

INSPECTION REPORT

**CHILTON FOLIAT CE AIDED
PRIMARY SCHOOL**

Chilton Foliat, Hungerford

LEA area: Wiltshire

Unique reference number: 126397

Headteacher: Mrs Anne Niewiadomski

Reporting inspector: Mr Richard Brent
7465

Dates of inspection: 9 - 11 May 2000

Inspection number: 191463

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Stag Hill Chilton Foliat Hungerford Berkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Elliott
Date of previous inspection:	25 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Richard Brent	Registered inspector	Science	What sort of school is it?
		Art	The school's results and pupils' achievements
		Physical education	How well are pupils taught?
		French	How well is the school led and managed?
		Special educational needs	What should the school do to improve further?
Juliet Baxter	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
David Houghton	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Information technology	
		Design and technology	
Jill Bavin	Team inspector	English	
		Geography	
		History	
		Music	
		Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chilton Foliat is a Church of England Voluntary Aided primary school. It has 99 pupils who attend full-time from Reception to Year 6. It is smaller than most primary schools and serves mainly pupils who live in and around the Wiltshire village of Chilton Foliat. There are more girls than boys. The school is over-subscribed and there is little pupil mobility. All pupils are white and all have English as their first language. The socio-economic background of pupils is above average. At one per cent, the number claiming free school meals is well below average. Most pupils live in owner-occupied accommodation. The number of pupils identified as having special educational needs is below average: eight pupils (eight per cent) are on the register of special educational needs and one has a statement of special educational needs. Attainment on entry is just above the national average. Pupils are organised into mixed age classes and numbers in each year average around 15.

HOW GOOD THE SCHOOL IS

Chilton Foliat Primary is a school with many more strengths than weaknesses. It has improved its academic standards since the last inspection and they are now above average. Both leadership and management are good and the school is dealing successfully with some significant management and teaching issues raised in the last report. The quality of teaching is now good. Although the school has above average income, it uses its resources well and provides good value for money.

What the school does well

- The governing body, headteacher and deputy headteacher provide good leadership.
- Teaching is good, particularly in Key Stage 2.
- Pupils show excellent attitudes, enjoy their learning, make good progress and, as a result, achieve above average standards.
- Pupils' behaviour in and around the school is excellent.
- Pupils' personal development, and its monitoring, is very good.
- Strategies for teaching literacy skills are good.
- Arrangements for monitoring and promoting good behaviour are very good.
- The school achieves its aims.

What could be improved

- Arrangements for the monitoring of both teaching and planning.
- The use of assessment information in curriculum planning.
- The contribution of co-ordinators to subject development.
- Teaching at Key Stage 1.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected in November 1996, the school was judged to require improvement in both its management and the climate for learning. These have been tackled well: in particular, pupils' attitudes and the ethos of the school are now excellent. Additionally, teaching has improved; all statutory requirements are now being met and the quality of the curriculum has been enhanced.

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
	1997	1998	1999	1999
English	A*	A*	A*	A*
mathematics	D	B	B	C
science	B	B	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

At Key Stage 1, results overall since 1996 have been well above the national average in reading, writing and arithmetic. In 1999, they were very high compared to the national average and that for similar schools in reading and well above both averages in reading and writing. In work seen during the inspection levels of attainment remain above average in those subjects. At Key Stage 2, results overall since 1996 have been very high compared to the national average in English, above average in science and close to it in mathematics. In 1999, standards were very high compared to the national average in English, being in the highest five per cent. They were well above average in science and above average in mathematics. Compared to the average for similar schools, results were very high in English, above average in science and at the average in mathematics. In work seen during the inspection, levels of attainment in Year 6 are well above average levels in English and above them in mathematics and science. Standards in information technology are at the expected levels in both key stages. Standards have been maintained in all other subjects. The quality of pupils' learning in most lessons is good and the school is on course to exceed its targets for English and mathematics for 2000.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils show extremely positive attitudes to learning which help to improve their standards of achievement.
Behaviour, in and out of classrooms	Excellent. The behaviour of pupils in and out of classrooms is exemplary and has a beneficial effect on learning.
Personal development and relationships	Relationships between staff and pupils, and pupils themselves, are very good. Pupils work and play contentedly. By the end of Key Stage 2, all pupils remain keen to learn and are ready for the next stage of their education.
Attendance	Attendance is good and above the national average. Pupils arrive promptly and lessons start on time.

Pupils' attitudes are a strength of the school. Relationships are very good: older pupils care about younger ones and look after them at break and lunchtimes. The good attendance of pupils makes a good contribution to the quality of learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
28 lessons seen overall	N/A	Good	Good

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 good overall: 93 per cent of lessons were at least satisfactory; 75 per cent were good or better with 16 per cent being very good and three per cent excellent. Seven per cent of lessons were unsatisfactory. Teaching is better overall at Key Stage 2, where 92 per cent of lessons were good or better compared to 57 per cent at Key Stage 1.

The quality of teaching and learning in English and mathematics is good. In all subjects, teachers teach well the skills required to achieve the set tasks. A particular strength is the quality of the management of pupils. The only significant weakness in teaching relates mainly to lesson planning; it tends to lack detail about objectives and this sometimes affects the quality of learning. All other aspects of teaching are mainly good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It is broad, balanced and relevant to the needs of pupils. All statutory requirements are met and there is a satisfactory programme of extra-curricular activities.
Provision for pupils with special educational needs	Good. The contribution of learning support staff and individual education plans across the school help these pupils to make progress in literacy and numeracy.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. The school supports pupils' personal development well in a range of ways: for example, the good personal, social and health education programme. There is very good provision for pupils' moral development and good arrangements for spiritual and social development. Provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	Good. The school succeeds in providing a caring, learning environment and teachers and support staff know their pupils extremely well. Procedures for monitoring and supporting pupils' personal development are very good.

The school has good links with parents and the impact of parents' involvement in the work of the school is good. Particularly strong links are made between the subjects of the curriculum, so that new learning in one subject consolidates previous learning in another. Literacy and numeracy provision is good and the school makes satisfactory use of visits to local places of interest. Good assessment practice is in place but it is not used well to guide curriculum planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide good, clear leadership. However, the contribution of co-ordinators to subject development is currently limited.
How well the governors fulfil their responsibilities	The governing body is well led and has an appropriate committee structure. It meets its statutory obligations and makes a good contribution to school improvement.
The school's evaluation of its performance	The school has a clear view of its work and analyses effectively what works well and why. Currently, however, there are unsatisfactory arrangements for monitoring the quality of teaching.
The strategic use of resources	Financial planning is very good and the school uses available resources well. Good use is made of specific grants for literacy, numeracy and special educational needs.

The school has made good progress in important areas of school improvement. Arrangements for development planning are good and the school uses educational technology well. There is a satisfactory number of suitably experienced and well-qualified staff to meet the demands of the curriculum and sufficient well-qualified support staff who are deployed satisfactorily. Learning resources for most subjects are satisfactory. Accommodation is satisfactory and used well. The governors apply the principles of best value effectively and the school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children's progress is good. • Behaviour is good. • The school is well led and managed. • The school helps children to become mature and responsible. • Teaching in the school is good. • The school expects children to work hard. • The school is approachable. 	<ul style="list-style-type: none"> • Parents could be better informed about their children's progress. • The school could work more closely with parents. • The setting of homework. • The range of extra-curricular activities. • Arrangements for supervision at lunchtime.

