

# INSPECTION REPORT

**THE MINSTER CE PRIMARY SCHOOL**

Warminster

LEA area: Wiltshire

Unique reference number: 126368

Headteacher: Mrs Kim Lyne

Reporting inspector: Mrs Christine Huard  
27290

Dates of inspection: 29<sup>th</sup> January – 1<sup>st</sup> February 2001

Inspection number: 189306

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Emwell Street Warminster Wiltshire
Postcode:	BA12 8JA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Gilly Milne
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27290	Mrs Christine Huard	Registered Inspector	Science Art and design Physical education Religious education	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed Special educational needs
19664	Mr John Bayliss	Lay Inspector		Pupils' attitudes values and personal development. How well the school cares for its pupils How well the school works in partnership with parents
25074	Mrs Joyce Cox	Team Inspector	English Design and technology Information and communication technology History	The quality of the curricular and other opportunities offered to pupils Equal opportunities
22856	Mrs Kathleen Campbell	Team Inspector	Areas of learning for children in the Foundation Stage Mathematics Geography Music English as an additional language	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The Minster Church of England Primary school is situated on the edge of Warminster and provides education for 228 children aged between four and eleven. This is an average size for a school of this kind. The school serves the local area and the village of Upton Scudamore. A high majority of pupils attend the school from parental choice. Most children are admitted to the school on a full time or part time basis during the autumn term of the academic year in which they are five, although a small number start in January. Younger children move to full-time education in the spring term. At the time of the inspection, all the children but two were attending full time. Twenty-six children were in a reception only class and ten children were in a mixed-age class of reception and Year 1 pupils.

There are more boys than girls attending the school; this is particularly evident in Year 5 where there are 21 boys and only 12 girls. The number of pupils eligible for free school meals is about average, at 8.9 per cent. Nearly all of the pupils are of white ethnic heritage. There is a small number of pupils from Travellers' communities, and six pupils come from a home where English is not the first language. Three of these pupils are at an early stage of learning English. Thirty-seven pupils are identified as having special educational needs, and at 17.2 per cent, this is about average. No pupils have a statement of special educational need. When children first enter the school their levels of attainment are average.

### **HOW GOOD THE SCHOOL IS**

The Minster is a good school. Pupils work hard and have good attitudes toward their work. At the age of 11, standards in English are above those expected and in science well above average. Pupils' achievement in mathematics is typical of that achieved by pupils in similar schools<sup>1</sup>, although below the national average. The quality of teaching is sound overall and is very good for the oldest pupils in Years 5 and 6. The school meets the needs of most pupils well and has effective strategies to promote inclusion and equal opportunities, although the girls' confidence is not as high as the boys. The headteacher gives a clear and positive direction to the work of the school and the governors are knowledgeable and appropriately involved. The school provides good value for money.

#### **What the school does well**

- The leadership of the headteacher is very strong and she has a clear vision of what is needed to improve standards further.
- The quality of teaching for the oldest pupils is very good, enabling pupils to achieve standards that are above average in English and well above average in science.
- The attitudes of pupils towards the school and their work are good; they behave well and form positive relationships with other pupils and adults alike.
- The school is a caring community and tries to ensure that everyone is able to do their best.
- The school uses all its resources very well.
- The provision made for pupils with special educational needs, and that for pupils for whom English is an additional language, is good.
- There are very strong links with parents and they have the opportunity to be fully involved in the education of their children.

#### **What could be improved**

- The standard of attainment and teaching in mathematics at both key stages
- The standard of teaching in one lower junior class where it is currently unsatisfactory.
- The level of challenge offered to pupils, particularly the more able.
- Equal opportunities for boys and girls to participate fully in all lessons.
- The accommodation, in order that all elements of the physical education curriculum can be taught.
- The toilets for pupils in Key Stage 2.

*The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.*

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<sup>1</sup> The school's results are compared both to the national average (ie the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 2) and to the average for similar schools (ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. The key issues identified at that time concerned the inadequacy of planning, lack of schemes of work in all subjects, and under-development of the role of the subject co-ordinator. Planning procedures have improved and the quality of long- and medium-term planning, for all subjects, is now good. Standards continue to be good overall, although further training in mathematics has been arranged in order to improve teachers' confidence and pupils' learning. The school has maintained the very good climate for learning. The leadership and management have further improved, under a new headteacher, and are now very good. Teaching is monitored on a regular basis as are the responses and attainment of the pupils. The information gathered is used effectively to improve standards of teaching and learning. Management decisions, such as those taken to maintain staffing levels, are carefully considered to take into account the impact they will have on the standards of learning in the school. The school has made sound improvements since the previous inspection, and has a good capacity to make further improvements. However, despite considerable efforts, it has been unable to improve the facilities for physical education, or dispense with the outside toilets.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	A	B	B	B
Mathematics	B	C	D	C
Science	B	B	A	A

Key	
very high	A*
well above average	A
above average	B
Average	C
Below average	D
well below average	E
very low	E*

In general, results at the end of Key Stage 2 have improved in line with the national trend since 1996, and the school exceeded the targets it set for pupils in English in 2000, although not in mathematics. In 2000, pupils' performance in English was above both the national average and the average for similar schools. In science, pupils attained well above average standards, nationally, and when compared with similar schools. Pupils' results in mathematics were average when compared with similar schools, although below the national average.

Inspection findings are that the youngest children make sound progress in the reception classes, and achieve satisfactory standards in all areas of learning. Pupils' achievements are appropriate in relation to their attainment when they started school. The results of the tests in 2000 showed that, at the age of seven, pupils achieved standards that were average in reading, writing and mathematics. Inspection findings reflect these results. Pupils in Key Stage 1 make sound progress overall, but, over the last four years, standards have declined in relation to the national trend in reading and writing. A marked improvement in mathematics was shown in 2000. At the age of 11, pupils achieve above-average standards in English and well above average standards in science. Standards in mathematics were below average in the summer 2000 tests but inspection findings are that they have improved to average. Older pupils achieve good standards in English. This is because the literacy strategy has been adapted appropriately and is taught well. Standards in art are above those expected. Those in design and technology, information and communication technology and physical education are sound. Pupils make good progress in history, and the oldest pupils achieve standards above those expected. In geography and music, although standards are generally sound, a significant minority of pupils also achieve better than expected standards. Standards in religious education are above required by the locally agreed syllabus.

Overall, pupils make good progress, and the standards achieved are appropriate, but tasks are not always sufficiently challenging for the most able. Pupils with special educational needs and those for whom English is an additional language also make good progress. Gifted and talented pupils make sound progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are well-motivated and keen to learn. They have good, responsible attitudes towards their work.
Behaviour, in and out of classrooms	Behaviour is good overall. Pupils show a good awareness and are considerate towards others. The unsatisfactory behaviour, in one class, was due to the poor behaviour management skills of the teacher.
Personal development and relationships	Pupils' personal development is good. They are keen to take responsibility and carry out tasks in a conscientious and sensible manner.
Attendance	This is very good, and well above average. Pupils are generally punctual and lessons begin on time.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is satisfactory overall, although some good and very good teaching occurs, particularly in Years 5 and 6. Examples of good teaching were observed in all classes except one. Evidence from pupils' previous work indicates that the standard of teaching in most classes is at least sound and is good for the older pupils in Years 5 and 6.

Teaching was satisfactory, or better, in 93 per cent of lessons. Forty-eight per cent of lessons seen were good or better, with 15 per cent being very good. Unsatisfactory teaching accounted for seven per cent of lessons and was confined to one class. For all pupils, teaching in most aspects of the key skills of literacy is good and for numeracy it is sound. The school has implemented the National Literacy and Numeracy Strategies appropriately, although teachers have not yet been fully trained in numeracy and some are not confident in their subject knowledge. Teaching for children in the Foundation Stage is satisfactory. Most teachers try to provide activities which enable individuals to achieve well in their academic work and, particularly well in their personal development. In the unsatisfactory lessons, interpretation of planning, and the quality of teaching and behaviour management were all unsatisfactory which meant that pupils made unsatisfactory progress in their learning.

The teaching of pupils with special educational needs, those for whom English is an additional language, and those from Travellers' families, is good and carefully matched to the individual's needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of the curriculum is good. A particular strength is the provision for personal, social and health education. The curriculum is enhanced by the wide range of extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Individual education plans are of a good quality, specific to each pupil, and set relevant and achievable targets that are regularly reviewed.
Provision for pupils with English as an additional language	Good. Work is planned with a specialist teacher who also provides regular, good quality support on an individual or small group basis.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' social development is very good and that for their spiritual, and moral development is good. Cultural development is sound but lacks sufficient reference to the multi-cultural aspects of our society.
How well the school cares for its pupils	The school provides a secure, caring and supportive environment in which its pupils can grow and develop.



The school is a caring community. It works very well with parents and encourages them to participate fully in the education of their children.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong, leadership and has a clear sense of direction for the school. She is supported well by the key stage and subject co-ordinators. Staff work together as a highly effective and committed team.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities efficiently. They are effectively involved in the school and support its development. They question sensibly what it does, and have a good awareness of the school's strengths and weaknesses.
The school's evaluation of its performance	The school analyses its results, teaching and curriculum well and makes effective use of information gained to guide further improvements. It consults widely on its further development. The written improvement plan is a good quality working document, outlining current priorities well and communicating the long-term vision.
The strategic use of resources	Very good overall. Funds are directed to priority areas and their use is controlled and monitored well.

The school has appropriately qualified teachers and support staff. The quality of resources is good and they are used well. The accommodation is sound overall but the hall is unsuitable for physical education and the outside toilets smell unpleasant and are inadequate. The school uses the principles of best value effectively when identifying priorities and making purchases.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy attending school.</li> <li>• The school works closely with parents and keeps them well informed about their children's progress.</li> <li>• They are very supportive of the headteacher and like her consultative style.</li> <li>• The teaching is good and teachers have high expectations of their pupils.</li> <li>• There is a family feeling to the school which enables new children to settle quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents expressed concern at the teaching and behaviour in one class.</li> <li>• Some parents were dissatisfied with the amount of homework set.</li> </ul>

The inspection team largely endorses the parents' positive views. There is an element of unsatisfactory teaching, which exacerbates undisciplined behaviour in one class. The school is reviewing this situation. Homework set is usually of good quality and related to work being carried out in class.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children enter the Foundation Stage with average speaking and listening and early reading skills. Their early writing skills are less well developed. Mathematical skills are similar to those of other four- and five-year-olds. During their reception year, children make sound progress and the vast majority develop secure language, literacy and numeracy skills. Most children achieve the Early Learning Goals<sup>2</sup>, in all six areas set for this age group, by the time they move into Year 1.
2. In the national tests for seven-year-olds in 2000, results in reading, writing and mathematics were typical of those achieved by pupils of the same age, both nationally and in similar schools. At the age of eleven, pupils attained results that were above average in English, below average in mathematics and well above average in science, when compared with schools nationally. Compared with similar schools, pupils' results in science were well above average, above average in English and average in mathematics.
3. In general, there has been an upward trend in the results of English and science over the five years since 1996. However, performance in mathematics has suffered an overall decline during the same period. The school has recognised this and carried out an analysis of its results to enable it to define the cause. As yet it has not been successful in reversing the trend in Key Stage 2. In Key Stage 1, results show a maintenance of standards in reading since 1997, a small but steady decline in standards in writing, and an improvement in mathematics in 2000 after a decline since 1997. The pupils taking the tests at the end of Key Stage 1, in 2000, suffered a severe disruption in their teaching. This was due to the prolonged illness of their class teacher in the three months leading up to the tests, during which time they were taught by a variety of supply teachers. There is a marked difference in the attainment of girls and boys throughout the school, with the boys considerably out-performing the girls. The inspection team found that the self-esteem of the girls in lessons is low, and the 'I can' culture, promoted amongst the boys, sometimes leads to girls being significantly overlooked.
4. Inspection evidence largely supports the results at both key stages, although standards in mathematics are slightly higher than test results would indicate. Standards in English are in line with expectations at Key Stage 1 and above average at Key Stage 2. There are too few opportunities for pupils in Key Stage 1 to experiment with a range of styles of writing and there is too much emphasis on diary writing. In Key Stage 2, there are far more opportunities for pupils to write for a range of purposes, particularly in Years 5 and 6, where they enjoy a varied and rich curriculum. Pupils are achieving standards in line with national expectations in mathematics throughout the school. This is due to sound teaching of the numeracy strategy, although some staff are not totally confident in teaching the subject, particularly its investigative elements. There is also evidence that the higher-attaining pupils are not being sufficiently challenged and too much reliance is being placed on a commercial scheme to lead the subject. Pupils' attainment in science is above average at both key stages. Pupils are taught to investigate and record independently from an early stage in Key Stage 1. Since the previous inspection, standards in English have been maintained, although those in mathematics have declined and standards in science have improved. The school has set targets for 2001 in English and mathematics which are challenging, but achievable.
5. The observation of lessons and examination of pupils' work in Key Stage 1 shows that they are, in general, achieving satisfactory standards given their attainment on entry. In Key Stage 2, pupils are achieving particularly well in Years 5 and 6. This is enabling them to leave the school having achieved higher levels of attainment, particularly in English and science than might have been expected.

