

INSPECTION REPORT

**ST BRIAVELS PAROCHIAL CHURCH OF ENGLAND
PRIMARY SCHOOL**

High Street St Briavels

LEA area: Gloucestershire

Unique reference number: 115697

Headteacher: Mr. A Robinson

Reporting inspector: Mrs. Vivien Davies
20350

Dates of inspection: 5 - 7 July 2000

Inspection number: 191740

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
Gender of pupils:	Boys and Girls
School address:	High Street St Briavels Lydney Gloucestershire
Postcode:	GL15 6TD
Telephone number:	01594 530428
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. Clare Dow
Date of previous inspection:	2 nd December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Vivien Davies	Registered inspector	Mathematics	What sort of school is it?
		Science	The school's results and achievements
		History	How well are pupils taught?
		Geography	How well is the school led and managed?
		Physical education	
		Equal opportunities	
Kevin Greatorex	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
			How well does the school care for its pupils?
Janet Edwards	Team inspector	English	How good are the curricular and other opportunities?
		Areas of learning for children under five	
		Special educational needs	
		Information technology	
		Design and technology	
		Music	
		Art	
Hugh Protherough	Team inspector	Support for English, mathematics and science	Support for How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Briavels Parochial Church of England Primary school is voluntary aided. It is situated in St Briavels and serves the local village community. There are currently 111 pupils on roll who range from four to eleven years of age. The school is smaller than most primary schools. Attainment when children start school is average. There are currently thirteen pupils in the reception class. Sixteen per cent of pupils are on the special educational needs register. About 5 per cent of the pupils receive free school meals. Both figures are below the national averages. There are no pupils speaking English as an additional language. The headteacher is a class teacher for three days each week.

HOW GOOD THE SCHOOL IS

The school provides an effective education for its pupils. The teaching is good overall and particularly strong in Key Stage 1. Standards overall are average in English mathematics and science, and a significant number of pupils achieve above average by the time they leave the school. The school is satisfactorily led and managed and gives sound value for money.

What the school does well

- The standards reached by the pupils in the Reception class are high.
- They continue to make good progress through Key Stage 1 so that in English, mathematics and science standards are above average. The pupils make steady gains through Key Stage 2 and achieve well.
- The school offers its pupils very good care and provides well for their moral, spiritual and social development. As a result, attitudes, relationships and behaviour are very good.
- The pupils enjoy school and try hard because they have interesting lessons that challenge and motivate them. This is a result of good teaching.
- Parents and other adults in the locality are interested in the school and offer a very high level of support that enhances the educational opportunities for pupils.

What could be improved

- The curriculum planning needs to be improved so that all pupils in Key Stage 2 cover all subjects and do similar work when in the same year group
- The strategic management needs further development, this includes planning for national changes in the curriculum, procedures for the subject co-ordinators to develop their subjects across the whole school and staff appraisal,
- information technology in Key Stage 2, which does not yet meet national requirements

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in December 1996, the quality of the teaching has improved. At that time about a third of the lessons were good or better, now it is three-quarters. The number of pupils achieving national expectations has risen at Key Stage 1. At Key Stage 2 it has fluctuated but the 2000 results show a sharp increase with about three quarters of pupils achieving the expected levels. The school has successfully implemented the national literacy and numeracy initiatives.

Generally, the school has made satisfactory progress in regard to the issues raised in the last report, however, some are still only partly addressed. The pupils are set targets for attainment, and the assessment process has been developed. The subject planning has improved. Overviews of topics to be covered in each subject for each class group have been adopted. However, coverage of the curriculum so that all pupils cover similar work is still an issue. The planning of the lessons is now of good quality, and teachers are beginning to monitor standards. For example, there is a good understanding of strengths and weaknesses in English as a result of analysis of the pupils' assessments. However, except in mathematics, opportunities for co-ordinators to monitor the teaching of their subjects have not improved since the last inspection.

In bringing about the above improvements and in introducing the literacy and numeracy strategies, the headteacher and governors have established systems and procedures that effectively support and enable continued improvement.

STANDARDS

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

Performance in:	compared with				Key
	all schools			*similar schools	
	1997	1998	1999	1999	
English	B	B	C	E	well above average A above average B average C below average D well below average E
mathematics	A	C	C	E	
science	B	B	C	E	

**St Briavels is a small school so comparative data should be approached with caution. The 1999 figures are consistent with the performance of the same group of pupils in 1995 in Key Stage 1*

By the age of eleven, the pupils' performance in English, mathematics and science is close to the national average. Overall, during the last three years, the school did better than the national picture in English and science. In mathematics the school's performance reflected national results but the percentage of pupils achieving high standards in mathematics was well above the national average. The lower 1999 results reflected the performance of this group of pupils when they were seven. At eleven this year the unconfirmed 2000 results show that compared to last year the percentage of pupils achieving the expected level in English and mathematics has increased from about half to around three quarters with a significant number of pupils achieving high levels in English.

