment, including extra-curricular provision. The quality and quantity of resources are good overall and generally meet the needs of the curriculum well, but the accommodation is poor and has many drawbacks.

Main strengths and weaknesses

- The curriculum is well planned and there are effective links between different subjects.
- The school provides well for the small number of pupils with special educational needs.
- There are good opportunities to extend the curriculum through clubs and other activities.
- The accommodation on a split site is poor and means some aspects of PE cannot be taught effectively.

Commentary

21. The curriculum is well planned to provide breadth and continuity in learning. Work is well matched to pupils' needs and all pupils are challenged to achieve higher levels. Policies and schemes of work are now in place for all subjects and there is a clear framework to show what is taught. It ensures pupils build on skills progressively in all subjects. This is an improvement since the previous inspection. Teachers are developing cross-curricular links well. This is particularly evident in literacy, history and art and reflects the increasingly innovative approach to curriculum development throughout the school.

22. Overall the provision for SEN is good. The curriculum is appropriately organised for those identified with special educational needs. Arrangements for using individual education plans are effective in ensuring that pupils' learning and emotional needs are met whilst still enabling pupils to have access to the whole curriculum. The teaching assistants are experienced and receive training within and outside school. The accommodation does not easily enable disabled access and there are no disabled toilet facilities.

23. A wide range of activities enhances the curriculum at lunchtimes and after school. Sporting opportunities are good and all pupils have the opportunity to participate in school teams by the time they leave Year 6. The curriculum is enhanced by regular visits from authors, artists, musicians and actors. Pupils are able to take part in a residential trip with two other primary schools in the local

cluster. Pupils interact between the two sites through "Switch Days", sports days and performances. Pupils from the lower school use the upper school computer suite on a regular basis.

24. The accommodation is poor overall. The outdoor facilities and resources for physical development are limited for the youngest children. There is no hall at either site and this severely restricts opportunities to develop the dance and gymnastics curriculum. Staff facilities are poor. There is no separate office for the headteacher at either site and no staffroom. The mobile classroom is in a very poor state of repair and governors have been working hard to bring about its now imminent replacement. The new computer suite has significantly improved opportunities to develop pupils' ICT skills. Other resources support the curriculum well. Despite the many shortcomings of the accommodation, teachers, assistants, the administrative officer, cleaning staff and governors work hard to make the most of it and to improve it within the constraints of the budget. Attractive displays of pupils' work brighten up every classroom and provide pupils with a stimulating and vibrant environment for learning.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- There are good procedures for health and safety and child protection.
- Pupils' relationships with adults are excellent.
- All staff know pupils and their backgrounds very well.
- The procedures for tracking individual pupils' progress are not yet fully effective.
- The involvement of pupils in the school's work and development is good.
- Induction arrangements are very good.

Commentary

24. The caring ethos noted in the last inspection report continues to be a major strength of the school. Relationships with adults in the school are excellent and pupils say they would have no qualms in approaching them with any type of problem. The school has good health and safety procedures and is well aware of any potential risks. During the inspection it was noticed that at the end of the upper school day staff not only checked school bus passengers onto the bus but also, with the help of parents, effectively stopped all other passing traffic thus ensuring the safety of the pupils. The administrative officer and the headteacher have to commute between the two sites and, by means of detailed timetabling, manage to keep both sites secure and at the same time minimise the risk of pupils and staff becoming trapped in the event of fire. This was a concern raised at the time of the last inspection and the school has taken every possible measure to address it.

25. The headteacher is the child protection officer and has received appropriate training. All adults are aware of the correct procedures and the school maintains close links with the school nurse and educational welfare officer. Most staff have received training in first aid. Safety and care for pupils are paramount throughout the school.

26. All adults who work in the school form close and trusting relationships with the pupils. They know them well and provide good role models for behaviour. Pupils say they feel very safe and secure and would turn to any adult in school should they need help, comfort or advice. The views of pupils about different aspects of school life are welcomed and the school's efforts to create a more efficient school council confirm its determination to encourage pupils' participation in the work of the school.

27. The school is currently introducing new procedures for recording pupils' progress from term to term and to set annual targets for them to achieve in relation to the requirements of the National

Curriculum. So far, these procedures are working appropriately in writing, although they require further fine-tuning, but they are not yet being applied to other areas of the curriculum. This is recognised as a priority for improvement.

28. Procedures for children starting school are very good. Parents and children spend time in school before starting in the Foundation Stage. Pupils in the lower school spend time in the upper school classes before they progress to Year 3 thus ensuring a smooth transition. There are good arrangements for ensuring a secure and effective transition to secondary school.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents have very positive views of the school and make a good contribution to its life and work.
- The school keeps parents well informed and parents appreciate its 'open door' policy.
- The 'Friends' association makes an important contribution to the life of the school.
- The school has very good links with other local schools and the community.