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<sup>2</sup> The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

6. Pupils with special educational needs make good progress and achieve well in relation to the targets set in their individual education plans. The few pupils with English as an additional language make good progress, both in lessons and benefit from specialist support. Those pupils from Travellers' families make sound progress. Standards achieved by higher-attaining pupils are not always sufficiently high, because additional stimulating and challenging activities are not always provided for them in all lessons.
7. By the end of Key Stage 2, pupils' achievements in information and communication technology are well in line with expectations and pupils are gaining a wide experience in all elements of the subject. In religious education, pupils are exceeding the expectations of the locally agreed syllabus and are showing an advanced level of learning which involves a mature understanding of the importance of reflection. Pupils' levels of attainment in art are above average, at both key stages, and pupils benefit from a wide range of expertise amongst staff members. Standards in design and technology, and physical education, are in line with expectations at the end of both key stages. Pupils make sound progress in history at Key Stage 1, but the good progress made by the end of Key Stage 2, particularly by pupils in Years 5 and 6 enables them to leave school having achieved above-average standards. In geography, pupils achieve well in line with expectations at the end of both key stages, but a significant minority of pupils achieve higher than expected standards by the age of 11. Although the school is unable to place the same emphasis on music as it did at the time of the last inspection, pupils attain satisfactory standards at the end of both key stages and a significant number of pupils achieve above-average standards in some elements of the music curriculum.

### **Pupils' attitudes, values and personal development**

8. Throughout the school, pupils' attitudes to learning, their behaviour, and their personal development, are good. The findings of the inspection confirm the views expressed by the parents who responded to the pre-inspection questionnaire and those who met with inspectors before and during the inspection. The positive features found at the time of the previous inspection have been maintained.
9. The personal and social development of children in the Foundation Stage is good. Both classes in reception provide secure learning environments and ensure children grow in confidence. Relationships between adults and children are strong and children get on well together.
10. Throughout Key Stages 1 and 2, except when teaching lacks interest or challenge, the pupils have good attitudes to learning and are well motivated. They enjoy their time at school. Positive attitudes are encouraged and there is an orderly and calm atmosphere at most times in the school that promotes learning. During lessons, pupils respond immediately to instructions from teachers. Pupils work well together and individually. They are keen to participate in question and answer sessions and do so in a sensible and mature way. They show an interest in their work and a willingness to apply themselves to whatever task is presented to them.
11. The pupils' behaviour in lessons, and around school, is good overall. School rules are well defined and are readily accepted by all the pupils who demonstrate a high level of self-discipline, in line with the aims of the school, and show respect at all times. They are polite and courteous and appear trustworthy. School displays are treated with care and respect. No instances of bullying were observed during the inspection and parents do not see it as a problem. There have been no recent instances of the school having to exclude pupils either permanently or for a fixed term. The view of parents that there is a high standard of behaviour within the school is supported by inspection findings.
12. Instances of inappropriate behaviour were observed in a lower junior class which were related to weaknesses in the teaching. When motivated and involved, as was seen during a lesson about healthy living, given by a visiting advisor, they demonstrated very good behaviour and attitudes to work. Elsewhere, no problems occur. The teachers react sensitively and deal effectively with pupils displaying behavioural difficulties, for instance, in a Year 3 class, when a pupil with problems was dealt with very well and the lesson progressed successfully without what could

have been serious disruption. Pupils have a clear understanding of the impact of their actions on others. There is an ethos of good behaviour within the school that aids pupils' learning.

13. There is good provision for the pupils' personal development, which is an improvement since the previous inspection. Relationships are also good, both among pupils and between pupils and adults. The pupils have opportunities to assume responsibility and show initiative, which steadily increase through their school life. Pupils undertake their classroom and school responsibilities conscientiously and with enthusiasm. They, frequently, volunteer to undertake tasks that help teachers to prepare lessons or clear up after them. Pupils respect the values and beliefs of others and this is apparent in the way they relate to each other both in lessons and elsewhere. Harmonious relationships exist within the school. All the pupils, whatever their background, sex, ability, or age, mix well at playtimes and lunchtimes. Older pupils readily take responsibility for those less able than themselves or those needing help and support. The school has as a matter of policy pursued an 'I can' culture for the boys. The boys' confidence and achievement has been appropriately raised. However, this has resulted in boys dominating many of the interactions in some classes and girls being overlooked. National test results also show a considerable difference between the attainment of boys and girls.
14. Pupils' overall level of attendance is very good. The very high level of attendance found at the time of the previous inspection has been maintained. Levels of unauthorised absence are very low and there is no evidence of truancy. Punctuality in the morning is good. When instances of lateness occur, they are of a minor nature and are not disruptive to lessons. Time-keeping throughout the day is good.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

15. The quality of teaching is sound overall. Teaching was at least satisfactory in 93 per cent of the lessons observed. In 48 per cent of lessons teaching was good or better and in 15 per cent it was very good. Teaching was unsatisfactory in seven per cent of lessons. This represents an improvement in the amount of very good teaching observed since the last inspection when only six per cent of teaching was very good or better. Examples of good teaching were seen in nearly all year groups. However, the percentage of unsatisfactory teaching has also increased, although it was all observed in one class.
16. Overall, the quality of teaching for children in the Foundation Stage is satisfactory. It was good in almost a third of lessons observed and, in the mixed-age reception and Year 1 class, it was, occasionally, very good. Classrooms are enhanced by attractive, relevant displays designed to stimulate children's interest. Teachers and support staff work well together to provide children with an appropriate range of learning experiences. There is a good balance between free choice and teacher directed activities. Occasionally, however, some activities lack a clear sense of purpose and more able children are not always given tasks that match their ability.
17. Teaching at Key Stage 1 is satisfactory overall. As a result, pupils of all levels of attainment make sound progress in their learning in all areas of the curriculum. At Key Stage 2, there was a significant proportion of unsatisfactory teaching in one class in the lower juniors. This is having a negative impact on the progress pupils make in this class. In the other classes in Key Stage 2, teaching was satisfactory or better, particularly in Years 5 and 6 where nearly all the teaching was good, and where most of the very good teaching was observed.
18. Literacy skills are taught well, particularly in Key Stage 2. Work is well matched to the differing needs of pupils within the class and by clearly defined learning objectives which are shared with the pupils. The teaching of reading is good and leads to pupils making good progress in their learning by providing a widening range of literature, and by the teaching of specific skills which enables pupils to tackle unfamiliar vocabulary confidently. The teaching of writing skills is thorough and pupils practise their skills in written exercises. However, younger pupils have too few opportunities to write in a range of styles, and forms of writing, such as poems, letters and lists are underdeveloped. Regular mental mathematics, at the start of each numeracy lesson, is used effectively as a 'warm -up session' and has helped improve the pupils' recall of number facts. However, there is an over reliance on worksheets and the commercial scheme which

was originally intended to be used as an extension to class work. This is having a restrictive effect on the nature of the work covered and precludes pupils from devising their own investigations. There is some evidence of subject insecurity and not all teachers are completely confident with the format, length of lessons or teaching style of the National Numeracy Strategy.

19. Only a small number of lessons were observed in art, geography, information and communication technology, and religious education. All these were of at least a satisfactory standard, and both lessons observed in geography were at least good. No lessons were observed in design and technology, and history, so no overall judgements can be made about the teaching in these subjects, although from the observation of pupils' work it would appear to be at least satisfactory. In music, all the teaching was satisfactory and half of it was good, enabling the pupils to learn effectively. The teaching of physical education was unsatisfactory during the inspection but the prowess of the pupils shows that they have developed appropriate skills and cover an appropriate curriculum.
20. The teaching of pupils with special educational needs is good. Teachers and support staff provide a good level of support for these pupils, and consequently the pupils make a good rate of progress in their learning. The targets set are appropriately challenging and teachers work towards them within the class. The targets are practical, clear and easy for staff, parents and pupils to understand. They are regularly and effectively reviewed and amended on a regular basis and sometimes more frequently than planned if the pupils' needs demand it. Pupils with English as an additional language learn effectively and an appropriate support teacher plans with the class teacher in order to ensure that the most appropriate help is provided. Gifted and talented pupils are identified and generally learn effectively. However, in many lessons appropriate work is not always planned for the more able pupils, in particular this applies to mathematics where the challenge is often insufficient.
21. In this school there are a number of factors which contribute to the sound and good quality teaching and learning:
  - Lesson planning is clear with learning objectives set out very clearly and these are shared with all pupils at the start of each lesson. These are revised at the end of the lesson when outcomes are assessed.
  - The teachers know their pupils well and have very good knowledge of their attainment levels because of the effective assessment systems in the school. This means that for most of the time tasks, are planned which are challenging and individualised to meet the needs of each child within the overall context of the lesson.
  - Teachers have sound expectations of what the pupils can achieve and in Years 5 and 6 high expectations. When pupils are working, there is a business-like atmosphere where they are attuned to producing the best work they can.
  - Teachers' questioning is of high quality and sharply focused so that they can effectively assess whether pupils have understood new learning or not. For example in science, pupils in Year 6 could not initially identify and define the use of the parts of a plant. After some research, and effective teaching, they could name all the main parts and correctly identify the function of each one. They were able to dissect a plant independently and correctly identify the component parts. The teacher continually questioned and probed to ensure that pupils understood. Information from informal assessment of this kind is carefully recorded and used to plan future work that will enable pupils to move on to the next step of their learning.
  - Teachers' expectations of behaviour are high. A few pupils have behavioural problems but these are well controlled by the consistent application of the school's discipline policy, and the mutual respect that is evident for the great majority of the time between teachers and pupils.
  - Teachers monitor and guide pupils effectively. This high quality individual attention ensures that all pupils receive the maximum benefit from the lesson.
22. All of the unsatisfactory teaching seen was in one lower junior class. There are a number of identified weaknesses within this teaching:

- Planning was adequate, but it was not always adhered to. For example, a mathematics lesson designed to explore the properties of two-dimensional shapes became the vehicle for exploring how a range of three-dimensional shapes may be constructed without any focused teaching.
  - Classroom management was poor. The teacher showed few strategies for dealing with any mildly disruptive behaviour and pupils, who behaved well with other staff, became inattentive and disobedient. This led to a prolonged period in a physical education lesson, when little progress or learning took place for any pupil, and the lesson was finally curtailed after pupils failed to follow instructions given. In a later physical education lesson, the additional support given by a teacher and learning assistant was invaluable in aiding the control of pupils' behaviour in the playground.
  - Tasks were poorly explained to pupils. This led to pupils being unsure of what they had to do. In a mathematics lesson, pupils tried to select diagrams that were actual diagrams of how a cube might be constructed. They were unable to do this effectively, because they were not provided with enough information and prior knowledge.
  - The teacher was not effectively focused on helping pupils to learn, and raising standards. In mathematics, pupils who failed to understand a problem did not receive help; the fact that several other pupils were having the same difficulties was ignored until the summary given at the end of the lesson. This resulted in many pupils having made little or no progress during the session.
23. There is evidence of poor use of time at the start and end of some lessons which last for 60 minutes within a 75 minute timescale. In some classes, this time is used well for tables, spelling, or handwriting practice, but in others it gets 'lost'.
24. Learning support assistants work in close association with the class teachers and are fully informed and involved in the process of support. This helps to maintain a consistent and effective approach which makes an important contribution to the provision for all pupils particularly those with special educational needs.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

25. Curriculum provision for children in the Foundation Stage is satisfactory. Activities relate appropriately to the six areas of learning. Children are provided with many opportunities to select activities independently, explore, through a range of media, and express themselves imaginatively. Planning is consistent in both classes and all children of reception age are offered the same learning experiences.
26. Pupils are offered a good, broad and balanced curriculum, which provides them with a wide range of opportunities pertinent to their needs. The statutory requirements to teach the National Curriculum and religious education are met in full. The school has good planning in place in all subjects. This is well structured and provides good learning opportunities, particularly for the older pupils. Policies and recently updated schemes of work in all subjects ensure that pupils develop appropriate skills, knowledge and understanding progressively. This represents an improvement since the previous inspection when schemes of work were not in place for all subjects. The time allocated to all subjects is appropriate and is in line with national recommendations. Slightly less time than recommended is allocated to science but this is having no detrimental effect on standards, which are above average.
27. The National Literacy Strategy has been adopted, is well implemented, and is contributing significantly to the above-average standards achieved by pupils in Year 6. The literacy strategy is providing a sharper focus for the planning of what pupils have to learn. Teachers, in Years 5 and 6, take every opportunity to reinforce skills and knowledge acquired in literacy in other subjects. For instance, pupils in Year 5, as part of their history work, have researched and word-processed stunning accounts of Cleopatra's marriages. In numeracy, the National Numeracy Strategy has been implemented, but, as yet, not all staff are totally confident with its format and structure. Long and medium term plans are thorough and cover most aspects of the curriculum. However, in mathematics at Key Stage 2, pupils have too few opportunities to

develop data-handling, and do not spend enough time on applying the basic skills they learn by solving problems and this is slowing their understanding of the processes they need to use.

28. The school meets the requirements of the Code of Practice for pupils with special educational needs. Careful planning and organisation for these pupils ensures they have equality of access to the full curriculum. Pupils are mainly taught alongside their classmates in the classroom. This has a positive impact on their self-esteem. Members of staff are fully aware of the targets in pupils' individual education plans and implement them fully. The school identifies its gifted and talented pupils appropriately, but does not always make suitable provision for higher-attaining pupils in lessons.
29. The staff have had considerable useful discussions prior to agreeing their new equal opportunities policy and are very aware of the importance of making adequate provision for all pupils. The school identifies various groups of pupils well. For instance, those with special educational needs, those who have English as an additional language and Travellers. The majority of groups identified are provided for well. Two significant groups, who are not, in some instances, are girls and higher-attaining pupils. The school has, for some time, pursued an 'I can' culture for the boys, which has resulted in raising boys' confidence and achievement. However, this has resulted in girls being overlooked. Boys dominate many of the interactions in some classes. The school identifies its higher-attaining pupils, but, on many occasions during the inspection, these pupils were provided with work at the same level as other pupils, and there was little extra challenge provided, often just 'more of the same'.
30. Provision for pupils' personal, social and health education is very good. It is strength of the school and underpins much of its work. The school is very aware of the importance of pupils' personal development and the school's agreed vision and aims reflect this. There is a very positive ethos and staff work hard to keep pupils' self esteem high. There is a very clear policy and a comprehensive programme of personal, social and moral education lessons, which incorporates the elements of citizenship. 'Circle time'<sup>3</sup> is well established and, together with assemblies and religious education lessons, emphasises sharing, responsibility and feelings. There is a very detailed programme of health education and good strategies to teach drug awareness. During the inspection, pupils enjoyed the high quality experiences offered by the local authority's Life Education Centre van. They learnt about the different parts and functions of the body, and the dangers of drug and alcohol abuse. The planning and delivery of sex education is considered carefully and is taught sensitively to pupils in Year 6.
31. A wide range of extra-curricular activities is provided by the school, including educational visits, visitors from the local community and elsewhere, sporting activities, music and drama. These enrich the curriculum by providing stimulation for the pupils that supports and enhances the work carried out during lessons. Opportunities for pupils to develop independence and responsibility, through residential experience and visits, are a good feature of the school. The concerns of a small number of parents about the range of activities outside lessons provided by the school are not found to be justified.
32. The school successfully demonstrates its belief in the importance of community at all levels. It has very productive links with an array of local community groups and associations, including the local church, as well as a close association through its parent-governors with a number of commercial organisations of various sorts. Good links exist with local schools. Close liaison, on a number of levels, and exchange visits that are much appreciated by parents and pupils, ensure that, when the pupils start or leave the school, they move smoothly, and happily, to the next stage of their school life.
33. Overall, provision for pupils' spiritual, moral, social and cultural development is good. The quality of provision, praised in the previous report, has been maintained. The school successfully ensures that all pupils are valued and respected.

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<sup>3</sup> Circle time is an activity where pupils are able to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.



34. Spiritual development is good and the quality of provision has improved since the previous inspection. Acts of collective worship make a strong contribution to the sense of community that permeates all the work of the school. A feeling of communal spirituality came across particularly strongly in a 'Songs of Praise' session that took place during the inspection. Pupils gain a clear understanding of their own and other people's lives, beliefs and feelings, not only through their religious education work, but also through topics in subjects such as geography. There are several good examples of ways in which the school promotes pupils' spiritual development. In Year 6, pupils were fascinated, during a geography lesson, by the reaction when lemon juice was poured on soda crystals. In some classes, moments of reflection are also set aside and discussions of pupils' feelings are openly encouraged.
35. Provision for moral development is good. Teaching and support staff provide good role models. They encourage pupils to behave responsibly and the vast majority of pupils distinguish clearly between right and wrong. The school's policies for promoting good behaviour and raising self-esteem provide a secure framework of expectations for pupils, staff and parents. When less than acceptable behaviour does occur in some middle Key Stage 2 lessons, pupils, who need to improve their behaviour, are given a high level of support. The structure for rewarding good behaviour, kindness, or effort, makes a very positive contribution towards ensuring the vast majority of pupils become well disciplined.
36. Social development is very good. Very secure relationships underpin the work of the school. Pupils undertake an increasingly wide range of responsibilities, with a heavy emphasis on the care of younger pupils, as they move through the school. Extra-curricular activities, playtimes, and lunch times, are good social occasions and pupils relate positively to each other. The staged introduction of a School Council has effectively ensured that representatives from all age groups are involved.
37. The provision for cultural development is satisfactory. Pupils gain valuable knowledge about other beliefs in their study of world religions. They celebrate various festivals, and listen to music from other cultures. They use educational visits to develop understanding further. Pupils have attended art workshops at Salisbury Cathedral and visited museums in Bath. However, the school offers too few opportunities for pupils to develop adequate understanding of other cultures in preparation for life in a multi-cultural world.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. The school's provision for the welfare, health and safety of its pupils is good. It enhances the quality of education that is provided by the school and has a positive impact on attainment and progress. The positive situation found at the time of the previous inspection has been successfully maintained. The school provides a caring and supportive environment in which the pupils feel happy, secure and able to concentrate on their learning.
39. Relationships are such that pupils and parents feel confident in approaching any member of staff with their concerns and worries. The staff are very supportive and caring. Arrangements for supporting pupils with English as an additional language, children from Travellers' families, and those pupils with special educational needs are well organised. The extra support and guidance, and appropriate links with external agencies, have a positive impact on the attainment and progress of those involved.
40. The school actively promotes pupils' well-being through efficient attention to welfare, health and safety matters. Health and safety procedures are good and they are supported by detailed policies, which are school specific. Mid-day supervisory staff relate well to the pupils. They are well trained and conscientious. Their support, during lunchtimes, has a positive effect on behaviour and safety. Teachers readily accept responsibility for the health, safety and welfare of their pupils. First-aid arrangements are good. Those for fire safety are satisfactory. The school's procedures for dealing with pupils who become ill, or suffer accidents, are secure.

41. However, as found at the time of the previous inspection, whilst the school actively promotes the well-being of all members of the school community, there are health and safety weaknesses. The continued use of outside toilets is unsatisfactory. Despite the school's best endeavours, they are unhygienic and their outside location means that pupils face an uncomfortable time when using them during inclement weather. The steeply sloping playground areas, and the varying levels upon which the school is built, also present a hazard to the pupils although school staff are vigilant in ensuring that the potential risks are minimised. At break and playtimes, the pupils are occasionally out of sight of supervisors. This is unsatisfactory and can put at risk those not directly observed.
42. The school's procedures for child protection are very good. They meet statutory requirements. The designated member of staff has received relevant training, is suitably experienced and very conscientious. She has ensured that all members of the school staff, both teaching and non-teaching, are aware of their obligations with regard to the proper support of the pupils in their charge.
43. The school has good procedures for monitoring and promoting good attendance. Registration procedures are efficient, with lateness being rigorously recorded. The school's records of attendance are properly maintained and comply with statutory requirements. Effective liaison with parents is maintained.
44. The measures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. At their heart, is recognition of the importance of being sensitive to the needs of the pupils as individuals. The school's rewards and sanctions policy, which is well understood and accepted by the pupils, is consistently implemented.
45. The school's arrangements for the monitoring and supporting of pupils' personal development are good. A comprehensive range of both formal and informal procedures is used to track the development of the pupils as individuals. Good use is made of the information that is assembled to ensure that the personal needs of each individual are met. Drug and sex education is properly delivered and there is a comprehensive programme of personal, social and health education that is very well organised throughout the school. Pupils are helped to be increasingly independent, self-confident and knowledgeable about themselves, and to understand what constitutes healthy and safe living. There is clear evidence of the success of the school's arrangements, with the pupils growing in confidence and maturity as they progress through their school life.
46. Assessment procedures to establish children's various stages of development on entry are completed during their first term in school. The results are used effectively to group children according to ability and to plan future work.
47. The school has good procedures for assessing pupils' academic progress. This is an improvement since the previous inspection. The assessment of pupils on entry to the school provides an accurate picture and is used to identify pupils with special educational needs. The school keeps very detailed records, in most aspects of the core curriculum, and good quality individual education plans are in place and used for pupils with special educational needs to monitor progress and guide teaching. Other assessments include annual tests in reading, writing and mathematics, and the national tests in Years 2 and 6. Pupils' individual targets, in both literacy and mathematics, are agreed each term and shared with parents at consultation evenings. As part of the school's new planning procedures, teachers are expected to evaluate their teaching and pupils' learning, on a weekly basis, to inform the following week's planning. There was evidence of this happening during the inspection, as many teachers began their lessons with good resumes of pupils' previous learning. One teacher, adapted a mathematics lesson very skilfully when she realised, through assessment, that pupils did not have the necessary knowledge and understanding to proceed with her planned work. Assessment procedures in the non-core subjects are incomplete and are currently being developed.
48. The headteacher and staff analyse the results of all the assessments very carefully and use the information gained to plan future teaching and learning. For instance, as a result of