The inspection evidence and national tests show that by the age of seven a very high number of pupils are achieving average and above average levels in reading and writing. The targets set by the school for this year have been met in English and exceeded in mathematics. The pupils are achieving well throughout the school and very well in reception.

Throughout the school, standards are above average in music, history and geography, and in physical education, art and design and technology are about average. However, standards in information technology are below the expected levels in Key Stage 2, although they are in line with expected levels at Key stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The children like school and most are eager to learn. They concentrate very well in lessons.
Behaviour, in and out of classrooms	Very good. The pupils are well behaved in lessons and in the playground. Bullying is very rare and the pupils say isolated incidents are dealt with effectively. They are polite and welcoming to visitors.
Personal development and relationships	Relationships are very good. The pupils co-operate well, value and enjoy learning. They show respect for adults and the views of others. They are sensitive towards the pain and distress of others

Attendance	Attendance is well above the national average and very good.
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The pupils are developing good working patterns and are kind and considerate in their dealings with others.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	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.

The teaching is effective particularly in English and mathematics, which was taught well during the inspection. In three-quarters of the lessons seen during the inspection, the teaching was good and in some instances very good or excellent. The remaining quarter was satisfactory. No unsatisfactory teaching was seen. The teaching is strongest in the reception class. Teachers' expectations throughout the school are particularly high in English and mathematics and planning is of good quality. The teachers' good knowledge of their pupils enables them to meet the needs of different groups well. There is much good teaching in the school, but the absence of monitoring by co-ordinators means that they cannot form an overview of its strengths and weaknesses and consequently very good practice is not identified and shared

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school is giving appropriate prominence to the teaching of literacy and numeracy. The curriculum is broad, but there is a lack of coherence in the long term planning to ensure that the pupils' skills and knowledge build on their previous learning. The provision for information technology is unsatisfactory in Key Stage 2. The provision for music is a strength, many of the teachers are music specialists.
Provision for pupils with special educational needs	The pupils' special needs are identified at an early stage and targets are well matched to individual difficulties. Consequently, their needs are met well and they benefit from good support across the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for the pupils' spiritual, moral and social development is very good. Positive values are promoted very effectively and the principles of right and wrong are reinforced. The pupils' cultural development is also good. The set of values on which they are based lies at the heart of the school's approach to the personal development of its pupils.
How well the school cares for its pupils	The school cares for its pupils well; it offers effective support and guidance in a stable and secure environment. The teachers know and support their pupils very well.

The school enjoys a strong partnership with the parents and encourages shared responsibility for the pupils' learning. Parents are generally very happy with their children's education. The English and mathematics curricula are well in place and provide opportunity for all pupils, including high attainers, to reach appropriate standards. However, in Key Stage 2, other areas of the curriculum sometimes have gaps so that pupils might either miss out or repeat learning steps due to the splitting of the group in Year 4. Moreover, the provision for information technology does not meet statutory requirements fully in this key stage.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	<p>The headteacher and other teachers have been successful in establishing a caring ethos and a commitment to best achievement for pupils. However some aspects of strategic management are unsatisfactory as the school does not:</p> <ul style="list-style-type: none">• use forward planning thoroughly enough to set its priorities• monitor or evaluate its improvement plan with sufficient rigour
How well the governors fulfil their responsibilities	<p>The governors are very supportive of the school. They are keen to develop their role in strategic planning and decision making.</p>
The school's evaluation of its performance	<p>The school is beginning to make better use of performance data, but the co-ordinators are not evaluating either the work in the classroom or the pupils' progress across the school.</p>
The strategic use of resources	<p>The school gives sufficient attention to targeting its funds, but it should ensure that class budget spending is linked to the priorities established in the school improvement plan.</p>

The school has high quality teaching and non-teaching staff, who are committed to the school. The present accommodation is unsatisfactory, as there is no hall for physical education. This is about to be remedied and building work is due to start soon. The learning resources are adequate except for information technology and gymnastics. The leadership is strongly committed to the personal development of the pupils based on a clear set of values. The weakness is the insufficiently robust forward planning. The school is applying the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• the school expects the pupils to work hard• the teaching is good• they would feel comfortable approaching the school• their children like school• the school is helping the children to become mature• behaviour in the school is good• the children are making good progress	<ul style="list-style-type: none">• leadership and management• the amount of work including homework which some parents considered too light and some too heavy