Commentary

29. Parents and carers have very positive views of the school and the school works very well with them, encouraging them to offer support through the Friends association and to help their children at home. Parents support the school well in many different ways. Parents of pupils with special educational needs are encouraged to be involved in identifying their needs and providing support. They are well informed and are supportive. They speak highly of the support their children receive.

30. The school provides a good range of information for parents about the curriculum and how they can help their children at home. The fortnightly 'Kennet Klaxon' carries useful information for parents and also details of the curriculum every term. Pupils' end of year reports are detailed and informative and include comments about the progress pupils make in their social and personal development. Parents' evenings are held in October and July and 'Surgery Time' meetings are held after school on most Mondays. The school prospectus and a very lively and informative Governors' Annual Report to Parents both fulfil statutory requirements.

31. The school operates a genuine open door policy and parents take advantage of this to meet staff informally. As a result, parents feel comfortable about approaching the school and appreciate the speedy response they receive to any concerns raised. The school is always quick to respond to any parental requests for information and takes immediate action to contact parents when pupils cause concern with academic or behavioural problems.

32. The school enjoys the support of a very strong and active Friends Association. Working very closely with the school, it raises significant sums of money through various social activities. It has helped to equip the computer suite and restock the school library. Parents and friends of the school also help in many other ways. They escort pupils on school trips, assist in running clubs and help teachers in the classroom.

33. There are very good links with the on-site nursery and there is a very effective programme for children who are about to start school. Similar very good links with the local secondary school ensure a seamless transition for pupils progressing to secondary education. The school is a leading member of two local cluster groups, one made up of three primary schools, the other of eleven primaries and the secondary school they feed. The involvement of the headteacher and deputy in chairing and co-ordinating cluster meetings and events brings many benefits to the pupils in terms

of shared knowledge and expertise. The school arranges work experience for pupils from the secondary school and placements for students from Swindon College.

34. The school has developed very good links with the local community. Local people attend coffee mornings in the upper school; pupils designed a play trail for the village hall and write articles for the monthly Parish magazine. Pupils share celebrations with the local community and are involved in Church Festivals. All of these activities contribute effectively to pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher and other key staff is good. The management of the school is satisfactory. The school's governance is good.

Main strengths and weaknesses

- The headteacher, deputy head and lower school co-ordinator provide clear direction for the development of the curriculum and teaching.
- The strong sense of teamwork and liaison between staff in the lower and upper schools helps to overcome the difficulties of a split site.
- All teachers work effectively as a team to share the responsibility for curriculum leadership, but their role in evaluating the quality of teaching and learning in each subject remains underdeveloped.
- Governors play an important role in shaping the future direction of the school and provide both challenge and support for senior managers.
- The analysis and use of assessment data to set targets for individual pupils is developing well but is not yet sharp enough to enable teachers to track pupils' progress throughout each year.
- The arrangements for the appraisal of all staff are not sufficiently rigorous and are not linked closely enough to the priorities of the school development plan.
- Careful financial management ensures that the school is well staffed and resourced.

Commentary

35. Good teamwork and the involvement of all staff are key features in the effective leadership of the school. The headteacher, deputy head and lower school co-ordinator provide guidance and support for colleagues and take the lead in curriculum development and the day-to-day management of both sites. Leadership capabilities are being developed well, but the lower school co-ordinator is not formally recognised as a member of the management team, which detracts from its overall impact on whole school development. All three provide good role models as class teachers and the headteacher and deputy head, through their involvement in local cluster groups, forge effective links with other schools which extends their own leadership capabilities. Participation in the national Primary Leadership Programme has already had a significant impact on improving the quality of leadership, teaching and learning in literacy.

36. The split site, the condition of the buildings and the lack of adequate facilities for the headteacher, staff and administrative assistant present significant challenges for the whole staff team. These are approached in a spirit of optimism and determination that they should not be allowed to affect the quality of education provided for the pupils. The headteacher divides his time between both sites as equably as he can, which inevitably involves frequent trips between the two schools. Parents appreciate this and recognise the efforts made to ensure equality. However, some parents feel that the headteacher's role as an ambassador for the school in the local community could be further developed. Teachers from both sites liaise very closely, meet as often as reasonably possible and ensure that all initiatives are shared and discussed in depth. Teaching assistants are recognised as valuable members of the team and work closely with teachers, some of them providing support at both sites. This strong teamwork at all levels in the school does much to overcome the drawbacks of a split site and helps to create a sense of unity which parents and pupils appreciate and find re-assuring.