disappointing national test results in mathematics, the school abandoned plans to hold a science week, allocating the time to mathematics instead. This shows good, prudent use of assessment. In addition, as a direct consequence of careful analyses, the school has identified spelling as an area for improvement in English, and has adapted teaching plans accordingly. Current assessment provides sufficient reliable information to enable the headteacher and the governing body to make strategic decisions and to set targets for pupils to achieve. Realistic, but challenging, targets are set for literacy and numeracy.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. The school's partnership with parents is very good overall. The generally positive links with parents, reported during the previous inspection, have been developed further and the few weaknesses found at that time have been addressed positively.
50. Partnership with parents of children in the Foundation Stage is good. The school provides meetings, visits and a good range of helpful information. A story club for nursery-age children, during the summer term, is linked to introductory visits and successfully ensures a smooth transition between pre-school groups and school. Parents offer a good level of support with their children's reading.
51. Parents are very supportive of the school, which they feel is a very good one. They are very satisfied with the work done by the school and with the information that it provides. The responses to the pre-inspection parental survey were overwhelmingly positive, with no significant negative views except for a small number of parents with concerns about the school's homework policy. They consider it to be a caring school that provides well for their children. They think that the school works well with them and they are comfortable approaching the school when they have worries or concerns. They are very happy with the quality of teaching, except for some concerns about Year 4, and the progress made by these pupils. They feel that behaviour is good, that the school has very high expectations, is well led and managed, and develops mature and responsible attitudes. Inspection evidence generally supports the views of the parents. A small number of parents expressed concerns about the amount of homework provided by the school, some do not understand it, or think there is too much, or that it is too hard however inspection evidence does not find the school's homework policy inappropriate.
52. Parental support, both in school and at home, is very good. The school actively seeks the support of parents in its work and constantly seeks more involvement. Many parents help in a variety of ways including support in the classroom, extra-curricular activities, with swimming, as parent governors and with school trips and visits. The contribution of these parents is valued and contributes positively to pupils' learning. Each class has a parent representative and parents actively support the fund-raising events, organised by the school, that provide very welcome additional funds, as well as successfully fostering relationships between home and school.
53. The overall quality of information provided by the school is good, with much of it of very good quality. There is no reason for parents to feel ill informed about any aspect of their child's or the school's activities and achievements, providing they take advantage of the opportunities presented to them.
54. Regular newsletters to parents are very well planned, informative and helpful. They are much appreciated by parents. The school prospectus is an attractive document that, together with the well-produced governors' annual report to parents, gives parents a very wide range of information presented in a user-friendly style. Annual reports on pupils' academic and personal progress are of good quality. The weakness identified in the previous report has been overcome and they now provide information on what the pupils have done, and can do, together with targets for improvement. Statutory reporting requirements are met fully.
55. There are regular opportunities, both formal and informal, for parents to meet with teachers to discuss attainment, progress and the curriculum. The headteacher makes herself available at

any time and class teachers are very ready to meet parents whenever they can, subject to teaching commitments. Parents of pupils with special educational needs are kept fully informed of their children's progress. Parents' response to the pre-inspection questionnaire was unanimous that the school is approachable when they need to discuss problems or have questions to do with their children.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. At the time of the previous inspection the leadership was good. The current headteacher was appointed two years ago, following the retirement of the previous head, and provides very strong leadership. She is very well organised, supportive and hard working and has a clear direction for the school's future direction. She has a very effective consultative style and has successfully involved the whole school community, including the parents, in determining the priorities for school development and improvement. She knows what needs to be done in order for the school to improve and the priorities identified in the school development plan are appropriately targeted. The school has a shared commitment to improving standards and the quality of education and has a good capacity to succeed.
57. The headteacher works closely with senior staff. The school is, currently, without a deputy headteacher and has appointed joint Key Stage 2 co-ordinators. These, together with the early years co-ordinator and special educational needs co-ordinator, form the senior management team and deal effectively with the day-to-day management of the school. Because of the recent incapacity of the headteacher, the senior staff have taken on significant responsibility within the school and managed well in her absence.
58. Teaching staff are involved in professional reviews as part of the performance management process and the headteacher monitors the quality of teaching and learning on a regular basis. Through this means the school had already identified weaknesses in teaching prior to the inspection and is taking appropriate steps to ensure that appropriate support is provided and action taken. Subject co-ordinators are, in general, effective and have a good understanding of what the role entails. Most are involved in monitoring planning although, as yet, are not involved in the monitoring of teaching, which is undertaken effectively by the senior management team.
59. The governing body show a very real commitment to the school. They fulfil their statutory functions effectively. They are supportive of the headteacher, and aware of their responsibilities with regard to the standard of education at the school. Most governors are closely involved with school initiatives and take care to visit as often as possible. However, visits do not always have a specific focus and are reported back to governing body meetings on an informal basis rather than as an official part of the monitoring programme. The governors contribute to the school development plan and understand and support its priorities.
60. The school is fulfilling its aims effectively, especially in creating good relationships within the school community and in its links with parents.
61. The school's financial planning arrangements are very well organised. There is very good liaison between governors, the headteacher and staff in formulating the budget. Governors take an active part and feel ownership of the budget and the strategies behind it. They take decisions with confidence, because of their individual expertise, and the objective information provided to them by the headteacher. There is very effective corporate decision making that ensures that the financial resources available to the school, which are slightly above those for similar schools, nationally, are properly targeted to improving standards throughout the school. Planned levels of financial reserves are appropriate and a flexible approach is adopted with regard to their use so that any unexpected needs can be addressed effectively. The headteacher and governors are very aware of the need to provide as high a standard of educational provision as possible and their financial planning is solidly based on ensuring that the school's educational provision is sustainable and that its targets are met.
62. In order to meet the school's priorities, expenditure has been higher than income recently, with a consequent reduction in forecast reserves. Governors, advised by the headteacher, have

proper regard for the use of reserves. They are well aware of the implications of their decisions in this respect. Expenditure has been targeted to directly benefit pupils' attainment and progress by providing additional learning resources and creating an improved working environment.

63. The specific funds element of the school's finances, which is small, is well targeted. The funds are used effectively to raise the attainment of those pupils who benefit.
64. The school makes good use of new technologies. In addition to the good use of computerised administration systems, the school has moved positively to embrace the Internet and has its own e-mail address and website. All members of staff are receiving training which enables them to teach the use of the equipment effectively.
65. The school's overall administration arrangements, and the day-to-day control of its finances, are good. Effective use is made of the information available from the school's computerised management system and there are effective financial and administrative procedures in place that allow the very committed administration staff to support the work of the school positively. The school's most recent financial audit found no matters of serious concern. Its few recommendations have been implemented effectively.
66. The headteacher and the governing body are well aware of the need to obtain value for money in the use of the financial resources available to the school. They implement the four principles of compare, challenge, consult, and compete very well. The school's self-evaluation procedures are well organised. There is a systematic analysis of assessment results and other statistical information and good procedures for seeking the views of parents and staff. The effective implementation of these procedures mean that the school's spending is properly evaluated to ensure that the most economic, effective and efficient quality of education is provided for the pupils.
67. The match of teachers and support staff to the demands of the curriculum is good. The school invests heavily in its staff. There is a good range of suitably qualified and experienced teaching and support staff to meet the needs of the curriculum. The provision of specialist staff to support the pupils with special educational needs, or those needing help with English, is satisfactory. All members of staff are committed to the well-being and support of the pupils. In their various ways, they make a contribution to the effective running of the school that enhances the quality of education provided by the school.
68. The quality of accommodation has improved since the previous inspection but continues to be only satisfactory overall, as several of the weaknesses identified then remain, despite the best efforts of the school. Plans are in hand for a new classroom and cloakroom block. However, the continued need to use outside toilets, and the lack of proper provision for physical education, because of the limitations imposed by the ceiling height of the school hall, which were identified as weaknesses more than four years ago, is unsatisfactory. Overall, the school presents a well-maintained, clean, and tidy appearance that aids learning. The learning environment is enhanced by a good range of specialist teaching areas, including a library, resources room, food technology area and music room. Classrooms are of reasonable size, generally bright and airy, and provide appropriate facilities for the effective delivery of the curriculum, although some large class sizes put pressure on space at times.
69. There is barely sufficient playground space for the size of the school, although, in good weather, the hard-standing areas are complemented by the use of the school's grassed play areas. Outdoor play provision for children in the Foundation Stage is inadequate. There is no separate play area and the school's youngest pupils do not have the opportunity to use large apparatus in order to develop good physical skills further.
70. Overall, the standard of learning resources has been maintained at a good level, as was noted at the time of the previous inspection. There has been a high level of investment in learning resources in recent times. Expenditure has been targeted well and resources are now good for many subjects, including the provision for children in the Foundation Stage. Resources for

English, mathematics, geography, history and information and communication technology are satisfactory.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to improve the quality of education further, the governors, headteacher and staff should:

- Improve standards in mathematics at both key stages by:
  - providing further training so that staff fully understand the structure and knowledge required in order to more successfully implement the National Numeracy Strategy. *(Paragraphs 4, 18, 26)*
- Improve teaching in a lower junior class by providing appropriate support and training. *(Paragraphs 12, 17, 22)*
- Ensure that all pupils have equal opportunities by:
  - taking steps to ensure that the school promotes a culture that values and encourages the participation and contributions of boys and girls equally; *(Paragraphs 3, 28)*
  - providing challenging activities for all higher attaining pupils across the curriculum. *(Paragraphs 6, 20, 28)*
- Improve the standard of accommodation to ensure full delivery of the physical education curriculum. *(Paragraph 68)*
- Arrange for satisfactory toilet facilities for pupils in Key Stage 2. *(Paragraphs 41, 67)*

*The following less important weaknesses should be considered for inclusion in the action plan:*

- the provision of an outside secure play area for the children in the Foundation Stage, in order to improve their opportunities for physical, creative and social development; *(Paragraph 69)*
- a review of the timetable in order to minimise any inefficient use of time and, thereby, ensure maximum learning opportunities throughout the day. *(Paragraph 23)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	33	45	7	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		227
Number of full-time pupils known to be eligible for free school meals		23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		37

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	3.2
National comparative data	5.1

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.4

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	13
	Girls	15	14	15
	Total	25	25	28
Percentage of pupils at NC level 2 or above	School	83 (82)	83 (85)	93 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	13
	Girls	15	16	17
	Total	25	29	30
Percentage of pupils at NC level 2 or above	School	83 (85)	97 (94)	100 (91)
	National	84 (82)	88 (86)	87 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	18	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	13
	Girls	17	11	18
	Total	28	21	31
Percentage of pupils at NC level 4 or above	School	88 (84)	66 (68)	97 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	18	18	18
	Total	29	29	31
Percentage of pupils at NC level 4 or above	School	91 (84)	91 (68)	97 (68)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	214
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	23
Average class size	26.8

#### **Education support staff: YR – Y6**

Total number of education support staff	5.1
Total aggregate hours worked per week	99

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	376,545
Total expenditure	375,318
Expenditure per pupil	1,738
Balance brought forward from previous year	18,986
Balance carried forward to next year	20,213

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	68
Percentage of questionnaires returned	32

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	28	1	0	0
My child is making good progress in school.	62	35	3	0	0
Behaviour in the school is good.	60	38	1	0	0
My child gets the right amount of work to do at home.	40	38	19	0	3
The teaching is good.	66	34	0	0	0
I am kept well informed about how my child is getting on.	54	41	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	63	35	1	0	0
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	66	31	3	0	0
The school provides an interesting range of activities outside lessons.	47	43	9	1	0

### Other issues raised by parents

A number of parents expressed satisfaction with the provision made for pupils with special educational needs.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

72. At the time of the previous inspection children under five were attaining standards above average and were making good progress. Activities were well planned and purposeful. Teaching and support staff worked well together. Language, literacy and mathematical development were good, with more able children starting to write independently. Information technology was used well to support learning.
73. The school has made satisfactory improvements in its provision for children in the Foundation Stage. Much work has been done to ensure the successful implementation of the recently introduced curriculum for these children. Children are provided with a well-balanced range of activities, and teaching and support staff continue to work well together. Information and communication technology is a regular feature of many lessons and not only supports learning well, but also develops independence effectively. There is a strong feeling of care and consideration throughout the foundation stage. However, many new initiatives have been implemented nationally since the previous inspection, and long established teaching styles have not been adapted sufficiently to accommodate these changes. The effect is most noticeable in children's mathematical development. Although most children make satisfactory progress, the more able children do not often receive a wide enough range of work, in line with their ability, when there is heavy dependence on worksheet-based activities that are not sufficiently challenging, or appropriate to the needs of individual children.