Inspectors agree with parents' positive views. They also believe that parents could be rather better informed about their children's progress. Nevertheless, the school does try to work closely with parents and the range of extra-curricular opportunities is satisfactory. Homework arrangements are satisfactory overall, particularly in Years 5 and 6, but they have been inconsistent in the past lower down the school. During the three days of the inspection most of the school sat down to eat at the same sitting and space is cramped. Pupils were allowed to talk quietly which, in the circumstances, appeared reasonable.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Standards of attainment when pupils left the school in July 1999, at the end of Year 6, were very high compared to the national average in English; they were well above average in science and above average in mathematics. In comparison to similar schools, results were very high in English, above average in science and at the average in mathematics. In all three subjects, attainment has improved at the national rate. Inspection evidence shows that current attainment is well above average in English and above average in mathematics and science. The school is on course to meet, and will probably exceed, its targets. Standards have improved in all three subjects since the earlier inspection report and the proportion achieving the higher Level 5 in the National Curriculum tests in 1999 was very high in English, well above the national average in science and above it in mathematics.
- 2 In 1999, in National Curriculum tests at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was very high compared to the national average in reading, writing and mathematics. In comparison to similar schools, results were similarly very high. In all three subjects a good rate of improvement has been sustained. In work seen during the inspection, levels remain above average in all three subjects. Teacher assessments in science show all pupils reached the expected Level 2 last year but nobody attained the higher Level 3. Inspection evidence supports the view that standards are above average in science. Those reaching that level were very high in reading and well above average in mathematics and writing. These standards represent a good improvement on those at the time of the earlier inspection report.
- 3 Pupils in Year 6 achieve well above average in English and above average in mathematics and science. Standards are at expected levels in information technology. Pupils read well and show a very good grasp of what they have read. Handwriting is generally neat and the correct punctuation is usually employed. Teaching is extremely effective in enabling pupils to write in a variety of styles and to use words well. Pupils' speaking and listening skills are very good: they answer questions thoughtfully and accurately and are happy to share ideas with the class. Library skills are developed systematically and pupils know their way around non-fiction books. One of the curricular strengths of the school is the way that links are developed between subjects; as a result, literacy skills are used in a range of subjects. For example, pupils write imaginatively about Victorian schools or record their design and technology work carefully. The majority of pupils have at least average skills in mathematics and about a third are above average. Number skills are good and the majority use them satisfactorily when solving problems. When calculating the effects of sound, or forces, pupils use their mathematical abilities well, as they do when calculating co-ordinates in geography. In information technology, almost all pupils can type data into a program and save it on a disk; they can also use both a database and a spreadsheet competently.
- 4 Throughout the school, pupils achieve satisfactory standards in other subjects; in design and technology and French standards are above expected levels. Therefore, the school has sustained the standards noted in the earlier inspection report.

- 5 Children join the Reception class with attainment that is just above average. They improve well and the majority meet the Early Learning Goals for children under five. Higher performing children are well on course to meet the requirements of Level 1 of the National Curriculum.
- 6 Pupils in Year 2 are achieving well above average standards in English and above average levels in mathematics and science. Overall attainment is at expected levels in information technology. Standards are particularly good in reading and speaking and listening. Handwriting is mostly good. These standards are the result of overall good teaching. However, there is room for improvement in the implementation of the literacy hour in Year 2 in order to enhance standards of writing in particular. Mathematical knowledge is above average with some achieving high standards. Most add and subtract appropriately and describe shapes accurately; however, there is room for improvement in using and applying mathematics in different situations. Nevertheless, the school provides satisfactory opportunities for pupils to use numeracy skills in subjects such as science, where they weigh and measure, and in design and technology. In science, pupils' attainment is above average by the end of Year 2. They have a good knowledge and their understanding is helped by their often fluent verbal and reading skills: for example, they can classify plants and animals well. There is less evidence of their ability to observe and record but, when asked, they describe scientific procedures well. By the age of seven, attainment in information technology is around the average, helped in part by skills developed on computers at home. Almost all can use a mouse and keyboard and type; most can save their work.
- 7 Pupils' overall achievement is good in Reception, Key Stage 1 and Key Stage 2, in some respects, however, it could be even better. Factors accounting for good achievement are linked to effective teaching methods, in particular, the teaching of basic skills and crisp classroom management. However, there are weaknesses in lesson planning in parts of both key stages. This means that the wide range of pupil aptitudes in the mixed age classes is not always catered for effectively. Additionally, teacher assessments have been inaccurate in the past at Key Stage 1 with the result that lesson and curriculum planning have been affected. Pupils make a strong contribution to their own achievement: they are motivated and come to school with generally impressive verbal reasoning skills. Parents also play their part. The school recognises the need to monitor the quality of teaching and to disseminate good practice and improve weaknesses. Unfortunately, staffing difficulties have checked progress. The achievement of abler pupils is good because teaching usually challenges them; nevertheless, the school has plans to raise it further. The limited number of special educational needs pupils make satisfactory progress, especially where individual education plans are of good quality. However, there is some variation in the effectiveness with which these plans are implemented from class to class as a result of variations in the quality of lesson planning. There is little significant difference in the attainment of boys and girls. The school sets appropriate targets for attainment in English and mathematics for each year group and it monitors their progress carefully. Currently, it is set to exceed targets at both key stages. Overall, the school has lifted levels of achievement at both key stages since the earlier inspection report.

Pupils' attitudes, values and personal development

- 8 Pupils' attitudes to school are excellent. They are extremely well motivated in lessons and particularly enjoy challenging questions to which they respond in both a lively and an enthusiastic manner. Pupils offer their own views and opinions confidently knowing that they will be valued by their teachers and classmates. They speak and listen effectively and concentrate intently on what is happening in all lessons. They organise themselves efficiently and co-operate with each other very well in group work as, for example, in a Year 1/2 mathematics lesson when pupils transferred written measurements of individual hand spans onto computers to produce graphs. Such positive and enthusiastic attitudes towards learning are strong factors in the high academic standards enjoyed by the school. The good rate of pupils' attendance also reflects their eagerness to come to school each day punctually to extend their learning and other experiences.
- 9 The last inspection report judged that behaviour in the school was generally good but that the behaviour policy needed to be consistently implemented throughout the school. In the intervening four years staff have worked hard to improve standards of behaviour in and around the school and they are now excellent. Pupils understand the school's rules and abide by them at all times. They play and socialise harmoniously and respond positively to the system of sanctions and rewards. There is seldom a need to punish pupils and, because their behaviour is so good, rewards are given when something particularly special occurs. Behaviour in assemblies is exemplary: pupils are very aware of the importance of these occasions and their response to the regular opportunities afforded them for quiet thought and reflection is impressive. Pupils are warm and welcoming to visitors and talk to them cheerfully and openly. They are keen to share their enthusiasm for their school and happy to talk about their work, their hobbies and their families. Their courtesy in opening doors, asking if they can help and greeting guests as they move around the school is natural and a pleasure to experience.
- 10 Pupils play a strong part in promoting the school's ethos. They like to be helpful and to take responsibility in the smooth running of the school community. They willingly undertake a number of assigned tasks around the school: pupils prepare the hall for assembly and older children look after younger ones at lunchtime and in the playground. Pupils play an even bigger part in the running of the school and their abilities are such that additional tasks could well be extended for them. Formation of a school council in the near future will go some way towards widening pupils' experience of shared responsibility and learning to make decisions on behalf of those whom they represent.
- 11 Relationships in the school are excellent. Pupils trust their teachers and all adults in the school and they know where to go if they need help or advice. The way in which they value the feelings of their fellow pupils, and their awareness of the impact of their own behaviour on others, display a maturity beyond the years of many. The school's philosophy that it is one big family clearly shines through each school day. The way older pupils look out for little ones is delightful and moving. On one wet playtime during the inspection older children went straight to the classrooms of their younger 'buddies' and read stories and played games with their charges.

HOW WELL ARE PUPILS TAUGHT?

- 12 Teaching seen during the inspection was good overall: 93 per cent of lessons were at least satisfactory and 75 per cent were good or better. Sixteen per cent of lessons were very good and three per cent were excellent. Seven per cent of lessons were unsatisfactory. Teaching is better at Key Stage 2 than at Key Stage 1. For example, of lessons seen at Key Stage 2, 92 per cent were good or better compared to 57 per cent at Key Stage 1. However, evidence from the work scrutiny showed weaknesses in teaching in Key Stage 1 and in the early years of Key Stage 2 in the autumn term. The school has, therefore, improved its standards since the last inspection when 25 per cent of lessons, mainly at Key Stage 2, were unsatisfactory.
- 13 Teachers' expectations of pupils are good at both key stages and this marks an improvement over the last inspection. For example, teachers across the school expect pupils to concentrate and work hard. This usually results in pupils putting in a lot of mental and creative effort, often over long periods. This was seen regularly when different groups of pupils worked on different tasks in, for example, art and design and technology without being distracted by different activities taking place nearby.
- 14 Lesson planning is satisfactory overall: it is good in some classes but unsatisfactory in others. A good example is a literacy lesson in Year 6 where skilful planning allowed pupils to get to grips quickly with persuasive writing. However, where objectives are not clear or developed, as in a Key Stage 1 lesson on direction in geography, pupils fail to make progress.
- 15 Teachers' knowledge and understanding are good. In the majority of subjects, lack of expertise does not hinder the attainment of pupils. However, in a small minority of lessons at both key stages teaching does not always reflect the underlying principles of the National Literacy Strategy and the National Numeracy Strategy with the result that there is a lack of pace.
- 16 The management of pupils is excellent. Relationships between adults and pupils are so good that there is almost always an atmosphere which encourages pupils to show interest, concentration and independence. This, in turn, helps to enhance standards of attainment. Examples are plentiful but a session in Years 3 and 4 when boys and girls collaborated in making a model of Chilton Foliat Church is particularly noteworthy.
- 17 Teachers' use of a range of teaching strategies is good. Good examples seen include an English lesson where Year 1 pupils were encouraged skilfully to develop words beginning with 'ch'. In a Year 4 French class, games and quick fire oral sessions helped pupils increase their store of words.
- 18 Teachers make good use of marking and they assess well. Pupils generally make good progress, particularly in English and mathematics, as a result of lessons being organised to assessment done previously. Additionally, in physical education, classroom assistants assess individual pupils and the digital camera is used to help pupils evaluate their own gymnastic efforts. As a result, they have a very good knowledge of their learning.
- 19 Teachers use time, support staff and resources satisfactorily. Good examples were

seen of the use of computers to develop interest in word formation but, on other occasions, the 'Big Book' was not always used to develop interest in the literacy hour.