37. All teachers make an important contribution to the leadership of the curriculum through discussing new initiatives, sharing expertise and providing support for each other. All have a strong focus on how pupils learn and are exploring ways to enable pupils to learn more effectively. All teachers share the responsibility for every subject, although some take a more prominent role than others in leading developments. The aspect of their role as curriculum co-ordinators that remains underdeveloped is their involvement in checking and evaluating the quality of teaching and learning through observing lessons and examining pupils' work. The headteacher observes lessons, and has done so alongside an external adviser in order to improve his own practice, but other teachers have not had the opportunity to do this. The constraints of time and money common to small schools have made it difficult for the headteacher and governors to ensure that teachers have enough time to carry out these duties. However, this has been identified as a priority for development in the next school year. Management of the provision for SEN is good. The co-ordinator is experienced and gives appropriate support to colleagues. She maintains the required documentation well and maintains a good overview of pupils' progress.

38. A key issue from the previous inspection related to the governors' role in monitoring the curriculum, which was underdeveloped at that time. There has been a good improvement in this aspect of the role of governors. They have become more involved in checking on the work of the school through visits, talking to pupils and observing lessons. Some governors have observed lessons alongside the headteacher, who has pointed out to them examples of good practice. Governors have a good understanding of the school's strengths and weaknesses and are kept well informed of developments through regular reports from the headteacher. They are fully involved in checking and evaluating the school's performance and provide very good support for the headteacher and staff. Their rigorous procedures for overseeing the performance of the headteacher ensure that they act very effectively as critical friends to challenge, question and assist.

39. The analysis of national test results provides teachers with a clear picture of the strengths and weaknesses in pupils' achievement. Recent analysis revealed that achievement in mathematics was lagging behind that in English, although observations of teaching did not bear this out. Raising standards in mathematics became a key priority in the school development plan and remains a focus for all teachers as they continue to explore the reasons why pupils do not perform as well in tests as they do in lessons throughout the year. This is an example of teachers' continuing efforts to find ways to improve pupils' learning. The use of other, ongoing assessment information to set meaningful targets for pupils and track their progress towards them is less well developed. It is more effective in writing than in other subjects because termly assessments against agreed National Curriculum criteria are being used to provide a simple but effective means of recording pupils' progress throughout the year. Assessment in other subjects is currently not as well advanced.

40. All teachers are involved in identifying the priorities in the school development plan and reviewing the progress made towards addressing them. However, the procedures for ensuring that these priorities are reflected in teachers' individual performance objectives are not sufficiently rigorous. The current appraisal arrangements are relatively informal, although the professional development of both teachers and assistants is regarded as a high priority.

41. The governors' finance committee plays a key role in overseeing the school's financial affairs. It continues to be influential in pursuing premises issues, such as the replacement of the demountable classroom which is in a very poor state of repair. The governing body was instrumental in ensuring that the pupils now benefit from a computer suite, which is having a significant impact on raising standards in ICT. Rigorous financial management has ensured that the school is well staffed and resourced and is well placed to ensure that teachers have adequate time for planning, preparation and administration. The administrative officer plays a key role in organising and overseeing the school's finances. She works closely with the headteacher to check expenditure on a monthly basis and keeps governors well informed. The school currently has a higher than average underspend, much of which is intended to fund the replacement of the demountable classroom.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	332791
Total expenditure	328988
Expenditure per pupil	3323

Balances (£)	
Balance from previous year	30476
Balance carried forward to the next	34279

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Although there is good provision in some areas of learning, the limitations of the accommodation and resources mean that, overall, provision in the Foundation Stage is **satisfactory**.

42. There are very good arrangements for introducing children to school and this means that they all quickly get used to their daily routines. Links with the on site nursery are also good. Attainment on entry to the Reception class for the current year is similar to that seen in most schools. There were 12 children in the Reception class at the time of this inspection, all attending full time. The class also contains some of the younger Year 1 pupils.

43. The quality of teaching and learning is good, overall and is well supported by an experienced and well qualified teaching assistant, a wide range of resources in the classroom and spacious indoor accommodation. However, the outside facilities, including the use and availability of large wheeled toys, are unsatisfactory and make it difficult to satisfy fully the requirements for children's physical development. The school has identified this as a priority for improvement in its development plan. Lessons are planned well and detailed records of children's progress and individual development are used to identify children who need extra help or those of high ability in order to respond to their needs. A wide range of activities is provided and children are encouraged to select some tasks for themselves for part of the day. Although the Reception class teacher has had a period of long term absence in the last academic year, children's standards and achievement have been maintained due to good planning. She, in conjunction with the lower school co-ordinator, provides good educational direction for the Foundation Stage.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well due to a strong emphasis on this aspect of learning.
- The provision for personal, social and emotional development is evident in all areas of learning.
- Adults act as good role models for children's personal and social development and relationships are very good.

44. Standards are above average in this area of learning. The quality of teaching and learning is good and all children achieve well. Good emphasis is given to children's personal, social and emotional development throughout all aspects of their school life, for example when they move around the school and participate in 'Switch Days' with pupils at the upper school. The everyday routines established in the classroom help children to feel secure and to begin to develop independence. They can identify their own coat pegs and show independence when dressing or undressing for physical development lessons. They quickly learn to share equipment and to listen when others are speaking. Relationships between children and adults are very good and all adults provide positive examples of how to behave. Children are generally attentive and well behaved in lessons. They are growing in confidence and have developed the ability to co-operate with others. The Year 1 pupils in the class also help to develop the children's social skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults make every effort to engage children in conversation, throughout the school day, to develop their speaking and listening skills.
- Teaching and learning are good.
- The listening skills of some children are under-developed.