#### *Personal, social and emotional development*

74. Although children enter the school with very positive attitudes towards work, not all are totally confident in new situations. By the time they leave the reception classes, children are achieving the Early Learning Goals. This success reflects the quality of relationships, between staff and children, that exist throughout the reception year. Teaching is satisfactory overall and support staff provide very good role models. Every child's contribution is valued and respected. Children work and play together amicably. They behave well and love coming to school. They clap spontaneously and enjoy the success of others. They are keen to be involved. In one lesson, when they were learning about a particular letter sound, children had brought in a whole range of objects to support their learning. There is a strong commitment towards developing children's independence and they generally respond well when asked to tidy up at the end of lessons. The staff are sensitive towards the few children who take time to express themselves during discussion time.

#### *Communication, language and literacy*

75. Children enter the school with adequately developed speaking and listening and reading skills. Their writing skills are not as well developed. Through effective teaching, most children make steady progress and achieve the Early Learning Goals by the end of their reception year. During free choice activities, children learn to discuss and negotiate. For example, a group of children built a 'goodies' and 'baddies' base when using construction toys. Much of their debate centred on the size of each base and many compromises were amicably reached within the ensuing discussion.
76. In both reception-age classes, elements of the National Literacy Strategy are being used very effectively to develop good word-building skills. Familiar stories and rhymes are used well to develop understanding of text, and most children know letter sounds within words they use frequently. They apply their knowledge to work out unfamiliar words. However, many are less confident when attempting to write by themselves. They are not always given sufficient opportunity to write independently in free choice activities. In addition, when many organised activities are worksheet based, children, frequently, miss the opportunity to 'have a go'. Consequently, there is a lack of confidence in this area of children's development. In both

classes, children at various stages of development confidently believe they are readers. Most are interested in print and have a real enjoyment of books. In one lesson, children showed a high level of involvement when listening to the 'Vase of Violets' and they were able to identify many important words from the story. All children treat books with respect and some are beginning to talk confidently about their favourite stories.

### *Mathematical development*

77. Most children enter the reception year with average levels of mathematical understanding. At the beginning of the year, although many have very sound knowledge of shapes, such as circles and squares, and good basic number skills, they are less certain when trying to use their mathematical ideas and methods to solve problems. Through sound teaching, they make satisfactory progress and achieve the Early Learning Goals for mathematics by the end of their reception year. All children count to ten. For example, during one lesson seen, two boys were building a garage out of sand and were overheard discussing how many cars they would use. They counted and sorted the numerous vehicles with great care and accuracy. Other children easily identified larger and smaller objects on their 'rough and smooth materials' table but not all children fully understood 'heavier' and 'lighter'. More able children are confident with numbers far beyond ten. This group of children does not always receive a wide enough range of activities matched to their ability.

### *Knowledge and understanding of the world*

78. Children start school with a good basic general knowledge. Teachers build on this understanding successfully, through sound teaching. Children make steady progress and achieve the Early Learning Goals by the end of their reception year. Activities are linked effectively to topics, such as Jack and the Beanstalk, and children are given many opportunities to develop a greater understanding through good use of the school grounds and local area. Some children are very well informed. At the start of one lesson, the teacher spent a little time on the date and the weather. Most knew the month was January, some knew there were twelve months in a year, and a few could put the months in the correct order. They talked about the weather being 'cloudy and rainy'. Another group of children were beginning to identify hard and soft, rough and smooth materials. Although at various stages of development, all children displayed a satisfactory level of understanding. Some other children were serving fruit in the home corner. They knew the name of a wide range of familiar and more unusual fruits. Children of all abilities use the computer confidently, with or without adult support. They are given ample opportunity to experiment and explore with a good range of construction toys, equipment and games to further scientific and technical skills.

### *Physical development*

79. Most children start school with a standard of physical development that is generally appropriate to their age. In one lesson observed, physical education teaching was of very high quality and children made very good progress. The day-to-day routines of dressing and undressing were firmly established. Children got changed independently and quickly. They understood the importance of warming up their muscles and making their heart beat faster. They used a small floorwork area with good awareness of each other's space and they transferred their ideas to apparatus very effectively. Many children are already achieving the Early Learning Goals and they are on course to exceed the requirements by the end of their reception year. Children in the Foundation Stage do not have access to a separate playground and they do not have any large apparatus specifically designed to meet their indoor physical education needs. Consequently, there is insufficient opportunity for children to explore and develop their physical skills through structured play activities. Children handle pencils competently and use scissors with a reasonable degree of accuracy. They control the mouse well when using the computer.

### *Creative development*

80. Children start school at various stages of creative development. Most have had pre-school experience of experimenting with a variety of materials and tools. Many already know a range of

songs and rhymes. Through good quality teaching, and effective use of support staff, children make good progress and exceed the Early Learning Goals in their creative development. For instance, during a good music lesson, children were already identifying high and low sounds as they practised 'Anansi and the Spider'. Some found difficulty combining the actions and the singing, but all were totally involved in an enjoyable fun learning experience. Activities are well organised and very appropriate to this age range. Staff successfully create the right atmosphere of learning whilst having fun, and use praise and encouragement well to aid children's creative development. Attractive, relevant displays stimulate and motivate children's interest.

## ENGLISH

81. The national test results in 2000 showed that, at the age of seven, pupils achieved standards, which were in line with the national average in reading and writing. The tests for eleven-year-olds in 2000 showed results above the national average. In comparison with similar schools, the results for seven-year-olds in 2000 were average in both reading and writing. The standards achieved by eleven-year-olds in English were above those seen in similar schools. At the last inspection in 1996, standards were judged to be above the national average by the end of both key stages. The work seen during inspection shows that pupils in Year 2 are achieving average standards in speaking and listening, reading and writing. This is because there has been a higher level of pupils identified with special educational needs since the previous inspection. In Year 6, pupils attain standards in English, which are above those of other eleven-year-olds.
82. Children enter the reception class well motivated and ready to learn. They make satisfactory progress in speaking and listening, reading and writing. This satisfactory achievement continues in Years 1 and 2. Higher-attaining pupils do not reach the higher standards of which they are capable because of fairly routine and mundane work. For instance, scrutiny of pupils' work indicates that they write a weekly diary account, and some stories, but little else. By the end of Key Stage 2, pupils' attainment is above the national average. Those pupils capable of higher attainment achieve the higher levels. The school has set challenging targets for its the pupils currently in Year 6.
83. Pupils develop sound speaking and listening skills in Key Stage 1. They listen attentively to the teachers and to each other. They answer questions enthusiastically, and share their ideas relatively confidently. In Key Stage 2, many pupils are confident and articulate. They take part self-assuredly in discussions. For instance, in Year 3, pupils ask interesting and pertinent questions about life in Chembokalli during a geography lesson. Pupils make good progress in developing their speaking and listening skills in most of the junior classes. Opportunities to use these skills were evident in many curriculum areas, for example, in Year 5 pupils coherently explained their recent learning about how to edit word-processed texts. Pupils are given good opportunities to demonstrate these skills in acts of collective worship, where they are invited to participate in reading and drama activities. In Year 6, pupils speak clearly and audibly and are aware of their particular 'audience' when they present the football and netball reports to the whole school.
84. Pupils' attainment in reading at the end of Key Stage 1 is in line with the national average. This shows an improvement on the test results in 2000 and reflects the emphasis the school has put on improving reading standards. Higher-attaining pupils read fluently, often with good expression, varying their voice in response to an exclamation mark, or to words in capital letters. They recognise many words by sight but are learning to decode unfamiliar ones, using their knowledge of letter sounds and blending them to build words. By the age of seven, pupils have a satisfactory understanding of letters, sounds and blends of letters and acquire a growing vocabulary of words they recognise on sight. Pupils learn to read, with expression, as a group during the literacy hour, and many read with expression when reading aloud. Pupils use a variety of strategies, such as picture clues, punctuation, rhyme and repetition to read new words. Higher attaining pupils choose suitable books by referring to titles, authors and front covers. They develop a good understanding of different types of books such as storybooks, information books and poetry. Higher attaining pupils read a range of texts confidently and accurately. They use their knowledge of the alphabet to locate information in dictionaries and

understand the main points of stories, poetry and information books. Average-attaining readers in Year 2 work at the level expected for their age. They read with understanding and express their opinions about the main events in texts. All pupils read regularly and frequently to their teachers, and most pupils read to their parents at home, and this is very effective in building confidence and an interest in reading. The home-school reading diaries are very successful, as the teachers' useful diagnostic comments help parents support pupils at home. The standard of reading at the end of Key Stage 2 is above average. Most pupils read with expression and use inference and deduction to understand texts. Higher-attaining pupils readily refer to texts to express their points of view. They are confident about eliciting meanings of new words from the context. Pupils have learnt to use non-fiction texts to extract information. In Year 6, pupils write reviews of all books they have read. They can skim and scan texts and higher-attaining pupils express a real delight in books. Pupils practise their reading at home and many older pupils read for sheer enjoyment, and this makes a significant contribution to progress. Time is set aside each day for quiet reading and this extends pupils' skills. There are a satisfactory number of books, but some are quite old and require replacing, both in classrooms and in the library.

85. Pupils' attainment in writing at the end of Key Stage 1 is in line with that expected nationally. Pupils' achievement is satisfactory. Pupils write in a neat script, and some use their knowledge of phonics in their writing. They use full stops and capital letters correctly. Work scrutiny indicates that pupils' writing is confined mainly to story and diary writing. Other forms of writing, such as letters, poems and lists are underdeveloped. There was very little evidence of pupils practising their literacy skills in other subjects, such as history. A small number of pupils are correctly joining their letters and the majority of pupils are developing a legible style of handwriting. Spelling of common words is usually correct. Less common words are spelt in a phonetically sensible way, for instance 'sed' instead of 'said'. The school has identified spelling as an area for improvement and has put some useful strategies into place. By the end of Key Stage 2, most pupils achieve above the expected level in writing. Pupils write for a good variety of purposes. For example, in Year 6 pupils demonstrated that they knew what persuasive writing was by clearly listing the arguments for and against fox hunting. Good use is made of pupils' word-processing skills to record their English work, especially in Years 5 and 6.
86. Pupils with special educational needs receive extra support from the classroom support assistants. This helps create effective learning opportunities for these pupils and makes a valuable contribution to their progress.
87. Teaching is good overall in both key stages, although there are variations in teachers' skills. In the very good lessons in Years 5 and 6, the work is planned to be challenging and to build on pupils' previous learning, which raises attainment and accelerates progress. Very good use is made of question and answer sessions to develop pupils' speaking and listening skills, skilfully adapting questions so that pupils of all levels of ability can succeed and respond. There is, usually, a lively pace but, sometimes, the work is insufficiently challenging for higher-attaining pupils. All pupils, regardless of their ability, are given the same work. For instance, in one lesson, the aim of which was to teach descriptive writing, there was no mention of the word 'adjective' to further pupils' learning. Pupils become restless in some lessons, as they are expected to sit still for too long during introductory sessions. The standard of teachers' marking varies. Work is usually marked and supportive comments are commonly written, but only occasionally is there a pertinent comment that suggests to pupils the ways in which they could further improve their work.
88. The school has successfully implemented the literacy hour. Most teachers have good subject knowledge and create an effective learning environment. Assessment is used well to set individual targets and targets for pupils to attain in national tests. Pupils' progress is tracked effectively. The school has analysed pupils' national test results for English and has correctly targeted spelling as requiring improvement.
89. The headteacher is the acting co-ordinator, and has only been in post for one month. However, she worked very closely with the previous co-ordinator. She has monitored teaching and learning in all classes and is conscious that this valuable exercise needs to be ongoing. Assessment is used consistently by all teachers. They have detailed records clearly indicating

what pupils know, can do and understand. Resources are adequate. The school library is catalogued, but contains some old and unappealing books. Information and communication technology is used well in the literacy hour and there is a suitable range of programs to support pupils' learning.