The inspection team fully endorses the parents' views concerning the strengths of the school. Nevertheless, some improvements are needed in the strategic leadership and management related to forward planning. The amount of work which pupils are given, including homework, is similar to many schools and is consistent with the school's homework policy.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The pupils achieve well and in line with their abilities. Comparisons based on an analysis of the performance of each group of pupils at seven and eleven years of age show that their progress is steady.
2. When the children enter the Reception class, their attainment is average. Their progress during this initial year is rapid. By the time they reach statutory school age, most are able to do what is expected of five-year-olds and many exceed this.
3. The results of the 1999 national curriculum tests for seven- and eleven-year-olds provide a contrasting picture. The attainment of seven-year-olds in reading and writing was very high both in comparison to the national average and to the results of similar schools. The results of the English tests for eleven-year-olds were in line with the national average, but well below the average for similar schools. Similarly, the results of the mathematics tests for seven-year-olds exceeded both national average and the average for similar school, but the results of the tests for eleven-year-olds were in line with the national average and well below the average of similar schools. The results of tests and assessments in science were very high by the age of seven and average by the age eleven.
4. The unconfirmed test results for this year (2000) for seven-year-olds are broadly similar to their past results, which were high, in reading, writing, mathematics and science. However, the unconfirmed results also show that compared to last year the percentage of eleven-year-olds achieving the expected level in English and mathematics has increased from about half to around three quarters. The picture for science is similar to previous years.
5. A significant feature of the different profiles of test results achieved by seven and eleven-year-olds is the proportion of pupils who achieved levels beyond those expected for their age. In the 1999 tests, the proportion of seven-year-olds reaching the higher levels was a third in science, just over a third in writing and two thirds in reading. This was very high in comparison with the national average. In comparison, around a third of eleven-year-olds achieved higher levels in English, mathematics and science. The results for mathematics were well above the national average for attainment at the higher level and for English and science they were in line. The unconfirmed test results for this year (2000) show that compared to last year the percentage of seven-year-olds achieving the higher levels in writing is less, but in mathematics a higher number achieved the upper levels. The unconfirmed results for eleven-year-olds show that the percentage of pupils reaching the higher levels has doubled in English, dropped slightly in mathematics and been maintained in science
6. Over the last four years the percentage of pupils achieving the expected level by eleven-year-olds has been consistently close to the national average in English, mathematics and science. The 1999 figures indicated a downward trend, however it is consistent with these pupils past performance at seven. Over the same period, the percentage of pupils at seven years of age achieving the expected level has been consistently above the national average in all these subjects. This variation between infant and junior results can be explained to some degree by the variation in cohorts and the greater number of pupils with special needs, notably in last year's cohort. The results of the 1999 cohort were consistent with their results at seven in 1995. During the last inspection, the results of the eleven-year-olds were lower than the national average in English, in line in mathematics and above in science; at the age of seven their results were above the national average in reading, writing and mathematics. Since this inspection results have been consistently high in Key stage1 and fluctuated in Key Stage 2 but they have remained above average.
7. The inspection findings for English indicate that at Key Stage 2 the proportion of pupils achieving the expected levels is broadly in line with the national average, and the analysis of their work shows that their achievements are good. There has been some significant improvement in the quality of the pupils' work in the past twelve months and since the previous inspection when standards were considered to be below the national average. Standards of literacy at the end of Key Stage 1 are above average. A scrutiny of pupils work shows consistently high standards of achievement. Pupils who read aloud were

good. They understood the text and knew how to use sounds to build words if they were stuck. The inspection findings indicate that by the end of Key Stage 2, the pupils are above average in mathematics. By the age of eleven, most pupils have a secure knowledge and understanding of the use of tables in division and multiplication and are able to demonstrate the relationship between fractions, decimals and percentages. They are able to divide whole numbers and decimals by multiples of ten. The pupils have a secure scientific knowledge. In Key Stage 1 they are clear about the naming of parts of a plant and, for example, in Key Stage 2 their work on friction demonstrates a secure understanding of basic principles.