45. Good teaching in this area of learning leads to good standards and achievement. Children make good progress in developing new skills in speaking and listening, reading and writing. As the listening skills of a few children are still under-developed and they lack confidence when speaking, adults make every effort to engage them in conversation, both in formal and informal situations such as registration and independent play periods. Children with special educational needs receive good support. All children show good appreciation of books and they listen carefully while the teacher reads *Hairy Maclary* to develop their recognition of rhyming patterns. Children are developing an understanding of the similarities and differences between *Hairy Maclary* and *Slinky Malinki*. Good teaching of phonics is helping children to recognise different sounds and match them to the correct letter. Effective links are made between the sounds and letter formation which aids children's writing. All children make good attempts at writing independently. Some write recognisable words, others strings of letters with some that match the words they want to write. They have good opportunities to practise and improve their skills, sometimes writing over the teacher's script or copying underneath, at other times just writing for the fun of it.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**

Main strengths and weaknesses

- The teacher uses good, practical, 'hands on' activities to develop children's mathematical awareness and skills.
- The teaching assistant provides good support for children's learning.

46. The quality of teaching and learning is good and children achieve good standards. Most are able to recognise, count and write numbers to ten. Some can count up to twenty and carry out simple addition and subtraction tasks. Lessons are planned well in small, short steps with an emphasis on 'hands on' practical mathematics to enable all children to progress well. When children were learning to make addition and subtraction sentences, a long plastic number mat and dice were used for children to move a certain number of spaces backwards or forwards. Higher attaining children are given more challenging tasks from the early stages of the National Curriculum while children with special educational needs are well supported by the teaching assistant and work on tasks appropriate to their ability. Counting songs like *Five Currant Buns in a Baker's Shop* are sung enthusiastically by children to develop their subtraction skills and understanding. In the short periods of formal numeracy all listen and answer well to any questions from the teacher.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The immediate school environment and grounds are used well to enhance learning.

47. In the two lessons seen, children used their observational skills well to compare a bluebell and a pansy, to collect objects on a walk around the school grounds and to create a map. A good link to children's literacy work was made when the teacher read the story of *Rosie's Walk* in connection with a map making activity. Most children are able to name the parts of a plant, including petals, leaves stem and stalk. Computers are often used to enhance children's learning and most children use the mouse with confidence. The quality of teaching and learning is satisfactory, overall and achievement is sound in this area of learning.

PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

48. Only one lesson was observed in these areas of learning during the inspection and it is not possible to make judgements about children's achievement or the quality of teaching and learning. However, due to the unsatisfactory outside accommodation and resources, all the requirements for children's physical development are unlikely to be achieved. In the classroom, children's physical and creative skills are developed through opportunities to play with sand, water and a wide range of construction kits. Children learn to use various materials, paints and tools; for example, they painted pictures of Noah's Ark. In one lesson, the teacher made effective use of a parachute to develop the children's physical control and co-ordination. A wooden climbing frame on the field is timetabled for use by Reception children in fine weather but there are too few opportunities overall for outdoor play and learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching leads to good achievement and high standards by the time pupils leave the school.
- Effective links between speaking, listening, reading and writing enhance pupils' learning.
- Individual writing targets and good assessment procedures help pupils to improve their work.
- Literacy skills are developed well through carefully planned links with other subjects.
- Strong leadership in the subject provides clear direction for its development.

Commentary

50. As the number of pupils in each year group is small, the results of national tests vary significantly from year to year. Over a three year period, the school's performance in the Year 2 tests has been well above the national average in both reading and writing. In the current Year 2, standards are broadly average in speaking and listening, reading and writing. This year group contains fewer higher attaining pupils and more pupils at lower levels, including pupils with SEN. In Year 6, pupils' performance over the past three years was also well above average. Standards in English in the current Year 6 are above average in speaking and listening, reading and writing.

51. Pupils achieve well throughout the school because of the high quality of teaching in the subject. Teachers have high expectations of the pupils and plan work to meet their widely differing needs. For example, more able Year 2 pupils devised questions about non-fiction books for a partner to answer while pupils who needed support worked with the teacher to learn how to ask questions and where to find the information in a text. Year 1 pupils were very well supported by the teaching

assistant and a student as they learned to find information from books and increased their knowledge of sounds through a phonics game.