- 20 Evidence from the inspection shows that the school teaches the under fives well, although no pupils are currently aged four. The Reception teacher and classroom assistant know the children well and match work well to children's aptitudes. Planning is good and a wide range of imaginative activities helps the quality of the children's learning.
- 21 Literacy teaching is good overall and often very good or better in Key Stage 2. With some exceptions, teachers have a good knowledge of the National Literacy Strategy. Good features of literacy teaching include the ability to link reading, writing and speaking into a session, and good pacing. Literacy skills are developed and used well in other areas: for example, when discussing and then writing the differences between plants and animals in science. Standards will improve further when the teaching principles of the National Literacy Strategy are fully implemented.
- 22 The quality of teaching and learning in mathematics is good at both key stages. Teachers have a generally sound knowledge of the National Numeracy Strategy and are usually good at developing quick fire mental sessions which sharpen the pupils' mathematical thinking. In a minority of lessons, however, the pace is not fast enough and insufficient time is given to pupils to get them to develop their mental skills. Overall, most pupils are challenged to concentrate and their investigations are of good quality.
- 23 The quality of teaching and learning in science is overall good. This is because a range of interesting activities are organised and pupils enjoy using their verbal skills and natural curiosity to find things out. For example, good work is done in classifying animals and in discovering about sound. Nevertheless, the analysis of pupils' work showed that the pace in the autumn term in lower Key Stage 2 was unsatisfactory. Overall, however, pupils show a good level of interest and concentration which is often reflected in their written work.
- 24 The teaching of information technology is satisfactory and it has been helped by a good scheme of work and improved resources. As a result, there has been good development of pupils' skills, knowledge and understanding.
- 25 The teaching of the small number of special educational needs pupils is overall satisfactory. Individual education plans are generally of good quality with appropriate targets. However, where lesson planning is unsatisfactory, the needs of lower attaining pupils are not effectively met. Special educational needs assistants provide good support to individual pupils and the school is planning to improve present systems of monitoring which are, nevertheless, satisfactory. As a result, pupils with special educational needs make good progress in English and mathematics and satisfactory progress in other subjects. The school responds satisfactorily to the needs of gifted and talented pupils and most achieve well in English and mathematics. However, their quality of learning is less secure in the foundation subjects as a result of the absence of clear lesson planning arrangements.
- 26 Teaching has improved significantly since the last inspection, particularly at Key

Stage 2. In particular, expectations and the quality of direct teaching have improved. This is in spite of a major staffing difficulty delaying a proposed monitoring of teaching standards. Provided that the position is resolved and the headteacher is able to start effective monitoring, the school has a good capacity to sustain and build upon its present strengths and thus enhance both the pupils' quality of learning and their standards of achievement.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

- 27 The quality and range of learning opportunities are good. The curriculum is broad and balanced and fully meets statutory requirements. It is enhanced by the inclusion of French. The school has made considerable strides in developing its curriculum since the last inspection when the balance of the curriculum was considered to be a weakness and there was insufficient guidance to ensure that pupils learnt systematically. The national strategies for teaching literacy and numeracy have been introduced successfully but the teaching principles which they embody have yet to be fully developed. Long and medium term planning is now good and this enhances the quality of learning for pupils of all abilities.
- 28 Since the last report the requirements of the National Curriculum have changed considerably. The school has adapted well and has successfully improved on the provision reported in the last inspection. There is now a strong emphasis placed on English, mathematics, science and information and communication technology. The National Literacy and Numeracy Strategies have helped pupils' learning and are contributing well to the rising standards, especially at Key Stage 2. The school is reviewing its schemes of work in order to meet the requirements of the new Curriculum 2000. It places appropriate emphasis on the links between subjects so that learning in one subject consolidates previous learning in another: for example, the use of co-ordinates in mathematics and geography. The overall quality of long and medium term planning has improved and teachers are supported by sound schemes of work. However, there are inconsistencies in short term planning which have an adverse effect on the quality of teaching and learning in individual lessons. Where planning is detailed, the pace of the lesson and pupils' learning is good; for example, in an English lesson for the older pupils when they were discussing the impact of persuasive writing. In contrast, where planning is not thorough there is a lack of challenge and pupils do not progress as well as could be expected.
- 29 Monitoring of the curriculum is less effective and is a weakness in the overall good improvement since the last inspection. Although there are good schemes of work in place, co-ordinators do not monitor planning against the work the pupils are doing. This results, firstly, in co-ordinators not knowing what work is being covered. Secondly, and more importantly, the same work is often given inappropriately to pupils of different ages who are in the same class. This restricts their learning.
- 30 The provision for personal and social education is very good. Lessons are carefully planned and form an important part of the school's curriculum. Sex education is taught appropriately for example, through science lessons and through valuable contributions from the school nurse. Pupils are made fully aware of the misuse of drugs through specific teaching. There is satisfactory provision for extra-curricular activities. Pupils have controlled access to the Internet where they can research information to support their work in other lessons. There is a satisfactory range of out of school activities, including sport that supports the work in lessons such as

music and games. All pupils have equal access to the curriculum although some miss parts of lessons, for example, for additional music tuition, but care is taken to minimise any adverse effects of this withdrawal.

- 31 Provision for pupils with special educational needs is good and the school fully complies with the Code of Practice. Pupils are assessed carefully and their needs diagnosed accurately. The school makes appropriate use of outside agencies, such as speech therapists, as required. The quality of individual education plans is generally good and achievable targets are usually identified. This enables pupils to follow a similar curriculum to their peers. Progress is monitored carefully and records are well maintained. The provision for gifted and talented pupils is satisfactory. Teachers usually provide challenging work in English and mathematics and, by the time they take the end of Key Stage 2 tests, these pupils attain well.
- 32 The curriculum for children under five is good and has improved since the earlier inspection report. It is suitably planned to ensure that all the recommended areas of learning are covered and consequently children are well placed to begin the National Curriculum. The newly appointed Reception class teacher has begun to provide detail in both planning and assessment based on the Early Learning Goals that are recommended for use from September 2000. This planning places a suitably strong emphasis upon personal and social skills, as well as literacy and mathematical skills and understanding. Additionally, it provides a smooth transition to the requirements of the National Curriculum.
- 33 There is good provision for pupils' spiritual development. The school's Christian ethos, together with its recognition of personal worth, makes a strong contribution to pupils' spiritual development. There are daily opportunities for pupils to pause and reflect upon spiritual values, such as the wonder of new life in science, and the importance of every individual. They write sympathetically about the work of Florence Nightingale and reflect on their place in time when collecting items to be buried in the Millennium capsule. However, this commitment to spiritual development is not yet reflected in subject planning documents. Nevertheless, the school ethos has a significant impact and pupils appreciate creativity and the world of the imagination.
- 34 Provision for moral development is very good. The school's aims and ethos provide a very strong foundation for pupils' moral development. All staff share a commitment to providing clear guidance regarding what is right and wrong and this is underpinned by high expectations that this will be reflected in pupils' behaviour. While there is a suitable behaviour policy and system of rewards for effort and behaviour, it is to the credit of staff and pupils that they are not dependent upon these. There are very good opportunities for pupils to engage in debate regarding moral issues in a range of subjects, such as English, geography and science. Pupils think of others worse off than themselves and collect for an impressive range of charities, including the NSPCC and the Christmas Box appeal.
- 35 Provision for pupils' social development is good. The school successfully places a high emphasis upon fostering independence and ensuring that relationships within school are positive and productive. Throughout the school pupils willingly take responsibilities in their classes. Older pupils are expected to befriend and care for younger peers, and they do so, for example at lunchtimes, with good humour and constraint. Younger pupils are expected to share resources and adult attention co-operatively and opportunities for pupils to work collaboratively are extended as

pupils mature. Additionally, older pupils are sometimes expected to appraise their own learning and set themselves targets. A residential trip for pupils in Years 5 and 6 provides further opportunities for social interaction, extending to problem solving with pupils from different schools.