8. By the age of seven, pupils' attainment in information and communication technology is broadly in line with that expected nationally. However by the age of eleven, their attainment is below that expected for their age. All pupils including those with special educational needs, make good progress in this subject at Key Stage 1 but their progress is unsatisfactory at Key Stage 2. This is because not all strands of this subject are fully and systematically developed and the teachers' knowledge and understanding is inconsistent.
9. The pupils with special educational needs make good progress throughout the school. Their individual education plans have clear targets that are specific and achievable. Some of the pupils receive very good individual support from the classroom assistants. When the assistant is not in the classroom some difficulties occur. The school has met its targets in English and has exceeded them in mathematics. The targets are appropriate for English and slightly low for mathematics. However the school has small cohorts so the performance of one child has a significant impact. Currently, each eleven-year-old represents 6% of the school's performance figures.

Pupils' attitudes, values and personal development

10. The pupils' attitudes to learning are very good. They are enthusiastic about their work and eager to succeed. They sustain high levels of concentration because the teachers plan tasks that interest and motivate them. They are encouraged to express their ideas and share their opinions with adults. The opportunities they have to work collaboratively in pairs and groups support their independent learning well. From the earliest stages in the Reception and Year 1 classes, the pupils demonstrate eagerness and enthusiasm to participate in activities and they showed, for example in a science lesson on plants, that they enjoy their involvement
11. The pupils' behaviour is consistently very good. This is confirmed by the views of parents. When they come to school, during lessons, assemblies, lunchtimes and playtimes, virtually all pupils are very well behaved. They move around the school in a quiet and orderly manner and have a clear understanding of the very high standards expected of them. They show commendable self-discipline during the disruptions while the hall is re-arranged for lunch. During the inspection, there was no evidence of either bullying or lack of respect for school property.
12. Relationships in the school are very good. The pupils form constructive relationships with each other and with adults. They work co-operatively, listening with interest to each other and seeking to understand the other person's point of view. Older pupils act in a mature and responsible way. All pupils consistently demonstrate patience, tolerance and understanding for others, for example, when they wait in the queue for their lunch.
13. The personal development of the pupils' is good. The school provides opportunities for them to show initiative and take responsibility and they demonstrate that this trust is well placed. Social skills and self-discipline are a high priority. They are emphasised and developed constantly. The pupils regularly perform jobs within the classroom and around the school. As they progress through the school, greater degrees of independence and responsibility are encouraged. For instance, Year 6 pupils run a tuck shop each day during the morning break. Older pupils also regularly help the younger ones in a range of different ways; for example they are paired together when they walk to church.
14. Attendance at the school is consistently well above the national average and is very good. There is virtually no unauthorised absence. Punctuality is also very good. When they come to school, the pupils are eager and ready to learn thereby enabling a prompt and efficient start to the school day.
15. The very positive attitudes to learning, very good relationships, very high standards of behaviour and

good opportunities for personal development are important strengths of the school and have a positive effect on the quality of the teaching and learning.

HOW WELL ARE PUPILS TAUGHT?