52. All teachers plan activities that are interesting and fun for the pupils so that they enjoy learning. There is a coherent approach to the teaching of reading, writing, speaking and listening skills and all are incorporated effectively into both literacy lessons and those in other subjects. A very good example was seen in the Year 3/4 lesson, where the teacher used some very good examples of mystery and adventure stories and pictures to engage pupils' attention and provide an exciting stimulus for their own writing. The Year 1/2 teacher used a Big Book about sunflowers very effectively to show pupils how to search for specific information, using both the contents page and index. In Years 1 and 2, pupils are taught well, using a range of strategies, to recognise simple and complex sounds and how to write them. In the lessons seen, teachers and assistants made good use of games to teach phonics. Teachers' questioning techniques are a significant strength across the school, and help to develop good listening skills as well as providing opportunities for pupils to explain their ideas.

53. The school's participation in the Primary Leadership Programme has contributed significantly to improvements in the teaching and assessment of writing. Effective links with reading and drama, and good practice by all teachers in modelling how to construct sentences, build stories and use imaginative language to enliven their writing are all having a good effect on standards. Teachers set individual targets for pupils to achieve based on their previous attainment and teachers' assessments of their work. Pupils know their targets and understand what they have to do to improve the quality of their work. Termly assessments in reading and writing are carried out and pupils' attainment is then recorded so that teachers can track their progress throughout the year and identify any pupils who are not moving ahead at a good rate.

54. The subject is led and managed well. Teachers work together effectively as a team under the overall leadership of the headteacher and deputy head. The strategies used are implemented successfully because all teachers are fully involved in discussing and agreeing the way forward. The school has made effective use of external advisers to check its systems and procedures and to seek advice for future development.

Language and literacy across the curriculum

55. This is very strong throughout the school. Teachers make very effective links with other subjects, both in literacy lessons and those across the curriculum. Pupils in Years 5 and 6 used historical recounts of the bombing of Coventry Cathedral to extend their ability to find evidence from a text to support their assertions. They explored Internet websites to find out about the work of Clarice Cliff in art. Pupils in Years 1 and 2 read non-fiction books to find information about their science topic and write about their findings using bullet points.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Pupils achieve well as a result of good teaching.
- Pupils with special educational needs are supported well.
- The present arrangements for setting individual targets and tracking pupils' progress are not fully effective.
- Mathematics is used well in other subjects.

Commentary

56. Standards are above average in Year 6. This is better than the 2004 national test results but lower than the judgement made by the last inspection. Pupils' achievement is good, overall.

Although girls outperformed boys in last year's national tests, no significant variations in standards or achievement between boys and girls were observed during the inspection. In Year 2, standards are average, overall. This judgement is in line with the 2004 national test results but is lower than the findings of the previous inspection. Boys outperformed girls in the last national tests due to gender differences in the cohort. Pupils' achievement in lessons and over time is also good, overall.

57. The quality of teaching and learning is good. Of the lessons observed, one was very good and two were good. A detailed analysis of pupils' past work also indicates good teaching throughout the school. Teachers plan their lessons well and have a good knowledge and understanding of the subject and how to teach it. As a result, pupils achieve well in all aspects of the subject. There is a good emphasis on investigations and problem solving, which helps pupils to use their mathematical knowledge and understanding in a variety of situations. Teachers' questioning is good, though occasionally pupils are not given sufficient time to think about their answers or explain the strategies they used. Equality of opportunity is promoted well and pupils with special educational needs are well supported. They are given work that is appropriate to their needs and capabilities and experienced teaching assistants work with them to assist learning.

58. All teachers use resources well to give pupils 'hands on' experience of mathematics. In the Year 1/2 lesson, pupils were encouraged to use whiteboards, geo-boards and the computer to develop their knowledge of patterns and to subtract and add numbers such as nine and 11. Year 3/4 pupils benefited from a fast paced mental mathematics session involving addition. Pupils were encouraged by the teacher to explain their methods of working. In the main activity, pupils worked on an investigation task which involved finding the perimeter of various shapes. Very good questioning by the teacher extended pupils' thinking and use of mathematical language and pupils were encouraged to work in pairs to develop their social skills. In the Year 5/6 lesson, the mental activity was well matched to pupils' everyday knowledge by the introduction of fraction and decimal bingo. The lesson had a good level of pace and challenge as the teacher called out a fraction or decimal and pupils had to match it to a percentage. Pupils worked in small groups for the main activity and all were able to find percentages of a given number. An extension group of high ability pupils from both age groups was taken by the headteacher for problem solving in order to develop their use and application of mathematical skills.

59. Most teachers have established good classroom routines. As a result, pupils behave well, remain on task and are generally keen and interested in mathematics, leading to good progress in the subject. Homework is regularly set and is well matched to pupils' work in classrooms. Assessment is used appropriately by class teachers to plan lessons and for responding to the needs of individual pupils from both age groups. Work is often marked alongside pupils and they are given immediate oral feedback.