- 36 Provision for pupils' cultural development is satisfactory. Teachers increase pupils' understanding of their own culture satisfactorily through many subjects, such as history, geography and English. Music, French and art provide opportunities for pupils to appreciate cultures beyond their own, such as Italian art. The school recognises the need for pupils to value the contribution of cultures beyond Europe, and has made a start in widening the curriculum to embrace this. For example, pupils follow a music topic on African music.
- 37 The school's links with the community are good and make an effective contribution to pupils' learning. The school has close links with the church and the local vicar is a regular visitor to the school as are members of the local parish council in connection with a millennium project. Pupils visit places of local and national interest, such as nearby rivers and Highclere Castle, to further their learning. The annual residential visit enhances academic work as well as further developing their personal and social skills.
- 38 The school has developed good links with partner institutions such as the local secondary schools which pupils visit for additional experience in information and communication technology. There are also activity days for the more able pupils. This not only enriches their work and contributes to raising standards but also helps in the smooth transition of pupils at the age of 11. There are good links with parents, many of whom help in the school and share their expertise, such as in the creation of a large school tapestry.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 39 Since the last inspection the school has improved its arrangements and there are good procedures both for child protection and for ensuring pupils' welfare. Arrangements for child protection are appropriate, secure and known to staff. Governors are vigilant in their attention to health and safety and ensure that regular risk assessments are undertaken in line with the school's policy. Fire drills are held regularly and sound first aid procedures are in place with plans to train another teacher in first aid in the near future. Contrary to the impressions of some parents, pupils were allowed to speak quietly during lunch throughout the inspection. Arrangements at both the start and the end of the day are good.
- 40 Since the previous inspection the school has adopted a more rigorous approach to ensuring that parents and pupils understand the seriousness of unauthorised absence and the importance of keeping absence on holiday to a minimum. Responsibility for monitoring attendance registers is allocated to class teachers who ensure that registers are completed in accordance with requirements and any concerns in connection with regard to attendance are dealt with immediately.
- 41 As already stated, the excellent implementation of the behaviour policy by all adults in the school has resulted in the exemplary behaviour observed during the school day. Monitoring of personal development and behaviour, although informal, is very good. In this small school all staff know the pupils very well indeed and this knowledge is used effectively to ensure that appropriate advice and guidance is

given to pupils when required. Pupils are very clear that should bullying ever occur staff would deal with it immediately.

- 42 The programme for personal, social and health education is an important area in the school curriculum and plays a substantial part in underpinning the school's provision for the daily care and welfare of its pupils through separate lessons. The success of this provision was clearly illustrated during the inspection when Year 3/4 pupils debated smoking, alcohol and healthy eating in a mature fashion which showed their ability to see all sides of an issue.
- 43 The procedures for assessing and monitoring pupils' academic progress are good and the headteacher is working hard to improve them further. They include a wide range of tests, including baseline assessments (tests given to pupils when they first start school) and end of key stage tests. Teachers know their pupils well and generally make accurate assessments of their levels of attainment at Key Stage 2. Teachers' assessments were less accurate at Key Stage 1 last year but this was partly due to changes in staff throughout the previous year. Overall, however, arrangements have a good effect on standards of achievement.
- 44 There is some good assessment practice, especially at Key Stage 2. However, as in the last report, this is not consistent throughout the school. In this key stage there are some good target setting procedures, especially for the older pupils. Clear targets are set both for the year group and for individuals. Pupils are fully involved in setting their own targets, especially in literacy, numeracy and science, and these are reviewed regularly. Consequently, all pupils are fully aware of what they have to achieve to reach a certain level. This has a beneficial effect on their learning as they strive to reach these targets. However, this good practice has not yet been implemented throughout the school, particularly in Key Stage 1.
- 45 The use of assessment to help both the planning of the curriculum and teachers' lessons is unsatisfactory. Some teachers modify their plans from day to day to take account of pupils' learning, particularly in English and mathematics. However, others take little account both of pupils in different year groups in the same class or of individual abilities. As a result, some pupils do not make maximum progress and the quality of curriculum planning is impaired.
- 46 The school's good provision for the care and welfare of its pupils ensures they feel safe and relaxed in their daily learning environment. They flourish and grow personally and academically in this atmosphere resulting in high standards of attainment and learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 47 Many parents are able to give time and help to the school in a variety of ways, including helping in lessons and on school outings. A very hard working and committed Friends Association supports the school by organising a wide variety of social and fund-raising events which are successful in raising considerable amounts of money to help the pupils' quality of learning and standards of achievement.
- 48 The inspection team received a very good questionnaire response from parents, attendance at the parents' meeting was good and individual comments were received during the inspection. The majority of parents support the school and all it does for their children. A very small number of parents have somewhat different views and are not so happy with some aspects of the school's work. Some feel that there are insufficient extra-curricular activities for pupils. The team find provision to be similar to that in many primary schools. A number of parents believe that the

amount of homework set is inadequate, particularly for older pupils preparing for secondary school. The inspection team agree that the setting of homework is inconsistent across the school and that this aspect of its work could be improved. The headteacher's intention to produce a homework booklet at the start of the autumn 2000 term should make it much clearer for parents to know what homework their children can expect and what topics are to be studied.

- 49 The quality of information provided for parents is satisfactory. The last inspection report stated that there were weaknesses in pupils' annual reports to parents. There has been sound improvement in the intervening four years and reports now give more details about pupils' strengths and weaknesses. However, more information on pupil targets would enable parents to know how better they can help their children at home. The inspection team agree with parents that more information on the curriculum could be provided for them. Two consultation evenings a year, an Open Day in the summer term and at least two newsletters a term provide further information for parents. The school prospectus is a well-structured and helpful document which, in tandem with the revised induction booklet for new pupils, provide all they need to know at this important time in their children's lives. The chairman of the governing body and her governors are to be commended on an annual report of exceptional quality that clearly illustrates their understanding of the requirement to be accountable for their work and actions during the school year.
- 50 A very small number of parents think that the school does not always work closely with parents. After discussion with the headteacher it is clear that the criticism had some validity. In the recent difficult period in the school's history, staffing matters have taken up an unusual amount of time to the detriment, on some occasions, of the strengthening of the school's partnership with parents. However, the view of the large majority of parents, with which the inspection team agrees, is that the school works well with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 51 The leadership of the school is good and similarly good improvement has been made since the last inspection. For example, the last report noted that both the management of the school and the climate for learning required improvement. Both issues are being tackled well: in particular, pupils' attitudes and the ethos of the school are now excellent. Additionally, teaching has improved; all statutory requirements are being met and the quality of the curriculum has been enhanced.
- 52 The headteacher offers the school good leadership. This is all the more notable in view of the extremely difficult circumstances in which the school finds itself. For example, a protracted staffing difficulty has led to the education of a group of pupils being put at risk. In order to avoid this, the headteacher taught the class successfully herself for some months whilst trying to improve the school. She is continuing to do this. As a result, however, certain initiatives, such as improving monitoring and developing links with parents, have been checked because of lack of available time. The headteacher collaborates well with the governing body and provides clear information and professional advice. Similarly, she is able to work effectively with staff and other adults at the school who all make a significant contribution to the improvements noted already.
- 53 The recently appointed deputy headteacher makes a very good contribution to

standards. She sets an excellent example through the quality of her own teaching and planning and is developing good practice in assessment and staff development throughout the school.