16. The good teaching identified in the last report in December 1996 has been maintained. There were no unsatisfactory lessons during the present inspection. The key issue associated with teaching in the 1996 report related to better management of teacher intervention and use of time has been properly addressed. Since then the teaching has been strengthened and is raising attainment in the core subjects. The teachers know their pupils well and set high expectations that are appropriate in providing challenge, building confidence and supporting progress.
17. The teaching is now good overall, ranging in quality from satisfactory to excellent. Of the lessons seen, a quarter were satisfactory, half were good and a quarter either very good or excellent. The majority of literacy and numeracy lessons are well structured and purposeful; they result in good learning and steady progress. The teachers take good account of the differing abilities of their pupils and the able pupils do well.
18. English is well taught. The teachers value the subject and their enthusiasm is clearly evident. Almost all of the lessons observed during the inspection were good and in Key Stage 1 most were excellent. The framework of the National Literacy Strategy is helping the teachers to plan thoroughly so that they and their pupils are clear about the expected learning gains in each lesson. The teachers have secure subject knowledge and in Key Stage 1 they teach sounds thoroughly to support reading and spelling. They vary the approach to suit the learning needs of individual pupils. In Key Stage 2, they are confident when discussing and using technical vocabulary connected with poetry and English grammar. Consequently, their explanations are straightforward and the pupils acquire new knowledge well. Throughout the school, the teachers read extracts from stories and poems very well. As a result, they pass on their love of the language and engender similar enthusiasm in their pupils. The teachers assess their pupils understanding by asking skilful questions and give those pupils who either do not understand or misunderstand a little extra support. The best teachers convey well their assessments of the pupils' written work through careful marking which encourages the pupil and indicates possible improvements. This approach should be consistent throughout the school.
19. In mathematics, the quality of the teaching is generally good. There was one example of exemplary teaching observed in Year 6. The teachers have good knowledge of the National Numeracy Strategy and use the three-part structure well so that the lessons have a good pace. Accordingly, the pupils are well motivated and make good progress. The teachers' planning is thorough and the lessons are stimulating so the pupils enjoy learning and stick to their tasks. The teaching of mental mathematics is good and teachers use simple props to help the pupils develop speed in calculations and the recall of number facts. Minor weaknesses in teaching relate to occasions when the teachers do not sufficiently help the pupils to develop systematic approaches to problem solving, by for example, tabulating their data. In some classes, also, too many questions need only one-word answers and there is insufficient demand on pupils to use and consolidate recently taught vocabulary in their own explanations.
20. The teaching is very good in the Reception class. The work is well planned and very imaginative so that the children are often enthralled. As a result, they are very well motivated and eager to work hard. Good teaching was seen in most classes, but in this class every moment of the children's time was valued. All aspects of the curriculum seen were rich, the children were inspired and their progress was rapid. In some classes, the teachers taught literacy and numeracy well but did not reach the same standard in other subjects because the planning was not as thorough. In one science lesson in Year 6, for example, the pupils were not given sufficient opportunity to experiment and so progress in their scientific knowledge and understanding was only satisfactory.
21. The teaching of the pupils with special educational needs is good. They are well supported by their teachers, and as a result are progressing well by small incremental steps. The pupils who have statements of special educational need are fully included within classroom activities and very well supported by their teachers and learning support workers.
22. There is much good teaching in the school but the absence of monitoring by the co-ordinators means that there is no coherent overview of the subject and very good practice is not identified and shared.

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

23. Since the last report the school has responded to a key issue and increased the school day at Key Stage 2. As a result, the time allocated for teaching is now in line with recommendations.
24. The school provides a broad curriculum at both key stages. It includes all subjects of the National Curriculum and religious education, but does not fully meet the statutory requirements. This is because the provision for information technology does not meet the needs of the pupils at Key Stage 2 and is currently unsatisfactory. This was a key issue in the last inspection and although progress has been made, for example in the recent purchase of new equipment and the appointment of a knowledgeable co-ordinator, the rate of progress is unsatisfactory. **This is an important area for improvement.** The curriculum for the under- fives and the pupils in Key Stage 1 is well balanced and provides a wide range of worthwhile experiences that are often of high quality. This richness enables pupils of different levels of attainment to take part in the lessons. The pupils' progression in acquiring skills is secure in all classes, including those with mixed age groups.
25. The balance of the curriculum is less secure at Key Stage 2. This remains an issue from the previous inspection. The school has recently decided to use the national Qualifications and Curriculum Authority (QCA) guidance as a framework for the curriculum, and this is helping to ensure that the teachers consider all aspects of subjects as they plan their lessons. For example there has been an improvement in the balance of activities within design and technology that has had a positive effect on the standards of the pupils' work when evaluating their own products. The curriculum planning is based on a two-year cycle and the teachers in each key stage plan together. However, this two-year cycle coupled with the organisation of the pupils in mixed age classes has resulted in pupils in the same year groups having different curricular experiences. This is evident not only in the teaching of science but also in most foundation subjects. It has a negative effect on pupils' progressive acquisition of skills and understanding in these subjects and on the standards they achieve. **This is an important area for improvement.**
26. The school places great emphasis on the development of the pupils' literacy and numeracy skills. In these aspects, good whole-school initiatives and well-planned teaching result in pupils' at all stages acquiring and improving sound basic skills. The current emphasis on literacy and numeracy is central to the school's determined plan to raise standards. The teaching of music is a strong feature of the school and standards are high, especially in the pupils' ability to perform. The pupils benefit from the school's commitment that all should have the opportunity to learn to play a musical instrument and this extra-curricular provision greatly enhances the quality of the music.
27. The curriculum for children under five covers the nationally recommended Foundation Curriculum. It provides a rich range and a good balance of learning experiences, which result in the children making very good progress through their initial year. The provision for the pupils with special educational needs is also good. They benefit from the well-planned and clearly targeted support of the learning support staff in their work on literacy, numeracy and behavioural needs.
28. The school provides well for the pupils' health education, including the use and misuse of drugs and sex education. It has firm and very beneficial links with the community it serves, and constructive relationships with other local schools. The opportunities for the pupils to be involved in extra-curricular activities are good, particularly bearing in mind the size of the school. They include a range of musical activities, including choir, where pupils benefit from the expertise of a number of committed teachers. In addition the school offers a lively Wednesday craft club to Key Stage 1 pupils. Other opportunities include a drama club and sports clubs including netball and football. The school works in partnership with community groups to provide a range of activities throughout the year.