60. Management of the subject is satisfactory. Individual targets and systems for tracking pupils' progress have been introduced for all year groups, but this is not yet developed enough to ensure that targets and predictions are accurate and useful. However, this has been identified by the co-ordinators and is a priority in the School Development Plan. The subject co-ordinators have not had the opportunity to monitor the quality of teaching and learning in classrooms but this is also planned as a priority for the following term. Resources for the subject are good and are well used in all aspects and areas of mathematics.

Mathematics across the curriculum

61. Several examples of the use of mathematics in other curriculum areas were evident during the inspection. These included pupils' work in ICT, science, geography and PE. Mathematics also plays a large part in the DT curriculum. All teachers are eager to promote speaking and listening in the subject and they encourage the use of appropriate mathematical vocabulary. Pupils learn to produce graphs and charts using computer programs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good and lead to pupils achieving well and reaching good standards.
- Pupils have good attitudes to their work.
- The subject supports pupils' skills in English and mathematics well.
- There is a strong emphasis on investigative science.

Commentary

61. All boys and girls are achieving well and the percentage reaching and exceeding the national expectation is average in Year 2 and above average in Year 6. This shows that standards are similar to those found by the previous inspection and higher than those in the 2004 Year 6 tests.

62. Although only one lesson could be observed during the inspection, evidence from pupils' books indicates that the quality of teaching and learning is good. Work is well planned for pupils of all ages and abilities and there is a strong emphasis on investigative work. In the good Year 1/2 lesson, the teacher managed pupils well and provided a good range of activities to follow up their walk in the bluebell woods. This incorporated comparative reports on the differences between native and Spanish bluebells, using known features of non-fiction writing. Pupils were very interested in their bean investigation and had a good understanding of the effects of different growing conditions. Work was recorded clearly and growth was measured accurately. Pupils showed good attitudes and took an obvious pride in their work. They worked sensibly and co-operated well. On other tasks they showed good concentration and worked hard. Work in books from other classes shows a good range of activities at a good standard.

63. The strong emphasis on investigations is built on well as pupils go through the school. In Years 3 to 6, for example, investigations challenge pupils to think scientifically. In Year 3/4 pupils have investigated the properties of materials and their suitability as conductors and insulators. They have separated and analysed mixtures using a range of techniques. In Year 5/6 they have built on the ways mixtures can be separated and have explained the importance of classification. Pupils record their findings carefully using charts and graphs, measure accurately and take care with their presentation.

64. The management of the subject is satisfactory. The co-ordinators are experienced and have ensured good resources to support the curriculum. However, their role in checking and evaluating the quality of teaching and learning is underdeveloped. The subject supports pupils' skills in speaking and listening and numeracy well. Pupils are developing a wide scientific vocabulary and have appropriate opportunities to talk about their findings from investigations. In mathematics, they collect and display data and have opportunities to measure capacity, time, temperature and forces. The use of ICT to record results and research topics is developing well. The digital microscope and sensing equipment are used when appropriate.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision is much improved and pupils now reach average standards by the time they leave the school.
- The subject is well led and managed and there is a clear vision for its future development. .
- The subject is well taught and pupils are keen to learn.
- Greater use of ICT is developing in other subjects.

Commentary

65. Standards are broadly in line with expectations in Year 2 and Year 6. Pupils are achieving well and making good progress in developing their skills, which is a good improvement on the previous inspection when standards were below average in Year 6 and pupils made insufficient progress. By Year 6, standards are good in handling and communicating information, but are less well developed in the area of control technology.

66. The quality of teaching and learning is good, which is an improvement on the previous inspection when it was just satisfactory. Teachers' knowledge and skills have improved and all are now confident and competent. Sessions in the computer suite are well managed and pupils show good attitudes and are keen to learn. When required they work well in pairs. Teachers and assistants offer good support and intervene appropriately to extend pupils' learning. In an exciting lesson in Year 6, the teacher gave a clear recap of the skills needed to produce a multimedia presentation and gave good opportunities for pupils to investigate other features of the software. Those with advanced knowledge willingly shared their expertise and extended their skills by incorporating sound, speech and animations.

67. There is now an appropriate number of up-to-date computers available in classrooms and in the new computer suite and the range of software has improved. Pupils in the lower school have a regular session in the suite at the upper school. Older pupils have the opportunity to attend a computer club. Leadership and management of the subject are good. The co-ordinators are experienced and have good skills. They have a clear vision for development in the subject and give good support to colleagues. Governors have been instrumental in ensuring improvements in resources.

Information and communication technology across the curriculum

68. Opportunities to use computers in other subjects are developing well. Examples were seen of several year groups using a selection of mathematics programs to reinforce learning and using the Internet to find information. In a Year 1/2 lesson pupils successfully programmed a floor robot to follow a route to support their work in geography. Pupils handle data in science and mathematics and use a range of techniques in art packages. This was evident in some pleasing work in the style of Hundertwasser. Across all subjects pupils make good use of the digital camera. By Year 6 pupils confidently produce multimedia presentations for various topics.