- 54 The headteacher has moved to begin to strengthen the role of subject coordinators. Although they have job descriptions, they are making only a limited contribution to the improvement of standards because they are not monitoring either planning or the outcomes of teaching in their subjects. Their role in subject development has been limited mainly because of lack of time caused by staffing pressures.
- 55 The governing body is led effectively by a competent and hardworking chair of governors. She is supported ably by a well organised group of governors. Good examples of their commitment and skills are to be seen in financial planning, school development planning and curricular development. Their annual report to parents is first-class and reflects their wish to involve everybody in the life of the school. The governors have a good understanding of the community which the school serves and they fulfil their duties well. Governors, headteacher, staff and parents want the school to move forward and, provided the current staffing difficulty is addressed effectively, there is a good capacity in its systems for improvement.
- 56 Procedures to monitor, evaluate and develop teaching are unsatisfactory. Whilst informal arrangements operate, there are no systematic procedures to monitor the quality of either teaching or lesson planning and evaluate its strengths and weaknesses. As a result, good practice is not routinely developed. Overall arrangements to improve performance management are unsatisfactory mainly because the headteacher has had to concentrate on teaching at the expense of this area of school management.
- 57 Arrangements for development planning are good. Governors are involved appropriately in long-term planning and there is a clear and effective process of consultation involving the headteacher, staff and wider school community. There are clear arrangements regarding success criteria which are then evaluated. Budget planning is linked well to the priorities of the school development plan. The school uses educational technology well and pupils routinely use the Internet. Provision is good. Satisfactory use is made of it in the school's administration. The school has efficient financial management systems and the administrative officer plays an extremely important role in maintaining a system which supports the teachers well. She provides accurate data to enable the headteacher, chair of finance and governing body to monitor expenditure and to plan for unforeseen contingencies. Funds for specific purposes, such as special educational needs and literacy and numeracy training, are allocated appropriately.
- 58 The management of the provision for pupils with special educational needs is satisfactory. However, there are weaknesses: the contribution of the conscientious learning support assistants is not planned, monitored and evaluated systematically across the school and good practice over the development of individual education plans is not shared fully. Funding is used appropriately, systems of assessment and record keeping are good and the register is kept well. Parents' involvement is managed well and the governing body is well informed through an experienced and knowledgeable governor. All statutory duties are discharged efficiently.
- 59 The governing body has a very good grasp of best value principles. It is well aware of its relative costs and keeps a close eye on standards achieved. Governors are

careful to check the level of different needs and new initiatives are costed carefully. There is full consultation over spending decisions and very good procedures are in place to ensure that all outside suppliers and contractors provide good value for money. The administrative officer provides regular and careful analysis of the school's financial position and the most recent audit was positive.

- 60 The school has a satisfactory level of qualified staff to teach the subjects of the National Curriculum and children under the age of five. There is also a satisfactory complement of committed classroom assistants who provide effective additional support for pupils' literacy and numeracy skills, as well as their additional special educational needs.
- 61 Accommodation is satisfactory and the recent improvements have enhanced provision for physical education and other subjects. The library is well stocked, giving good support to literacy in particular.
- 62 Pupils enter the school with mainly above average attainment and the school achieves good standards at both key stages. The quality of teaching is good and this has a positive effect on pupils' learning. Their attitudes are excellent. The school has demonstrated a good capacity for improvement and leadership and management is also good. Although the school receives above average income per pupil it gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 63 In order to continue to improve the education provided and to raise standards further the headteacher, staff and governors should:
- (1) Improve the leadership and management of the curriculum by:
 - using assessment information to guide planning (paragraphs 25, 43-45, 75, 81, 82, 91, 94, 103);
 - ensuring that co-ordinators make a more effective contribution to the development of their subjects (paragraphs 29, 52, 54, 76, 113, 116);
 - improving arrangements for the monitoring of planning and teaching, including that for pupils with special educational needs (paragraphs 25, 26, 52, 56, 58, 76, 91, 103, 108, 113, 116).
 - (2) Improve the quality of teaching at Key Stage 1 by:
 - sharpening the quality of lesson plans (paragraphs 7, 12, 14, 25, 28, 45, 81, 85);
 - ensuring that the teaching principles of the National Literacy Strategy and the National Numeracy Strategy are implemented effectively (paragraphs 21, 22, 27, 67, 70);
 - continuing efforts to improve the accuracy of teacher assessments (paragraphs 7, 43, 44, 75, 81, 82, 94).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	18	54	18	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)	0	99
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	4.7
National comparative data	5.4

Unauthorised absence	%
School data	0.5
National comparative data	0.5

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
	1999	7	11	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	7	7	7
	Girls	11	11	11
	Total	18	18	18
Percentage of pupils at NC Level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	7	7	7
	Girls	11	11	11
	Total	18	18	18
Percentage of pupils at NC Level 2 or above	School	100	100	100
	National	82	86	87

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
	1999	5	9	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	4	4	5
	Girls	9	8	8
	Total	13	12	13
Percentage of pupils at NC Level 4 or above	School	93	86	93
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	4	4	5
	Girls	9	8	8
	Total	13	12	13
Percentage of pupils at NC Level 4 or above	School	93	86	93
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	99
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)	4.6
Number of pupils per qualified teacher	21.5
Average class size	24.8

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	56

Financial information

Financial year	1999/2000
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	£
Total income	208612
Total expenditure	203871
Expenditure per pupil	1942
Balance brought forward from previous year	6962
Balance carried forward to next year	11703

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	99
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	47	0	0	0
My child is making good progress in school.	40	53	4	0	3
Behaviour in the school is good.	62	35	0	0	3
My child gets the right amount of work to do at home.	29	36	19	9	7
The teaching is good.	47	37	2	4	10
I am kept well informed about how my child is getting on.	21	41	21	17	0
I would feel comfortable about approaching the school with questions or a problem.	47	41	0	10	2
The school expects my child to work hard and achieve his or her best.	58	26	6	6	4
The school works closely with parents.	38	30	21	18	3
The school is well led and managed.	38	50	8	4	0
The school is helping my child become mature and responsible.	47	45	6	0	2
The school provides an interesting range of activities outside lessons.	16	56	14	14	0

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

ENGLISH

- 64 In 1999 when pupils left school at the end of Key Stage 2, attainment recorded in the National Curriculum tests was well above the national average. Ninety-three per cent of pupils achieved Level 4 or above, which is well above the national average and 64 per cent achieved Level 5 which is very high when compared with national averages. These results are also very high when compared with those of pupils from schools with similar backgrounds.
- 65 In 1999, in the National Curriculum tests at the end of Key Stage 1, 100 per cent of pupils achieved Level 2 or above in reading and writing, which is a very high result when compared with national averages. The number of pupils attaining the higher Level 3 is very high in reading and well above national averages in writing. Overall, results are also very high when compared with those of pupils from similar schools.
- 66 These very good results represent a significant improvement in standards since the last inspection. They are attributable to improvements in subject planning, teaching and the generally successful implementation of the literacy strategy.
- 67 Inspection findings show attainment in English to be well above average at both key stages. Pupils enter the school with above average skills in speaking and listening and are well placed to begin learning to read. Their progress over the long term and in lessons is good. However, in some lessons at Key Stage 1, a lack of pace sometimes checks the progress of abler pupils. The school is extremely successful in fostering mutual respect between adults and pupils which helps to develop children's confidence thus enhancing their speaking, listening and literacy skills. Additionally, literacy is usually planned thoughtfully; with minor exceptions, teachers use the recommended structure well, have high expectations of all pupils, and use very good teaching strategies. Boys and girls of all abilities work hard and produce very good written work in all subjects across the curriculum. Pupils with special educational needs receive effective, discreet and sensitive support.
- 68 Standards in speaking and listening are well above average at both key stages. Pupils develop their ideas thoughtfully and confidently: for example, in the Reception class pupils spoke maturely about a new swimming class and a planned barbecue. At the end of Key Stage 1, pupils use a wide vocabulary. They voice opinions and share their knowledge and ideas, often using complex sentences. For example, they explain that a library has an 'index' and a 'number system', and confidently plan to create a sound to reflect a mood, assuring the listeners that the result was as they 'intended' or 'planned'. Older pupils discuss their parents' newspaper reading habits and explain either their parents' interests or the connection between reading 'financial and business pages' and parents' jobs. By the end of Key Stage 2, pupils are discussing issues such as cigarette smoking in a balanced way. They express strong opinions but listen to, and respect, the views of others. They accommodate a range of opinion well in their debate. The school makes good use of drama to sharpen speaking and listening skills and it is used in a variety of subjects, such as history and English. Pupils are accustomed to expressing different points of view and to re-enacting scenes from texts they are studying, such as Dr. Crippen's escape and arrest.
- 69 The school places a suitably high emphasis upon reading and fostering the

enjoyment of books and this helps standards of achievement. Overall, teachers teach reading skills well at both key stages and pupils are highly motivated to read well. As a result, their quality of learning is good. Throughout the school teachers usually have high expectations of pupils who are required to read accurately, fluently, and thoughtfully. Teachers expect younger pupils to voice opinions, respond appropriately, for example to the humour of a joke book, and to predict sensibly. By the age of seven, pupils skim text speedily to locate their favourite part in their own writing or a book: for example, they find factual information which they have researched and recorded for history about fire-fighters, read it and discuss it enthusiastically.