Pupils' spiritual, moral, social and cultural development

29. The provision for the pupils' spiritual, moral, social and cultural development is very good and is another strength of the school. Since the 1996 inspection, this area of the school's work has improved

from good to very good. The pupils are taught in a caring environment that builds a growing awareness of spirituality. For instance, the pupils in the Reception and Year 1 classes gasped in wonder when shown the growth of a bean plant which had been grown in the dark. Similarly, in a dance and movement lesson, the same pupils were transported into their imaginary world down a path to the sea. Awe and wonder are promoted as part of the Christian philosophy that is embedded at the heart of the school.

30. The strong moral ethic percolates from the top. All adults in the school community provide very good role models, and the pupils are made fully aware of their responsibilities in the community. There are clear expectations that pupils will take full responsibility for their actions and demonstrate that they understand the difference between right and wrong in all their dealings.
31. The pupils' social development is fostered very effectively through school and community involvement. Most pupils appreciate the part they play in school life and work together to promote the school's clear, agreed aims. They are encouraged to consider how to make others feel good. They learn how to care and have concern for others, those they know and strangers. They are encouraged by the staff to play games in the playground, and this also contributes to their social development. The annual residential trip for Year 6 is valued not only as an opportunity to do geography field work and extend physical education but also as an important team building opportunity.
32. The pupils are made aware of their own and other cultures through a varied programme of visits. This helps to foster, for instance, their growing awareness of other beliefs and religions. Moreover, there is an emphasis on making comparisons of the lifestyles of other cultures and similarities and differences are discussed. This was seen, for instance, in a discussion comparing the attractions at "Fairs" in this country and India.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school provides high quality support and guidance and effectively promotes the welfare, health and safety of the pupils in a caring, stable and secure environment. The high standards identified in the previous inspection have been maintained. All members of staff show great concern for the well being of the pupils and employ a range of measures to promote the pupils' development. There are good assessment procedures for monitoring the pupils' academic and personal development. In addition to the results of the statutory tests, the teachers compile detailed records to assist in the tracking of the pupils' progress. Very good informal monitoring reinforces the formal assessment structure. In this small school, all members of staff know the pupils very well and have a full picture of their strengths and weaknesses. The pupils with special educational needs receive a good level of support. The assessment information is used very effectively to plan for the pupils' future development. Child protection continues to be handled effectively by the headteacher as the designated person. All members of staff are aware of the need for vigilance and the steps to take if suspicions are aroused.
34. Health and safety is well promoted in the school. The governors and staff undertake regular tours of the school to identify potential hazards. All are safety conscious and watch for the security of the children. Hazardous materials are kept securely away from the pupils. Overall, all staff work hard to successfully create a safe and secure learning environment for the pupils.
35. All staff are highly successful in promoting high standards of behaviour. The behaviour policy underpins the school's approach and is consistently applied by all staff. During the inspection, the staff were seen to pre-empt incidents of possible misbehaviour with firm, calm intervention. All members of staff are fully committed to ensuring that oppressive behaviour is stamped out.
36. The school has very effective systems for monitoring and promoting attendance. The registers are marked correctly and efficiently at the start of the school day and after lunch. All absences are properly noted and contact made with parents to justify them. The annual figures for attendance are properly reported in the prospectus and in the governors' annual report to parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The parents are supportive of the school and confirm that it has many strong features. Virtually all

parents responding to the questionnaires felt that the school expects their children to work hard and do their best. They feel comfortable about approaching the school. They also feel reassured that the children like coming to school. They feel that teaching and their children's behaviour are good. Minor concerns include the amount of work the pupils are given to do at home and the leadership and management of the school. These matters including insufficient notice of cancellation of events and too much homework were investigated during the inspection. The team found that the daily administrative details were generally dealt with well. However the team did have concerns about the strategic management of the school. A few parents were concerned about the amount of homework set, some thought it heavy others light. The inspection evidence confirms that the homework set is in line with the home school agreement and is appropriate for children of this age.