HUMANITIES

69. **Geography** was sampled during the inspection, but not in sufficient detail to provide a judgement on provision, pupils' achievement or the quality of teaching and learning. In a Year 1/2 lesson, pupils used computers to help them draw a map of the school playground. They looked at photographs of the playground to help them decide the direction they were taken from as an introduction to compass points. Pupils' appropriate use of geographical vocabulary was evident when they discussed a recent visit to Bluebell Wood.

70. An analysis of Year 6 pupils' folders indicates a sound knowledge and understanding of the environmental, human and physical features of India. Pupils have produced a comprehensive topic folder on Chembakolli which firstly develops their knowledge of the world by explaining how they would get there. They have compared everyday life in the Indian village to that of their own and compared farming systems in the two localities. The subject is well linked to literacy, as when pupils

write their own imaginary diary about a visit to Chembakalli. Good links with art are also evident in pupils' work on Indian printing.

71. The curriculum is well planned. Resources for the subject are satisfactory and the geography curriculum is enhanced by a residential trip for Year 6 pupils, accompanied by pupils from two other local primary schools.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above average and achievement is good.
- Teachers make effective use of a wide range of interesting resources to make learning fun.
- Literacy skills are developed well through history.

Commentary

72. Only two lessons were observed during the inspection, both in the upper school. The evidence from these lessons and pupils' work completed throughout the year shows that achievement is good and standards exceed national expectations. This judgement shows an improvement on the findings of the last inspection when standards were in line with expectations. The quality of teaching and learning is good, overall. No judgements are made about standards of achievement or the quality of teaching and learning in the lower school as the subject is alternately timetabled with geography and no history lessons took place during the inspection.

73. In the Year 3/4 lesson observed, pupils were identifying changes since Victorian times and the reasons for these changes. The lesson involved pupils in detective work as the teacher produced a suitcase and, one by one, showed pupils the contents, including a prayer book, an apron and a hat. She then asked pupils who the owner might have been. The pupils worked out that it was probably a housemaid who could read. The teacher used an interesting assortment of resources including artefacts, books, pictures and the Internet to interest and engage pupils in learning.

74. Year 5/6 pupils were encouraged to use a range of evidence to find out what life was like living in a city during the Second World War. The lesson was linked effectively to the morning's literacy lesson on the same topic. Pupils worked in small groups to match various labels to photographs of the time, encouraging the development of their speaking and listening and social skills. Pupils' good knowledge of historical vocabulary was evident when they discussed with the teacher the difference between primary and secondary sources.

75. Good leadership in the subject is ensuring its continuing development. Resources for history are good and are enhanced by innovative teaching, visits and visitors and drama and literacy links. The school is at present working with other local small schools to produce a new history unit of work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. **Design and technology** was not a focus for this inspection as no lessons could be observed and there was insufficient time to look at teachers' planning or pupils' work. It was not possible to make an overall judgement about the quality of provision in **music** as only one lesson could be seen. However, indications are that pupils receive a broad and varied curriculum in music,

which develops their singing, performing and composing skills. The headteacher takes music lessons in each class and plans work that relates closely to the themes being studied in other subjects. For example, Year 6 pupils were learning about different styles of music ranging from the Second World War to the present day as another dimension to their history topic. The lesson observed in Year 1/2 was good. Pupils learned to follow a pictorial 'score', using their voices and instruments to respond to changes in pitch and volume. The headteacher fully engaged pupils' interest and they participated with enthusiasm because he made learning fun for them. His imaginative and expressive use of a story stimulus provided an effective link with literacy, while also enhancing pupils' understanding of how to 'read' music. Pupils who wish to learn to play instruments receive specialist tuition from visiting teachers and also have the opportunity to perform in the school orchestra. Pupils sing in school concerts and assemblies and benefit from listening to visiting musicians and the opportunity to participate in the singing club.

Art

Provision in art is **very good**.

Main strengths and weaknesses

- Achievement is high and standards are above average throughout the school.
- Pupils are introduced to the work of a wide range of artists and craftspeople.
- Very good links with other subjects help to make learning enjoyable and meaningful.
- A recent 'Switch Day' enabled older and younger pupils to create art work together which was of a very high standard.

Commentary

77. Eye-catching displays of pupils' artwork greet visitors to both sites and do much to enhance the school environment. The subject enjoys a very high profile throughout the school and pupils are very enthusiastic about it. Pupils of all ages achieve high standards in painting, drawing, collage, printing and textile work because of the high quality of teaching in the subject. Teachers plan carefully together to ensure that key skills are taught in progression from one year to the next. They teach pupils to use a wide range of different techniques in painting, drawing, printing and modelling, using an interesting variety of materials. High standards in art have been maintained since the previous inspection.