- 70 A strength of English teaching is at Key Stage 2 where the breadth and quality of the literature introduced to pupils is linked to methods which encourage reading based on pupils' writing. These methods could be usefully extended to Key Stage 1. Pupils' reading shows that they mostly have the ability to understand and analyse what they read. They demonstrate these skills when they discuss, or write about, plots, themes or characters, such as in their study of 'The Hobbit'. They create their own poems about Bilbo Baggins and write accounts of aspects of the story as a chosen character in the first person. Older pupils are expected to study text that is demanding in style and content, such as an excerpt from an account of the Ruth Ellis murder trial. They analyse the text well to increase their understanding of the techniques of persuasive writing. Pupils are receptive to a wide range of literature. For their own private reading they often select writers who deal with contemporary issues, such as animal rights, conservation and dilemmas brought about by peer pressure and unsuitable friendships. However, they are also interested in older stories and poetry.
- 71 Throughout the school a strength of literacy teaching is the way in which teachers use effective strategies to combine reading and writing skills. This contributes to the development of very good standards in pupils' work. For example, pupils in the Reception class use their growing understanding of initial sounds to select a flower from a catalogue with the same initial as their name, and label a drawing, 'Chloe's Carnations' or 'Harrison's Hollyhocks'. Pupils in Year 1 share the story 'The Giant Jam Sandwich', and then select its important features which they sequence in a series of pictures. Pupils in Year 2 develop their ideas on paper very well. For example, they create imaginative questions to fit a series of illustrations using a wide vocabulary and they write structured letters, thanking the person who provided them with information during a school visit. At Key Stage 1, most pupils organise their written work very well and logically develop their ideas on paper. They use a neat cursive script and their spelling is usually accurate.
- 72 At Key Stage 2, pupils use their writing skills very well to support learning in other subjects, such as report writing for science. Older pupils develop these skills further. For example, they compare the work of the Italian Renaissance artists El Greco and Montegna and record not only their feelings, but also why they think that the different paintings of the crucifixion convey either optimism or pain. They write skilfully and imaginatively for a wide range of purposes: for example, they write letters of complaint to their local councillor about a neighbour's garden. Throughout the school, pupils punctuate well.
- 73 Teachers make good use of information collected about pupils' understanding and

learning on a day to day basis. However, they do not always plan to meet the specific needs of groups of pupils in the light of their assessment findings and so guarantee every pupils' progress. Similarly, the quality of marking varies. For example, there are examples of constructive comments that develop pupils' understanding at Key Stage 2 by giving them points for development, but this is not consistent throughout the school: for example, marking at Key Stage 1 does not always reflect pupils' achievements.

- 74 The headteacher has played an important role in improving standards by providing clear leadership and appropriate targets. The school is in a good position to sustain further improvement provided that more time is available for monitoring.

MATHEMATICS

- 75 The results of the 1999 end of Key Stage 1 National Curriculum tests and assessments show that standards of attainment were well above average when compared both with schools nationally and similar schools. Over the last four years, results have improved, although there was a setback in 1998 when results declined considerably, due in part, to changes in staffing. Boys have achieved consistently higher than girls. At Key Stage 2, the 1999 results show that standards are above average when compared to schools nationally but average when compared to similar schools. At this key stage, girls have achieved higher than boys. Trends over the last four years have been improving steadily. The current performance of pupils in Year 2 and in Year 6 indicates that standards at Key Stage 1 will be similar to the high standards attained in 1999, whilst those at Key Stage 2 will improve still further. Evidence from both lessons and the analysis of pupils' work indicates that a significant proportion of pupils are likely to achieve the higher Levels 5 and 6 in this year's end of key stage tests. Overall, these results represent a considerable improvement since the last inspection.
- 76 At both key stages the implementation of the National Numeracy Strategy has had a positive impact on standards, especially in pupils' oral and mental work which is now becoming much sharper. The pace of most lessons is good and teachers are ensuring that pupils are challenged appropriately: for example, the demanding problem solving questions given to the more able pupils in Years 5 and 6. Direct teaching is improving pupils' understanding regardless of their individual ability.
- 77 At Key Stage 1, pupils are confident in number work. They add, subtract, multiply and divide up to and beyond 20 successfully. The youngest add ones and twos mentally with numbers to ten including the lower ability pupils in the group. They understand place value using hundreds, tens and units and can, for example, multiply whole numbers by two, five and ten competently. This is a result of the strong emphasis placed on numeracy in lessons. Teachers also ensure that the mathematics curriculum is balanced. Pupils can estimate measurements reasonably accurately, using non-standard measures initially before proceeding to using standard measurements such as centimetres. They recognise simple two and three-dimensional shapes such as cubes and squares. They begin to develop data handling skills and make good use of simple computer programs to show the results of their calculations in simple block graphs.
- 78 At Key Stage 2, pupils' ability to calculate improves as a result of high expectations from most of their teachers. By the end of the key stage they manipulate numbers well and have both a good understanding of the properties of numbers, such as

square numbers, and a good mathematical vocabulary. The majority of pupils know their tables very well and are quick to recall answers. As well as having good numeracy skills, pupils use computers effectively to support their work, particularly in data handling. Many are beginning to create their own formulae to enhance and support their calculations. Pupils understand area and volume and draw different angles accurately. Older pupils learn to make simple estimations to check the reasonableness of their answers. Able pupils have a sound knowledge of fractions and can convert them to decimals.

- 79 Overall, the quality of teaching and learning is good across the school. However, there are variations in both key stages. Where teachers' expectations are high, pupils show a keen interest in the subject and try to achieve higher standards. This is particularly evident at the end of Key Stage 2, where the teacher sets high standards and constantly challenges the pupils. As a result, their learning shows high levels of concentration and independence and the standards attained by a high percentage of pupils by the time they leave school are both above average and continuing to improve. Teachers have a good understanding of the subject and make effective use of the structure provided by the National Numeracy Strategy to ensure progression in the development of pupils' mathematical skills. This results in a good pace to lessons and the development of mental skills through quick-fire questions. Within most lessons, planning takes account of pupils' different levels of ability. Teachers are skilful in the use of mathematical vocabulary so that pupils are able to use it accurately and with understanding. All lessons have a clear purpose that is shared with pupils. However, the marking of work is inconsistent, with much being mere ticks which are not always helpful to the pupil. The pupils mark some work themselves and there is no evidence to indicate any teacher intervention. Weaknesses occur when teachers' planning and expectations do not take full account of pupils' different levels of attainment or of pupils of different ages in the same class. On these occasions achievement is restricted. In all the lessons observed the management of pupils is very good and, on many occasions, excellent. No time is wasted through unsatisfactory behaviour and this contributes to the high standards being attained.
- 80 Pupils' attitudes to learning are exceptional and this is reflected in the high quality work they produce and the standards they achieve. They enjoy the subject and work enthusiastically. Most pupils take care in the presentation of their work although where teachers' expectations are not consistently high standards sometimes deteriorate. Pupils sustain levels of concentration appropriate to their age and the older pupils demonstrate very high levels of perseverance, especially when problem-solving. They co-operate well and are ready to share their ideas and knowledge with each other. When working in small groups they collaborate well in order to succeed in the task they are given. The older pupils, in particular, work very well, even when they are not directly supervised: for example, the Year 6 group observed working on the computers outside the classroom. All pupils show care and respect for equipment and readily share their resources.
- 81 Assessment procedures are good. Pupils' individual achievements are monitored carefully against the key objectives in the National Numeracy Strategy. This enables teachers to track pupils' progress effectively. In the older class at Key Stage 2, these assessments, together with teachers' own assessments, are used to set targets for individual pupils and for the year group. This is an effective way of monitoring pupils' progress and improving their levels of attainment. It is also helping the quality of pupils' learning as they have a clear idea of what they must do

to improve. Unfortunately, this has not yet been implemented throughout the school. The headteacher aimed to start to analyse test results to identify strengths and weaknesses in the curriculum and to use this information to modify the curriculum as required. However, this has not yet been fully implemented as she has had to deal with a staffing problem by spending a great deal of time teaching.

- 82 The subject has shown good improvement since the earlier inspection report. In particular, standards of achievement, the curriculum and the quality of teaching have made significant advances. Provided that staffing arrangements are resolved, the subject is in a good position to sustain its progress.