38. Discussions with parents during the inspection confirmed their enthusiasm for the school and its work. They and other adults continue to be encouraged to become involved in the life of the school and many respond willingly and enthusiastically by participating in a range of activities. Each class teacher holds a termly meeting in which parents are briefed about the term's work and provided with opportunities to ask question. This is a very good opportunity for parents to acquire good knowledge and to prepare to support their child. Many help regularly within the classrooms and around the school as well as with other activities. Parents also make an active contribution to the governing body. The School Association continues to provide valuable support through a range of events. The school values highly the contributions made by parents that materially and socially enhance the pupils' learning opportunities and personal development.
39. The parents continue to be well informed about the school and their children's activities through a range of letters, newsletters, meetings and reports of good quality. All parents have the opportunity to meet with their children's teachers to discuss concerns or problems. The annual written reports to parents give much detailed information about what their children know and can do, and the progress they have made.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The school has clear aims that are rooted in its Christian background. The ethos is firmly established by the very strong emphasis on the importance of the pupils' spiritual, moral and social development. This is the consequence of strong leadership, very well supported by the staff and recognised and valued by the parents.
41. The governors are very supportive of the school and very aware of the year on year results of national tests. They are ambitious for the school and the performance of its pupils and have clear realistic expectations of the various cohorts. Targets are set, and some are exceeded. Governors should examine the mechanism for arriving at these targets to ensure that they are firmly grounded in past performance. They are informed of the school's work through regular reports from the headteacher and finance officer and through regular and frequent visits to the school. They are well organised. The sub committees meet regularly and minutes are taken. The governors make every effort to ensure that the statutory requirements are met, and are largely successful. However, the curriculum requirements are not fully met. The pupils miss out on some aspects of the curriculum, including information technology, due to the splitting of the Year 4 group. Some of these pupils are working with lower Key Stage 2 and some with upper Key Stage 2. Consequently, they do not have equal access to the curriculum. The governors have recently formed a committee that is doing useful work in supporting the strategic development of the curriculum and producing a curriculum review programme. They should now ensure that the National Curriculum requirements are fully met and that all pupils receive their entitlement. **This is an important area for improvement.**
42. In this small school, all teachers, including the headteacher, are responsible for more than one aspect of the curriculum. As co-ordinators, they are leading their subjects well. For example, they have provided good leadership in implementing the national strategies for literacy and numeracy. As the QCA documents become available to support the other curriculum subjects, these staff are providing brief but effective introductory training session for colleagues before linking the school topic outline to the excellent support materials written by subject experts. The teachers are using these materials to plan interesting and intellectually rigorous lessons. As a result, the pupils are well motivated because their lessons are interesting and they are acquiring useful skills related to these subjects. The subject co-

ordinators have realistic annual action plans, but they can be improved by including finishing dates for planned tasks. The co-ordinators are not at present sufficiently involved in a whole school approach to the development of their subjects. In particular they do not monitor the teachers' planning, their assessments and the pupils' work to ensure that what has been planned is being covered by all pupils in all year groups. Not all of them have an opportunity to monitor and evaluate the strengths and weaknesses of the teaching of their subjects and ascertain that successful learning is taking place. As part of the school's strategic planning, the subject co-ordinators should be enabled to do this and job descriptions should reflect whole school responsibilities. **This is an important area for improvement.**