78. Teachers choose varied and sometimes unusual artists to stimulate pupils' interest and introduce them to different styles and techniques. For example, pupils in Years 5 and 6 made effective use of computer programs to produce pictures and designs in the style of the Austrian artist, Hundertwasser. After carrying out research on the Internet to find out about the pottery designs of Clarice Cliff, they experimented with their own designs, using her ideas in an original way to decorate paper plates. Pupils in Years 1 and 2 produced collage pictures of different types of transport in the style of Ferdinand Leger.

79. When planning the art curriculum, teachers take account of what pupils are learning in other subjects in order to make worthwhile connections that enhance pupils' understanding. In an excellent art lesson in Year 3/4, pupils learned a great deal about the work of William Morris within the context of their history topic about The Victorians. They understood the importance of the natural world in Morris's designs as it arose from his strong dislike of industry and its impact on the environment. In addition to the very good teaching of drawing skills, the lesson also made very effective links with the pupils' work in mathematics and DT, as they considered the importance of symmetry in Morris's work and how their designs could be incorporated into the purses they were making.

80. 'Switch Days' are a very good initiative which bring the pupils at both sites together for a particular project. Recently, older and younger pupils worked together on the theme of texture and colour to produce large-scale collages. This not only produced work of a high standard, but also

provided valuable opportunities for older pupils to support younger ones and for the younger pupils to become familiar with the upper school prior to transferring there at the end of Year 2. Teachers work together closely to lead development in the subject and this is clearly successful as can be seen in the quality of work generated and the enthusiasm of the pupils.

PHYSICAL EDUCATION

Provision in physical education is **unsatisfactory** overall.

Main strengths and weaknesses

- The quality of teaching and learning in Years 3 to 6 is good.
- Pupils achieve good standards in swimming.
- The accommodation limits the school's ability to cover all National Curriculum requirements for gymnastics and dance.

Commentary

81. In the three lessons observed, pupils reached standards in dance, gymnastics and games similar to those found in most schools. At least 95 per cent of Year 6 pupils are able to swim for at least 25 metres by the time they leave the school and this represents above average performance. These standards reflect satisfactory achievement by most pupils in those aspects of the subject where judgements could be made. This is similar to the findings of the previous inspection.

82. All observed lessons were taken outside as neither site has a hall. In the Year 1/2 gymnastics lesson, pupils were encouraged to explore stretching and curling movements and to link them into a short, simple sequence. The teacher and assistant were actively involved in the lesson and used pupils to demonstrate good performance. Pupils performed in pairs and the lesson was frequently stopped to remind pupils of the necessity for careful spacing in a confined area. Pupils were able to put out mats safely and sensibly and showed a sound awareness of the health and safety aspects of PE in their 'warm up' and 'cool down' activities.

83. Teachers make every effort to compensate for the shortcomings of the accommodation by planning a good range of activities for games and country dancing for junior pupils. Good teaching of skills and opportunities for pupils to practise and refine them help them to make good progress in lessons. In the lessons observed, the older pupils were taught the skills and techniques of 'Kwik - cricket' by the headteacher, an experienced and qualified cricket coach. Year 4/5 pupils improved their skills in rounders, including striking, catching and throwing. This was followed by a game to develop pupils' team skills and understanding of the rules. These lessons showed that the school has addressed the issue from the previous inspection relating to a lack of challenge for older pupils in games activities. Pupils from Years 3 and 4 learned new skills in country dancing, which also made an effective contribution to their cultural development. All of the pupils were enthusiastic about PE and they achieved well during their lessons and had fun.

84. Facilities for PE are generally unsatisfactory. Neither school has a hall so all activities, except for swimming lessons, have to be taught outdoors which is very dependent on fine weather. The school has recently negotiated the hire of the village hall for some PE lessons but this will still limit the use of large apparatus for gymnastic activities. However, the PE curriculum is strengthened by sporting links with other schools and the large number of pupils participating in local sports festivals.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. Although the role of the School Council and teaching of the subject are still being developed, the success of the school's personal, social and health education programme is reflected in the good relationships and pupils' attitudes and behaviour, evident in all aspects of school life. Pupils show a good ability to express themselves on local and national issues; for example, pupils in Years

3 and 4 have written to the Prime Minister, discussed the recent General Election and considered the educational policies of the three main political parties. In these discussions they also show a developing awareness of how to play an active part as citizens. 'Smart boards' and learning diaries help to promote discussion of success and how to improve pupils' learning power. The School Council, represented by pupils from all age groups in the school, is being replaced by a more workable system of class councils, meeting less frequently as a whole school council because of the distance between the two parts of the school. Pupils also learn to appreciate the benefits of a healthy life style through PE and science lessons and other sporting activities. They also participate in a cycling proficiency course and test. Boxes of apples and fruit were apparent in many areas of the school during the inspection to encourage pupils to eat healthily. Good links with the community are encouraged and the school nurse helps to develop pupils' awareness and knowledge of their body's changes at puberty, sex education, hygiene and the dangers of drug abuse.

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 (Ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
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	2
The school's links with other schools and colleges	2
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	4

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