SCIENCE

- 83 Standards seen during the inspection were above expected levels at both key stages. This marks a particular improvement at Key Stage 1 since the earlier inspection report which noted standards to be average. It is also an improvement on last year's assessments which included no higher levels at all; however, there had been changes of teacher and assessment records were unsatisfactory. Above expected standards are being maintained at Key Stage 2 and this year's results, on the basis of inspection evidence, should be on a par with last year's. This is an advance on the earlier inspection which reported average standards.

- 84 The major reasons for the improvement are linked to improved curricular organisation and more effective teaching, particularly in Years 5 and 6. For example, at Key Stage 1 the Big Book in English is linked to mini-beasts and work in art also supports learning. Subject specific vocabulary is developed systematically at Key Stage 2. Well organised visits to Beale Park, where younger pupils practise using their senses, trips to ponds for investigations and then to the secondary school, where pupils build powered carriages, enhance their quality of learning. Although only two lessons were seen, it can be inferred from a scrutiny of pupils' work, discussions with them and with staff, that whilst teaching overall has improved, some weaknesses remain. For example, in contrast with the last inspection, no lesson or other evidence was seen of pupils' learning and achievement being hindered by poor class control. However, evidence from the work scrutiny showed that younger pupils in Key Stage 2 were not being challenged sufficiently earlier in the year. Work was not matched accurately to pupils' abilities and expectations were low. Last year's Key Stage 1 results reflected inaccurate judgements by teachers about pupils' standards; there is evidence that is being addressed. Additionally, assessment and planning are now organised more effectively, particularly in Years 5 and 6. Teachers' methods and class management play a large part in enhancing the quality of learning: for example, the machine, made from rubbish, sharpens knowledge and awareness of conservation; pictures painted in art, such as 'Thomas Likes To See His Cats' complement work at Key Stage 1 on the senses. Teachers make good use of literacy skills when pupils develop vocabulary and write up experiments. They sharpen numeracy skills with regular assignments involving weighing, estimating and measuring.

- 85 Overall, the subject makes a limited contribution to development in information technology because of a lack of opportunities for data handling, presenting data and using sensors to measure temperature. There is good provision for the development of spiritual aspects: pupils are given opportunities to marvel at the wonders of the natural world and they collaborate socially when working on experiments.
- 86 Teachers have worked hard to bring about a steady rise in standards and pupils have responded well. Knowledge and understanding of science are helped by impressive verbal and reasoning skills; investigative skills are consolidated by some well organised experiments. The pupils' impressive attitudes also add to the quality of their learning. Overall, provided that the present quality of teaching is sustained, particularly at Key Stage 2, the school should continue its present rate of progress.

ART

- 87 Standards of work and the quality of learning are at the levels expected nationally at both key stages. Generally, progress has been satisfactory since the earlier report with some areas requiring more improvement than others.
- 88 Standards of observational work and painting are good at both key stages. Younger pupils use paints with control and have an eye for the use of colour. Older pupils produce some very good landscapes. All pupils are encouraged to work from, and into, their sketch books and good examples were seen of bark rubbings and self-portraits. Art links well with other subjects and standards are reinforced when pupils use either pastels or papiér mâché to depict scenes from 'The Hobbit'.
- 89 Some interesting three-dimensional work is done: for example, pupils produce head and shoulder studies in plasticine and use mod-roc and air-drying clay to make egg cups. However, the failure to use the kiln prevents further advances. Information technology is being used increasingly: computer programs are available and older pupils design colourful and impressive headteacher certificates for presentation to pupils.
- 90 No direct teaching of art was seen but more monitoring and assessment needs to be done so that the school can be sure that all pupils are making the progress of which they are capable. Provided this is in place, the subject has a good capacity for improvement.

DESIGN AND TECHNOLOGY

- 91 The school provides a reasonably broad and balanced curriculum, although food technology is under developed. It places strong emphasis on the designing and making elements of the subject at all stages. This is a considerable improvement since the last inspection when planning was reported to be weak in Key Stage 1. Although only two lessons were seen at Key Stage 2, other evidence indicates that pupils' rates of learning are good and they reach above expected levels.
- 92 Teachers emphasise the design and make process. Consequently, pupils make good progress through the school. For example, their designs become more detailed and this is reflected in the quality of their finished articles. Teachers insist that pupils design their models carefully, making labelled sketches before committing the final design to the material they are using, as when pupils in Years 3

and 4 sewed pictures of the school. Within their designs, pupils are taught to make a special note of colours, so that threads can be chosen for best effect. Pupils learn to select appropriate materials when they make a home for the Hobbit or produce a variety of hats. They measure, glue and shape accurately and evaluate their work, making any necessary modifications. This process is also emphasised by the teachers at Key Stage 1, where pupils use their sketch books to design the items they are making, such as the bags for special purposes in Years 1 and 2.

- 93 Overall the quality of teaching and learning are good. Teachers have a sound knowledge of the subject and are well organised. The sequential development of skills is secured through the commercial scheme of work that the school has implemented and this is reflected in the work seen. The co-ordinator has not yet had the opportunity to monitor teachers' planning against pupils' work and assessment is too dependent on individual teachers. Whilst teachers know their pupils well, the lack of formal records and monitoring hinders progression for individual pupils. When these matters are addressed successfully, standards will be even higher.
- 94 In the lessons observed the pupils worked conscientiously. They enjoyed their work and were keen to talk about it. The work on display showed that pupils take pride in the designs that they produce. During the inspection no lessons were observed where pupils were involved in the construction of models. However, work on display indicated that, throughout the school, pupils assemble and disassemble models of increasing complexity. Examples were seen of simple construction kits being used in Reception and pupils using wheels and gears in Year 6.
- 95 Overall, progress has been good since the earlier inspection report and, provided that weaknesses in monitoring and assessment are addressed, the subject has a good capacity for improvement.

GEOGRAPHY & HISTORY

- 96 The school has maintained the standards found at the previous inspection and pupils' quality of learning at both key stages and in both subjects is satisfactory. No history lessons were timetabled to coincide with this inspection and only one geography lesson was seen. Evidence is taken, therefore, from an analysis of pupils' work, talking with staff and pupils and a study of planning documents.
- 97 The subjects are taught separately on a rolling programme to a group of pupils alongside other groups studying other subjects. However, pupils receive much of their subject knowledge and understanding through projects that combine a range of subjects. For example, during the inspection pupils in Years 3 and 4 were embarking on a study of Chilton Foliat. This project involved a study of the history of its buildings, and changes in its landscape and landmarks. Pupils made observations using fieldwork and conducted their own research to trace its development. As a result, standards in geography and history improved. Additionally, pupils enhanced their design and technology skills when they produced models of the local church and manor house.
- 98 Standards of achievement are approximate to those expected for seven year olds. Younger pupils begin to distinguish between 'then' and 'now' when they compare their own toys with those of their parents and grandparents. Older pupils develop a sound awareness of time passing and of the past being different from now by

comparing occupations in the past to the present. They also recognise the passage of time in their own lives by contributing to special events, such as collecting artefacts for a time capsule to mark the new millennium. Pupils understand that famous people, such as Florence Nightingale and Henry VIII, lived before their grandparents but after dinosaurs and that daily life was different in the past. They understand that Queen Victoria's experience of her first swim is very different from their own, and they compare their own experience of school with that of their grandparents, when there were 'no displays up'.

- 99 Pupils at Key Stage 2 understand that the past is divided into periods of time which have particular characteristics. However, many do not have a sure grasp of chronology and are not able to fit the Tudors and Victorians accurately in a time-line. They understand that there are various sources of historical evidence as a result of some interesting assignments. For example, pupils in Years 3 and 4 learn about primary evidence when a villager shares his memories of Chilton Foliat with them for their combined project on local history. Older pupils use their understanding of different periods in history to begin to formulate ideas about social history. For example, they have strong opinions about whether it would have been better to be male or female, rich or poor had they lived in Victorian times. In this way, the subject makes a good contribution to literacy development through the development of persuasive writing.
- 100 At the time of the inspection the older pupils were about to start a project comparing amenities in Chilton Foliat with those available to pupils attending a school in Drimm, Ireland. They use information technology skills to send e-mail messages to the Irish pupils and ask them about the impact that people have on their environment. As part of this work they plan sites for recycling bins in the village. They also care deeply about issues such as the conservation of wildlife, and this spills over into their reading choices.
- 101 In the only geography lesson seen during the inspection the lack of time allocated to the session, combined with low teacher expectations, meant that the teaching was unsatisfactory. However, the standards of work seen and discussions with pupils demonstrate that teaching overall is sound. Pupils approach these subjects and their combined projects with the enthusiasm and diligence which they characteristically demonstrate for other work.
- 102 The weaknesses noted in the last report relating to policies and schemes of work have been addressed satisfactorily. However, those relating to monitoring remain outstanding and there are deficiencies in assessment procedures. Therefore, provided that there is effective monitoring of the planning and delivery of the curriculum, the subjects have a sound capacity for improvement.