## **MATHEMATICS**

90. At the time of the previous inspection, standards were judged to be above average at the end of both key stages. During the intervening years, the standards reached by seven-year-olds have fluctuated considerably, with a sharp decline in 1998 and a slight rise in 1999. Following considerable improvement in 2000, standards, overall, were close to the national average, with an above-average percentage of pupils reaching higher levels. There is a similar pattern of fluctuation in the results of pupils at the age of eleven, although standards declined in 2000. Standards of more able pupils were well below average when compared with similar schools. Boys continue to outperform girls and, over a five year period, test results did not rise at a similar rate to the national trend because teachers are not sufficiently confident in teaching the National Numeracy Strategy.
91. The school has not made sufficient progress since the previous inspection in maintaining or raising standards, particularly in improving the attainment of girls. Currently, the overall quality of teaching is not as high as was found during the previous inspection. However, provision for pupils with special educational needs remains good and assessment procedures have been developed further. The school is, rightly, concerned about standards in mathematics and has already identified priorities. There is a strong commitment towards improvement. New initiatives, that place greater emphasis on certain aspects of the mathematics curriculum, such as basic skills and problem solving, have been implemented. It is too early to judge whether these initiatives have had a positive impact upon standards. However, inspection evidence indicates that, although, overall, the standards of pupils, particularly of those currently in Year 6, are starting to rise, teachers in both key stages do not always expect enough of the more able pupils and this group underachieves.
92. By the age of seven, pupils are achieving average standards. This a decline since the previous inspection and is due mostly to a lack of confidence by teachers in implementing the National Numeracy Strategy. Pupils are confident when adding three single digit numbers and most develop an understanding of place value. They apply basic knowledge to solving simple problems. More able pupils are confident with numbers far beyond 100, and some display clear logical thinking when challenged. Pupils of average ability add numbers to 20, with reasonable accuracy, and count competently in ones, twos, fives and tens. They have knowledge of two- and three-dimensional shapes, but are less certain in their understanding of fractions or telling the time. Pupils with special educational needs match objects, sort and sequence, but need support to succeed. They make their best progress in the warm up and groupwork part of lessons, when they receive a good level of help from both teaching and support staff.
93. By the age of eleven, most pupils have acquired adequate basic numeracy skills, although their recall is sometimes slow. They have sound understanding of place value and develop measuring skills appropriately. There is still some uncertainty with regard to fraction work, and pupils do not have sufficient opportunity to develop their data-handling skills. Problem-solving activities have only recently become a regular part of many lessons and even the more able pupils in Year 6 are not yet confident enough to apply a range of different strategies to this work.
94. Teaching is satisfactory overall in both key stages. The quality of pupils' learning is generally satisfactory and, in lessons where teaching is at its most effective, the rate of pupils' learning is correspondingly good. Teaching in most lessons is satisfactory and in two out of seven lessons, it is good. A small amount of unsatisfactory teaching also occurs in one lower junior class and is due to a lack of understanding of the subject and poor classroom management skills. Lessons are generally well structured and planning is sound. The school's consistent approach towards grouping its pupils, according to ability, is helpful and ensures teachers highlight work for different ability groupings in their planning. Pupils of all abilities throughout the school enjoy their mathematics lessons, particularly when work is challenging. In a successful

lesson for six-year-olds, the teacher reminded pupils of the purpose of the lesson at regular intervals, targeted questions well and provided pupils with a wide range of carefully planned practical activities to support learning. In return, pupils developed their understanding of simple addition in a structured way, they enjoyed their class activities and worked well together to produce a variety of different methods for working out answers. Teachers use the time at the end of numeracy lessons well to go over problems, assess pupils' understanding and show examples of good practice. However, not all teachers are completely confident with the format, length of lessons, or teaching style of the National Numeracy Strategy, and their expectations are not always high enough. In addition, the commercially-based scheme, intended to offer extra support, is sometimes being used almost exclusively and does not provide enough challenge. The reliance on worksheets has a detrimental effect upon the progress of the more able. In one lesson, a particularly gifted pupil was using a worksheet to add two single digit numbers, yet he could work out complex addition mentally. Pupils frequently work through the scheme's graded workbooks, irrespective of whether the work matches their needs. Although the warm-up session at the beginning of the numeracy hour is generally used effectively to develop mental arithmetic skills, more able pupils sometimes sit through lengthy introductions and receive very little oral work matched to their ability. Evidence taken from examples of previous work also indicates that pupils of differing abilities often complete the same work. Some find the work easy, whilst others have very little understanding.

95. There are inconsistencies in the quality and volume of work produced by different year groups. Most pupils take pride in their work, but standards of presentation are inconsistent and do not always match pupils' ability. In most year groups, work is carefully marked and teachers' comments aid pupils' understanding. However, there are also examples of unmarked work, with insufficient attention being given to the amount of work pupils are producing in individual lessons. Information and communication technology is starting to be used to develop mathematical skills and homework is used appropriately to support learning in school.
96. The co-ordinator offers strong subject leadership, has a clear sense of direction and has produced a well-structured action plan, with appropriate targets for raising standards. Funding for the implementation of the National Numeracy Strategy has been used well to provide an interesting range of materials for group and classwork. Much of teachers' uncertainty about how to teach the subject is closely linked to the co-ordinator's long period of absence which occurred during the implementation of the National Numeracy Strategy. The local education authority has offered a good level of support and some monitoring of the quality of teaching and learning has taken place. Since the previous inspection, the range of procedures for assessing pupils' attainment has been extended and more detailed analyses of test results has been used effectively to highlight some, but not all, areas in most need. However, teachers do not always have sufficient insight into pupils' levels of understanding. Assessment tests used when pupils have completed a topic do not give sufficient information about the depth of understanding of individual pupils. In addition, some teachers assume that, because pupils have covered a particular topic, they have understood and will retain the knowledge. Evidence from previous work and discussion with pupils indicates this is not the case.

## **SCIENCE**

97. Standards at the time of the last inspection were above average. In the teachers' assessments for science last summer, the percentage of pupils attaining the expected standards at the end of Key Stage 1 was very high, however, very few pupils managed to reach a higher level. Pupils currently in Year 2 are achieving standards slightly above the level expected. Their work shows they have covered a range of work at an appropriate level and have learned basic skills. For example, they have learned about living things and identified the main characteristics. They have investigated the structure of a green plant, compared this to a tree, and drawn and labelled both to identify similarities and differences. They show that they can carry out an investigation of electrical circuits and understand why some work and others do not. Pupils record their work independently and if worksheets are used they are generally appropriate to the task.
98. At the end of Key Stage 2, in the national tests in 2000, the percentage of pupils achieving the expected standard, Level 4, was well above average and half of the pupils in the group achieved



the higher level 5. The results were well above average when compared nationally, and with similar schools, and shows an improvement since the previous inspection. Evidence from work seen during the inspection shows that standards of attainment are generally well above the national average, with nearly all pupils showing a thorough understanding of the work covered and developing good investigative and enquiry skills.

99. In their current work about life and living things, pupils in Year 3 understand that heating will change materials and, in some cases, these changes will be permanent. They are beginning to understand the scientific terminology used and can explain, for example, the difference between making a prediction and a guess, or permanent and reversible change. They carry out investigations by heating candles, chocolate, bread and eggs and identify chocolate and wax as being reversible. They discuss the changes confidently amongst themselves. They understand that melting occurs as the temperature rises and they also show an understanding of the care needed. The pupils learn very effectively because work is planned at a level to match their needs, and work to challenge the more able pupils is built into the tasks set. Pupils record their findings in a range of ways. However, they make insufficient notes while they are carrying out the experiments and rely on the teacher's summing-up session at the end of the lesson to provide the information required. In Year 6, pupils show a very good knowledge of the structure of a plant. They carry out independent research into the functions of the reproductive parts. They find and identify the relevant parts in plants, such as tulips and lilies by dissecting them and go on to draw accurate annotated diagrams of the plants concerned. Previous work shows that they have a good understanding of how to set up a fair test when investigating thermal insulation. They understand what it is and how the principle works and can explain that heat is prevented from passing through certain materials. They use appropriate terminology, make and record their measurements sensibly and accurately, and understand the importance and reasoning for fair testing. Pupils with special educational needs make good progress in relation to their prior attainment, as do higher attaining pupils.
100. The quality of teaching at both key stages is good overall. Teachers have good subject knowledge. Their effective questioning and clear explanations enable pupils to understand new ideas and learn new scientific vocabulary. For example, pupils in Year 5 were involved in investigating plants and learning appropriate terminology, such as pollination and fertilisation. Teachers provide helpful resources which enable pupils to investigate and research for themselves. For example, in a Year 3 lesson, pupils were shown how to conduct a fair test when establishing whether an object would change when heated. Good use is made of resources to demonstrate principles clearly, and older pupils are given the opportunity to organise their own experiments. Literacy, numeracy and information and communication technology skills are taught effectively in science lessons. An examination of previous work shows that pupils are encouraged to take measurements accurately and present their findings using a range of tables and graphs. Pupils are enthusiastic about science. They work hard, co-operate during investigations and behave very sensibly. For example, in Year 2 pupils talked to each other about the similarities and differences between themselves when investigating whether there was a link between hair and eye colour. The marking of work by teachers is generally constructive and helpful.
101. The subject is managed effectively and efficiently. The curriculum has been reviewed in the light of new national guidance, but is largely based on the county scheme of work, with adaptations to meet the requirements of the school. The subject leader has produced good guidance for the teachers and monitors their planning with them. She monitors progress and attainment by examining pupils' work on a regular basis. Samples of work are regularly collected and levelled to ensure that pupils' knowledge increases progressively as they move from class to class. As yet, there has not been any monitoring of teaching and learning in the classroom and the school recognises that this is an aspect for development. The co-ordinator has recently introduced assessment booklets to cover work carried out in Key Stages 1 and 2. These are of good quality, thorough and are a time-effective way of recording what pupils have achieved. They provide useful information for use in future planning.