INFORMATION TECHNOLOGY

- 103 By the time pupils leave school most attain standards in line with national expectations, with a significant proportion exceeding them, especially in data handling and communicating information. Pupils in Year 6, for example, use computer programs confidently to support work in both English and mathematics.
- 104 By the end of Key Stage 1, pupils use computers to draw simple block graphs from information which they have collected in surveys. They begin to develop word processing skills and use simple programs to reinforce literacy and numeracy skills.

Good planning by teachers means that as pupils move through the school they build on these early skills successfully and by the time they leave school they use a wide range of programs to support their learning. Thus, by the end of Key Stage 2, pupils use word processing skills effectively to produce work which has been successfully edited on the screen. They also use databases to produce different formulae and use publishing programs to create certificates. Teachers make good use of pupils' skills in information technology as well as the latest communication technology available. For example, programmable toys develop mapping skills in geography and graphs are used to present findings in mathematics and science. Teachers make good use of the school's resources to raise standards of achievement and the quality of learning. All pupils have restricted access to the Internet as well as to CD-ROMs which they use sensibly to research information connected with their topic work, for example finding designs by William Morris. At both key stages pupils are confident when using computer hardware such as a mouse and printers. Pupils also use other technology such as tape recorders to help with work in English.

- 105 The quality of learning for all pupils, including those with special educational needs, is sound and is continuing to improve. Much of this improvement has been due to an increased range of resources, including more computers. The implementation of a more detailed scheme of work after the last inspection has ensured continuity in pupils' learning and an improvement in standards. This has now been revised and is very well linked to the new Curriculum 2000 and the current programmes of study. The improvements since the last inspection have been good and pupils are being given increasing opportunities to use these new technologies in their every day work. The school has recently developed its own website. Standards are being helped by a range of developments. The co-ordinator is keen and has set clear targets for development, which are linked to the school development plan. The school has good links with a local secondary school and the older pupils are taken regularly to make use of the computer suite. Pupils are enthusiastic when using computers and other equipment. They work well co-operatively: for example, Year 6 pupils collated information in groups on a spreadsheet successfully. Older pupils are also paired with younger pupils to help them gain confidence when using computers.
- 106 Although only one specific information technology session was seen within the activity cycle, other evidence indicates that overall the quality of teaching is satisfactory and that it is having a positive impact on pupils' learning. Teachers generally have satisfactory subject knowledge, although expertise is limited in some aspects of the subject such as modelling, and there is insufficient direct teaching. They are well supported by a keen co-ordinator whose infectious enthusiasm is apparent in attitudes to the subject throughout the school. Teachers keep a detailed assessment record of pupils' progress and this is also contributing to progression in pupils' learning.
- 107 There has been good improvement since the earlier inspection report. Pupils make better progress through the work programme and resources are much better. However, the monitoring role of the co-ordinator still needs to be strengthened by making more time available. Provided that this is done, the subject should sustain its good rate of progress.

MODERN FOREIGN LANGUAGE – FRENCH

- 108 The teaching of French has been a feature of the school recently and, by the age of 11, most pupils achieve beyond expected levels.
- 109 This is mainly because of some interesting and well paced lessons which stimulate the pupils' interest in speaking another language. During lessons the major activities are speaking and listening exercises based on practical activities related to, for example, the rooms of a house or which vegetables people buy. Teaching is good and keeps pupils on their toes: they listen for gist and details when playing oral games and all concentrate well. As a result, they imitate both pronunciation and patterns of intonation well. More able pupils do well because they are given opportunities to use French to describe their likes and dislikes. The teacher varies the range of activities and when nine-year-olds come to write they are able to express responses in short sentences.
- 110 All pupils make good progress and the school is well placed to sustain its present good standards.

MUSIC

- 111 Standards in music overall are in line with pupils' ages and abilities throughout the school, as they were at the time of the previous inspection. During the inspection the focus of lessons seen was singing at Key Stage 1 and composing at Key Stage 2. However, teachers' plans and discussions with pupils show that major aspects of the subject are covered appropriately.
- 112 The quality of singing improves as pupils move through the school. At Key Stage 1, pupils sing reasonably well, both in lessons and in assembly, when they are accompanied by taped music. Pupils at Key Stage 2 sing very tunefully and expressively, when both unaccompanied in lessons and accompanied by music in assembly. Pupils at Key Stage 1 listen very carefully to music, such as a part of Mendelssohn's, 'Hebrides Overture' and comment upon the kind of sea they picture as they listen. They also listen closely to the words of, 'Oh, I Do Like to be Beside the Seaside' and recall that it was a 'wide' promenade, while closely watching the teacher and increasing their volume for 'tiddly om pom pom' on cue.
- 113 By the time they are seven, almost all pupils can create interesting rhythms and imitate clapped ones accurately. They understand that there are differences in pitch and work hard to try to decide when a sound is high and when low. They compose musical phrases and record them using symbols, such as a cloud to represent a 'blow' or puff of air.
- 114 At Key Stage 2, pupils know what a musical phrase is and understand that it helps singers to plan a performance by knowing when to draw breath. They create an accompaniment to 'Kiss Me Goodnight, Sergeant Major' and add it to the melody. They are comfortable with the vocabulary of the subject and all pupils create an appropriate accompaniment to suit the words of the song. They evaluate their efforts by referring to the difficulty of keeping to available time, and perform again in the light of their first evaluations. Well-focused teaching in a very well structured lesson produces this level of challenge.
- 115 The teaching of music at Key Stage 1 is satisfactory. It provides pupils with

sufficient opportunity to sing and appraise to a suitable standard. At Key Stage 2, teaching is good. Lessons are characterised by good use of time and clear learning objectives. In these lessons, teachers and pupils share a commitment to improve performance. Taped music and a suitable scheme of work compensate for teachers' lack of musical expertise. Throughout the school pupils receive a good range of musical experience. The school makes good use of assembly times to extend pupils' musical appreciation. Additionally, music often supports other areas of learning such as history, or links with wider skills such as design and technology.

- 116 Pupils have opportunities to learn to play an instrument, such as the recorder or the violin, during lunchtimes and this contributes to the development of standards. There are sufficient resources for staff to provide an interesting musical curriculum with the result that pupils can develop both their skills and their creativity. Currently, there is no co-ordinator for the subject, but arrangements are in hand. Provided that the role can be developed and staff be supported and monitored, there is a sound capacity for improvement.

PHYSICAL EDUCATION

- 117 Standards of achievement are at the expected levels at both key stages. This is an improvement on the earlier inspection report and it is due to a number of factors. First, the school no longer uses the village hall but has a new hall with proper equipment. This makes it possible to improve standards in both gymnastics and dance. Secondly, more curricular time is given to physical education. However, although the scheme of work has been improved, it has not been implemented fully.
- 118 Only two lessons in gymnastics and dance were observed but evidence was also gained from discussions with staff and pupils and a study of planning. However, the continued use of the chair of governors' swimming pool means that the majority of pupils can swim 25 metres. In Key Stage 2, very effective assessment of individual performance is sometimes carried out by learning support assistants and, in another class, the teacher used a digital camera as a means of pointing out strengths and development points in gymnastics. Overall, however, more use could be made of pupils by involving them more in the evaluation of their peers. Similarly, standards could be improved in athletics if more time was made available. Standards in sport, however, are helped by the provision of a satisfactory range of extra-curricular activities. These are taken by parents and another adult and include football, netball and judo.
- 119 To improve further, resources in the form of netball posts and footballs are needed. Additionally, teachers tend to base lessons exclusively on a commercial scheme and do not always do enough to adapt them to mixed age classes which contain a wide range of skills, aptitudes and confidence. The co-ordinator's role has not been properly developed because of staffing difficulties and the previous holder of the post did not develop the curriculum as planned. As a result, standards of achievement are not as good as the school had hoped. Nevertheless, revised arrangements have led to development of the curriculum recently and the subject has a satisfactory capacity for improvement.