## **ART AND DESIGN**

102. Only two art lessons were observed during the inspection. However, conversations held with staff and pupils, and evidence from the displays of art work around the school, show that pupils make good progress and achieve standards in excess of those expected at the end of both key stages. They experience using a wide range of media and experiment with a number of techniques. The school has improved upon the average standards reported at the previous inspection through good quality management by the co-ordinator and also the very good use of time and integration of art into other subjects within the curriculum.
103. Pupils at Key Stage 1 are developing a range of techniques in experimenting with a variety of media. Pupils in Year 2 experiment with creating designs for printing, by drawing cross sections of vegetables. They are developing the ability to look carefully at an object and accentuate features, which would be particularly effective in a printed design. This has followed on from fine watercolour paintings of various natural objects, where they have used colour and tone effectively to give depth to their pictures. Computers are used appropriately, within art, for example, in Year 1, pupils use a program to develop their own self-portraits.
104. Older pupils create clay plaques from the characters they have learned about on their study of the Romans. They show a good understanding of the media, and some expertise in the way they have moulded the clay. They use tools highly appropriately to give the impressions of hair and to accentuate features. The school has a kiln and the plaques have fired very well and are of a high quality. Pupils use a range of materials with which to weave and gain an understanding of the effects created by using fabrics as well as more conventional materials. They experiment with colour and show an appreciation of the textures and effects achieved. Lots of appropriate vocabulary related to texture has been introduced which enhances their literacy skills. In Year 6, pupils are studying costume in art and have studied the work of a range of artists, such as Renoir and Hillard. For example, they have designed and dressed their own Victorian dolls. A wide range of materials has been used and care has been taken with detail such as the expressions on the faces of the urchin or the chimney sweep to ensure authenticity. Pupils show a good understanding of the social status of people in this era and the dolls reflect this. They have also made masks to portray fear and beauty as part of their work relating to their work in religious education on 'I am David'.
105. Sketchbooks are used effectively throughout the school. The younger pupils in Year 3 have sketched a variety of Roman artefacts and tried to identify their uses. In Year 4, pupils have looked at aboriginal paintings and re-created their own through painting and printing using sticks and appropriate earth colours. It is evident from the work seen that pupils have worked very hard and gained great enjoyment from creating their own works of art. They have paid meticulous care to detail and shown great sensitivity when creating their work. The expertise they gain in their art work is of benefit to their work in other areas of the curriculum, for example in history, pupils' illustrations show the same finesse and sureness of touch as in art.
106. Only two lessons were observed during the inspection but it was evident from the work seen around the school that the quality of teaching, at the end of both key stages, is good overall. Teachers provide pupils with a wide range of opportunities to experiment, using a variety of media to increase their creativity. Planning is thorough and the school has a wide range of appropriate resources. In the lessons seen, the teachers thoroughly discussed the subject of their pictures with the pupils. To help them plan their designs, teachers asked pupils pertinent questions, such as, 'What do you need to consider when you are developing your print pattern?' This focused the young pupils' attention on specific details and helped them to learn more effectively.
107. The co-ordinator manages the subject very effectively. She has very good subject knowledge and there is effective monitoring and assessment of pupils' work in art on a regular basis throughout the school. It is evident that the teaching allows pupils' skills to develop progressively, and inspires pupils to work with enthusiasm and confidence at challenging tasks. The school has a wide range of resources, which are used very well.

## **DESIGN AND TECHNOLOGY**

108. Pupils achieve the standards expected at the end of both key stages, with work in some classes being better than expected. The school has maintained the standards indicated in the previous report. Many pupils, including those with special educational needs, achieve well. Pupils apply appropriate knowledge and skills creatively and they succeed in making good quality products from a range of materials and components.
109. Pupils of all ages, are involved in a wide range of activities, which enable them to acquire a wide range of skills and techniques and to develop their knowledge of mechanisms, patterns and structures. As they progress through the school, pupils have opportunities to develop their skills using a wide range of materials, such as textiles, wood, plastic and paper. In Year 1, pupils, as part of their work on structures, design and make attractive model houses. By the age of seven, pupils learn what constitutes a healthy sandwich and enjoy designing and making their own in the well-equipped food technology room. They use their computer skills well to design and made colourful amazing technicolour dreamcoats for Joseph. Younger pupils in Key Stage 2 skilfully design and make picture frames. Older pupils make musical instruments. They research various types of musical instruments before attempting their own designs. They are aware of the need to make an effective, but also an attractive, instrument. This principle also applies to pupils in Year 6, who produce effective Ferris wheels using wood, art straws or construction kits.
110. No judgement can be made on the quality of teaching, as no design and technology lessons were taking place during the inspection.
111. The co-ordinator leads the subject well. Her enthusiasm and dedication is evident. There is a good policy and scheme of work and assessment is being developed. Evidence from samples of pupils' work suggests that not all teachers stress the importance of pupils evaluating and modifying their designs sufficiently. Resources are good, but information and communication technology is used very infrequently to support pupils' designs.

## **GEOGRAPHY**

112. The last time geography was inspected, the standards achieved by pupils were as expected at the end of both key stages. During the previous inspection, no lessons were observed in Key Stage 1, but the quality of teaching in Key Stage 2, although satisfactory overall, varied from unsatisfactory to good. It was noted that the role of the co-ordinator had not been developed sufficiently.
113. Many of the positive elements featured in the last report have remained strong. Residential fieldwork, and use of the locality for study, still support class work well. Pupils currently in Years 2 and 6 achieve appropriate standards, and all pupils, including those with special educational needs, make steady progress throughout the school. A few older pupils achieve above-average standards and display a mature approach towards the subject. Although insufficient teaching was observed in Key Stage 1 to make a judgement on its quality, evidence taken from examples of pupils' previous work indicates a cohesive approach towards the subject. The co-ordinator has very good subject knowledge and provides strong leadership.
114. Recently amended guidelines for teaching geography have ensured a good balance across the curriculum. The scheme of work is well structured and each topic successfully incorporates activities to develop skills in a structured way as pupils move through the school. Although the amount of teaching time spent on geography has reduced since the introduction of the literacy and numeracy hours, the school still manages to provide its pupils with a worthwhile learning experience. However, some lessons are timetabled for over an hour. For younger pupils, these lessons are too long and make it difficult for them to sustain concentration or interest.
115. By the end of Key Stage 1 pupils have a good knowledge of the locality. They produce simple maps of their route to school, highlighting important landmarks on the journey. They are very aware of local amenities and environmental issues. Work is linked effectively to other subjects, such as history or literacy. Photographic evidence of previous work indicates effective use of the school's grounds.

116. By the end of Year 6, pupils have secure knowledge and understanding. They understand river formation and the water cycle. Mapwork and research skills are soundly developed through links to other subjects. For example, a history topic on Ancient Greece includes a range of mapwork activities and opportunities for research into different lifestyles. The school's regular residential visit to Rock is used effectively to develop pupils' geographical skills and deepen their understanding. Pupils compare the Minster Church with the church of St Enodoc. They show preferences and contrasts in lifestyles and they write about Padstow Harbour and the Estuary, with attention to detail and good use of correct terminology.
117. In lessons seen at Key Stage 2, the quality of teaching is satisfactory overall. In one lesson, it was very good. Teachers use geographical language well in their introductions, they provide precise factual information and they encourage pupils to justify their answers through carefully targeted questioning. In a very good upper Key Stage 2 lesson, the teacher produced a wide variety of interesting activities. Pupils watched with great interest as lemon juice was poured onto soda crystals, during their work about the effects of erosion on limestone. Although many were uncertain in their predictions, they were left to discover the outcome for themselves. Expectations were very high and the level of discussion that ensued demonstrated a mature approach towards the subject. These high standards are not evident in all teaching. In other lessons, teachers are not demanding enough, pupils of all abilities complete the same work and the lesson proceeds at too leisurely a pace.
118. The co-ordinator is very clear about the future development of the subject. Portfolios of previous work have been introduced and these provide helpful insight into pupils' progress and the standards achieved. Resources are well organised into topic boxes. All aspects of geography are at least adequately resourced. The school is in the process of increasing its mapwork resources in order to provide a wider range of experiences for pupils.

## **HISTORY**

119. Standards at the end of Key Stage 2 are better than they were at the last inspection, and are now above average. In Years 5 and 6, pupils have completed very impressive work on the Victorians and the Egyptians. Pupils in Key stage 1 achieve standards expected for their age. Most pupils are working at, or near, their capacity and achieving well in terms of their earlier attainment. They make good progress in learning about significant people, events and places, from both the recent and more distant past. This represents an improvement in achievement from the previous inspection when progress was judged to be satisfactory.
120. By the age of seven, pupils develop their knowledge and understanding of the lives of people in the past, by listening to stories about famous people, such as Louis Braille and Samuel Pepys. Pupils learn about the Great Fire of London and make an effective collage depicting the fire. However, pupils merely complete worksheets to illustrate their new learning and there are missed opportunities to practise their literacy skills in their history recording.
121. In Key Stage 2, pupils develop their knowledge and understanding of historical events and periods by learning about the Romans, the Tudors, the Ancient Greeks and the Victorians. Pupils use photographs, books and artefacts very effectively to compare the past with the present. Those in Years 5 and 6 use a wide range of sources for research purposes and they are developing an understanding of how to interpret and record historical evidence. For instance in Year 5 pupils have written impressive reports about Ancient Greek soldiers' experiences in battle. They are successfully learning how to evaluate primary and secondary sources of information. Pupils in many classes make good use of the Internet to gather photographs and illustrations for their history work. Teachers in Years 5 and 6 are very skilled at devising unusual ways for pupils to record their historical knowledge. Visitors and visits to places of historical interest are an important part of the history curriculum. For instance, in Year 4, pupils have visited Portsmouth to look at the Mary Rose and pupils in Year 3 enjoyed a visit to the Roman Baths.
122. No overall judgement can be made on the quality of teaching but on the evidence of the scrutiny of pupils' work, teachers' plans, and discussions with teacher and pupils, it would appear to have

many strong features. The use of a good scheme of work and the very good expertise of the co-ordinator help to make the teaching confident and it is based on good understanding of the curriculum. Good use is made of information and communication technology, particularly by the co-ordinator.

123. The co-ordinator manages the subject effectively and has very clear plans for the future. She realises the need to extend resources further and plans to do this by developing a school artefact collection and by providing more reference books for younger pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

124. At the time of the previous inspection, standards in information technology were reported as being average at the end of both key stages. This is still the case although there have been improvements in the provision for information and communication technology. For instance, the school now has access to the Internet and is the first school in the area to have its own website. The co-ordinator, who recently left the school, due to promotion, has raised the profile of the subject within the school, because of his own expertise and enthusiasm. However, many of the staff are not confident when using information and communication technology, and there is a recognition that some staff need additional training. The school is, very sensibly, building on the knowledge and skills of certain staff and governors to spearhead this training. An information and communication technology committee has been established, which is determined to raise standards and confidence amongst staff and pupils. On the evidence of lessons seen, pupils at both key stages are now making good progress in acquiring computer skills and the standards they are likely to achieve in the near future should rise.
125. Pupils now have regular access to computers in all classes. In Year 2 they enjoy learning how to control a floor turtle successfully. Pupils are learning to log on and off, to access the program they want, to save and retrieve their work, and to print out a hard copy of what they have produced. At both key stages, they create pictures, learning to use the tool bars to manipulate the various tools through the mouse, and to change colours, style and tints. They learn to alter the font size and type. Older pupils are being introduced to the Internet and are learning about search engines and web sites as sources of information. Information and communication technology is just beginning to be used to support learning in other subjects. The school has begun to focus effectively on the use of information and communication technology in some subjects.
126. Teaching in the few lessons seen was good overall in both key stages, especially in Year 5. It was evident from conversations with pupils in Years 5 and 6, that teachers are introducing the correct terminology such as 'logging on' and are giving pupils time to explore the particular aspect on which they are working. In Year 5, for example, pupils were excited and enthusiastic about editing texts, because they have received clear and detailed instructions from their teacher. They work well in pairs taking turns and discussing their work as it progresses. They are happy to support fellow pupils whose computer skills are not so advanced.
127. The headteacher, who is the acting co-ordinator, is very enthusiastic and is committed to raising standards and confidence in the subject. The scheme of work and assessment of pupils' work are very recent developments and the benefits have yet to be felt. However, given the amount of progress made in a fairly short space of time recently there is every indication that standards will rise quickly as both staff and pupils gain confidence with new equipment and work their way through the planned scheme. The monitoring of teaching and learning is crucial to driving developments in information and communication technology and to raising standards.

## **MUSIC**

128. The last time music was inspected standards were above those expected at the end of Key Stage 2. The quality of teaching and music provision was a strength of the school. Pupils enjoyed music and there was a wide range of extra curricular activities, including recorders and choir.

129. Despite a reduction in the amount of teaching time devoted to music, the school still manages to give its pupils a worthwhile learning experience. Although standards, overall, are not as high as they were, most seven and eleven-year-old pupils achieve the standards expected for their age. Some achieve above and, occasionally, well above expectations. A part-time music specialist works effectively with pupils in Key Stage 2. Instrumental brass and woodwind lessons, choir, recorder and keyboard groups further enhance provision and enable musically talented pupils to achieve particularly well. Music is still an important part of school life.
130. By the age of seven, pupils are familiar with using many percussion instruments, they tap simple rhythms accurately and they display an understanding of high and low notes. Although many are less secure when attempting more difficult rhythms and trying to miss out words in a song, they are developing sound understanding of the subject. They listen to the recorder group with genuine interest as they enter the hall and sing with great enthusiasm during collective worship. They interpret 'Jazz Pizzicato' in very individual styles as they tap along to the music. Pupils in Key Stage 1 make steady progress through a well structured programme of work.
131. Pupils in Key Stage 2 have a secure knowledge of a much wider range of music. Some particularly gifted pupils have a mature understanding of the structure of music. These pupils use chord sequences in their 'Journey into Space' project. They use correct musical terminology and read music competently. Most other pupils have a sound understanding of rhythm and have experience of listening to music from other cultures, such as Chinese and Indian music. They tape record their compositions and know how to improve their work. In the choir, pupils sing with good tone and diction. They acquire good breath control and posture. Many pupils are gaining a love of music. Pupils of all abilities make at least sound and often good progress and they develop a wide breadth of musical knowledge.
132. The school has made sound provision for the teaching of music. Teachers in Key Stage 1 take their own class lessons. The quality of teaching is satisfactory. Teachers provide pupils with an enjoyable range of worthwhile activities. In a lesson for seven year olds, for example, the teacher used chants, songs, listening music, and instruments, very effectively, to create interest when teaching pulse. Pupils responded well because the materials chosen were just right for this age group and even pupils who had difficulty sustaining concentration in other lessons were totally involved and well behaved. Pupils of all abilities made satisfactory progress. Teachers' lack of confidence about the subject occasionally becomes apparent and they do not always know how to proceed when pupils get confused, or they fail to understand the standards that pupils can achieve.
133. In Key Stage 2, a part-time music specialist takes all class lessons. The quality of this teaching is always satisfactory and frequently good. In a good Year 6 lesson, for instance, the teacher played an extract from 'The Planets' as pupils entered the room, to refresh their memories about previous work. Many pupils remembered the title and name. Activities were well structured and the introduction to the lesson was interesting and informative. Pupils were given a clear explanation about the different keyboard sounds before starting to create group 'soundscapes' linked to their music topic on space. The resulting compositions were pleasing. Pupils experimented with open and closed, sustained and shortened sounds. They made good progress and understood the need to listen to each other and co-operate within group music making. Class teachers do not observe lessons taken by the music teacher. As a result, the school misses an important opportunity to use this specialist expertise to help non-specialist teachers to acquire greater musical knowledge and confidence.
134. The part-time co-ordinator uses time effectively to ensure adequate co-ordination of the subject. New guidelines for teaching music have been implemented well. Although the school recognises the need to increase the number of multi-cultural instruments, music is well resourced. Information and communication technology programs are also available, with easy to follow instructions for non-musicians. The music teacher assesses pupils' levels of understanding well and produces helpful individual or year group reports for class teachers and parents. Many pupils are involved in music groups and give performances, under the music teacher's guidance, in and out of school. Recently, pupils were involved in a project with guest musicians from the Bournemouth Symphony Orchestra.

## PHYSICAL EDUCATION

135. Standards in physical education matches expectations at the end of Key Stage 2. During the inspection, work was observed in gymnastics, games and dance. The standards achieved at the time of the last inspection have been maintained for these older pupils. It is not possible to make an overall judgement on standards for the younger pupils as only one lesson was observed. Pupils with special educational needs make good progress in relation to their prior attainment.
136. The majority of pupils understand the need for a warm-up activity. They also understand the importance of working safely, and they comply with the regulations about removing jewellery and wearing appropriate clothing. In Key Stage 1, pupils use space well, keeping out of each other's way and moving safely around the hall. They jump, using a range of techniques, and understand the need to land safely. They generally work well, both co-operatively and independently, and understand the importance of gymnastics in keeping healthy. Pupils learn effectively because they enjoy what they are doing, they behave very well and spontaneously clap each other's performance.
137. In Key Stage 2, pupils in Year 3 build on their ball skills in games by practising and improving them with good concentration. Pupils progress appropriately through the techniques of hitting a ball effectively using a bat or racket. They concentrate well and are beginning to evaluate their own and each other's performance. They unselfconsciously receive and offer advice for improvement. They are beginning to understand the importance of improving their performances and, when working in pairs, they improve by sharing information. Not all lessons are so successful. However, this is mainly due to weaknesses in teaching and class management. In a taped dance lesson in a lower junior class many pupils warmed up sensibly, listened to instructions and followed them appropriately. However, too little guidance was provided by the class teacher and there was an over reliance on the tape. Too little time was allocated for personal practice when it was needed. The behaviour of a sizeable minority of boys was poor; they failed to listen and, sometimes, behaved in a way that jeopardised their own personal safety. Some pupils showed developing skills, control and fluency as they moved to the music, but the distractions caused by poor behaviour caused the lesson to be curtailed. In a games lesson, too little energy was expended, and too little time was spent developing skills. The warm-up activity was inappropriate, as walking round bouncing a ball failed to warm up anything but the hand muscles. The pupils made insufficient progress because too much time was spent on a mundane activity of throwing and catching a ball on their own, then with a partner, for them to expend any real energy. It is evident that by the end of the key stage, pupils make better progress and develop their skills in a systematic way. Teachers' planning in Years 5 and 6 is of good quality and the evidence of the results obtained in matches, and the prowess of pupils in extra-curricular activities, point to them having made sound progress.
138. The teaching observed during the inspection was unsatisfactory overall because of two unsatisfactory lessons in the same class. In the satisfactory and better lessons, teachers know the subject well and are generally confident. Lessons are planned carefully and include opportunities to warm up and cool down. This better teaching is characterised by good subject knowledge, high expectations, good management of pupils and effective feedback on their performance. For instance, using pupils' work as examples of good practice, pupils showed how to jump and land in a variety of ways, using star and tuck jumps. When working in pairs or groups, most pupils co-operate well with each other. When commenting on each other's performances the pupils are very positive in pointing out the qualities in a performance and are perceptive and sensitive in suggesting areas for improvement. In the unsatisfactory lessons, weaknesses in organisation result in pupils not working as hard as they should and not making enough progress as their concentration wanes and their behaviour deteriorates. Although most pupils display good attitudes towards their work and this should enable them to learn effectively, progress is impeded by those pupils whose behaviour goes uncorrected or unheeded. In all lessons, pupils enjoy the subject, get changed quickly for lessons, and most respond well to instructions. In lessons at both key stages they try hard, are prepared to demonstrate their skills, and respond well to suggestions for improving their performance.

139. The school provides a rich and varied programme of opportunities with strong links with the local community and other areas. There is a very good range of extra-curricular activities, including gymnastics, hockey, football, netball, rugby, athletics, and cricket. Activities are open to boys and girls. The activities are well organised and popular. Throughout the school year, swimming is taught to pupils in Year 6. By the time they leave the school, pupils can swim at least 25 metres.
140. The management of physical education is unsatisfactory although the arrangements for extra-curricular activities are good. The subject co-ordinator has paid more attention to out of school activities than on what is happening within the school curriculum time. Schemes of work have not been effectively reviewed by the co-ordinator to match the needs of the school and too little work has been carried out on the monitoring of planning or pupils' progress in order to raise standards within classes.

## **RELIGIOUS EDUCATION**

141. At the ages of seven and eleven, an examination of pupils' work indicates that they achieve standards that exceed the requirements of the locally agreed syllabus. At the time of the last inspection there was a concern that the boundaries between 'circle time' and religious education were becoming blurred. This has been rectified with a resulting overall improvement in standards.
142. The pupils focus on Christianity at Key Stage 1 and on Christianity and Judaism at Key Stage 2. They explore a variety of customs and rituals within these religions. Pupils at both key stages have a good knowledge of people and stories from the Bible. By Year 6, pupils have increased their knowledge and understanding in order to examine a wider range of issues. They are studying the text 'I am David', which is a story of a boy imprisoned in a concentration camp, and the effect this has had on his life. The pupils consider carefully such questions as David's need to hide because of inability to trust anyone. In Year 5, pupils discuss the importance of artefacts and symbols. The class teacher effectively draws pupils from all faiths and denominations into the discussion so a range of views are explored and considered. Pupils in Key Stage 1 explore special people through the device of 'Sarah's bag'. This enables pupils to successfully explore their own feelings and problems using the medium of a third party. For example, they study 'Sarah's special people' rather than their own. The pupils are developing a good understanding of the development of Christianity and the whole ethos of the school enables them to relate this effectively to their understanding of what it means to belong to a family.
143. The pupils make good progress in their learning about religions at both key stages. They are developing a good understanding and awareness of the similarities between religions. For example, at Key Stage 1 they make significant gains in developing their understanding that all religions have similar festivals and celebrations. By the age of eleven, the pupils show an increasingly good ability to use and apply ideas they learn from religious practices. This is evident in their ability to reason why they should treat each other kindly. All pupils understand the need to care for others as well as themselves. The pupils with special educational needs receive effective support in the classroom. This enables them to learn well and make good progress in their work.
144. Pupils have good attitudes to their work in religious education. They respond well and think carefully about issues. They show a good level of respect for the ideas and opinions of others and are confident in sharing their thoughts. The pupils are enthusiastic and eager to put forward their own ideas, and show an ability to reflect maturely and sensibly. They relate well to their teachers and to each other. Throughout the school the pupils are sensitive to the feelings of other pupils and value each other's thoughts and ideas. They have good levels of motivation to learn and enjoy the level of challenge in their work. All the pupils respond well to the opportunities for quiet contemplation they have during lessons.
145. The teaching of religious education is good. The teachers are confident in the subject and prepare their lessons thoroughly. This enables them to teach pupils about different religions and



promote discussion to develop understanding. The teachers give careful thought to providing a calm and reflective atmosphere in the classroom for the teaching of religious education. Planning gives a good level of attention to the areas of learning in the locally agreed syllabus. The school provides a suitably wide range of opportunities to enable pupils to become aware of the religious element in life. All teachers encourage pupils to reflect on their own experiences and relate them to those of other people. For example, pupils in Year 3 were exploring baptism and the idea of belonging. Pupils were encouraged to bring in their own mementoes, and these, particularly the candles, gave the teacher the opportunity to effectively explore the deeper issues relating to baptism. The teachers and pupils are sensitive to religious artefacts and treat them with respect and care.

146. The co-ordinator manages the subject very effectively. She has introduced the new scheme of work that closely follows the locally agreed syllabus for religious education. This gives teachers clear guidance and suggestions to assist their teaching. The school is at an early stage of implementing the scheme and it is being introduced gradually over two years. There is a wide range of good quality resources including a relevant collection of artefacts and a plentiful supply of good quality books. This has a positive impact on standards.