43. Although the school has a development plan, it does not outline its strategy for dealing with the important changes that should be in place in September 2000. The priorities include planning for
 - the foundation stage curriculum:
 - the National Curriculum 2000:
 - the performance management arrangements for the headteacher and staff.
44. This is a small school in which the headteacher has a class for 60% of the week. It is therefore important to link actions in the plan to a realistic time requirement and end dates. The present plan does not include arrangements for monitoring or evaluating the benefit to pupils of the actions taken. In some cases the spending decisions, including those related to the budgets allocated to the classes, are not linked to the priorities of the development plan. Furthermore, the school has no clear plan for staff development, based on its staff appraisal procedures. Similarly, there are no documented arrangements for the induction of new staff, particularly newly qualified teachers, although good practical steps were taken when last required. However the governing body has made a good start in its strategic planning by drawing up a curriculum review cycle through to 2002. The headteacher has recently attended training related to school development planning. In order to address these issues the school needs to improve its approach to strategic planning. **This is an important area for improvement.**
45. The financial administration and systems are very good. The last audit commented on the very high quality of the systems and their administration. The Chair of Governors, headteacher and school secretary work on the budget together before it is referred to the full governing body for approval. The school has not yet made full use of new technologies for electronic mail and other related applications that can support its work. This indicates limitations of funding rather than an unwillingness on the part of the staff concerned. The school is applying the principles of best value.
46. There are sufficient teachers for the number of pupils on roll and good space within most classrooms. One classroom is used as a dining room and small hall. It is not big enough for PE and its use at lunchtime as a dining hall means unacceptable disruption to lessons despite the best efforts of staff to minimise the interference. The building is kept clean and is well maintained. The learning resources are adequate in most subjects but are low in some areas, for example, information technology. The school links its spending decisions to value for money and looks at a range of options comparing price and quality before reaching a spending decision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. In order to improve further the governors, headteacher and teachers should
- i) develop a clear and useful approach to the strategic management of the school, including its planning for national changes in the curriculum, staff appraisal, and enabling the subject co-ordinators to develop their subjects across the whole school. This process will require them to
 - Work as a team to decide on priorities
 - Establish an approach to school strategic planning that is consistent, useful and takes into account the need to monitor and evaluate progress
 - Examine the role of co-ordinators and make sure that their job descriptions reflect their responsibilities across the whole school
 - Ensure that subject action plans are securely linked to the school improvement plan**(paragraphs 44, 65, 81, 87, 91 and 95)**
 - ii) improve the curriculum planning in Key Stage 2 so that all pupils in the same year group cover all subjects and do similar work (paragraphs.
 - evaluate the two year planning cycle to ensure that all year 4, pupils whatever class they are in, will cover the relevant programmes of study of the National Curriculum in a similar manner
 - continue to use the Qualifications and Curriculum Authority (QCA) guidance, or a similar model, to ensure that all aspects of all subjects are covered for all pupils particularly in design and technology**(paragraphs 25, 41, 81, 86 and 90)**
 - iii) fully implement the National Curriculum for information technology. They will need to
 - enable the new co-ordinator to develop and implement the action plan so that all strands of the subject are fully and systematically taught across the school
 - develop the teachers' knowledge and expertise through further training**(paragraphs 24, 41, 42 and 75)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15	4	59	22	0	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)		111
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		18

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	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3

Unauthorised absence

	%
School data	0

National comparative data	5.4
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National comparative data	0.5
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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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	9	9	9
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (85)	100 (100)	100 (90)
	National	82 (79)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	9	9	8
	Total	15	15	14
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (90)	93 (100)
	National	82 (79)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	6	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	57 (73)	50 (64)	71 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	3
	Girls	6	5	6
	Total	8	7	9

Percentage of pupils at NC level 4 or above	School	57 (82)	50 (73)	71 (73)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	111
Any other minority ethnic group	

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: Y – Y

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	20
Average class size	22.4

Education support staff: Y – Y

Total number of education support staff	0.8
Total aggregate hours worked per week	19

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Financial information

Financial year	April 1999
	March 2000
	£203,601
Total income	£228,258
Total expenditure	£228,418
Expenditure per pupil	£1,936
Balance brought forward from previous year	£12,996
Balance carried forward to next year	£12,836

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	111
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	37	2	6	0
My child is making good progress in school.	33	55	4	4	4
Behaviour in the school is good.	27	63	8	0	2
My child gets the right amount of work to do at home.	22	49	24	4	0
The teaching is good.	39	55	4	2	0
I am kept well informed about how my child is getting on.	31	51	10	4	4
I would feel comfortable about approaching the school with questions or a problem.	67	27	4	2	0
The school expects my child to work hard and achieve his or her best.	41	57	0	2	0
The school works closely with parents.	41	45	10	4	0
The school is well led and managed.	20	49	16	12	2
The school is helping my child become mature and responsible.	33	59	6	0	2
The school provides an interesting range of activities outside lessons.	27	57	8	8	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

48. The children enter the Reception class at the beginning of the year in which they are five. They join older children in a class covering the reception and Year 1 age range. On entry the majority of children demonstrate standards of attainment appropriate for their age, having attended a playgroup located on the same site. The ethos and environment provided for these children are very warm, caring, and positive. The teaching observed during the inspection was always good, and mostly either very good or excellent. The curriculum is rich and well balanced and the activities are well matched to the children's needs. The teacher makes detailed assessments and with the very effective support of the learning support assistant she ensures that all children are very well challenged in their learning. As a result, they receive a very positive introduction to school, and by the time they reach the end of their Reception year, all have made very good progress. Most of them achieve above the levels of attainment appropriate to this age group as described in the desirable outcomes for learning. This is similar to the findings of the last inspection.

Personal and social development

49. The very good teaching ensures that the children's attainment in personal and social development improves well during their time in the Reception class. The children are well behaved and enthusiastic, and are able to concentrate hard. They learn to take turns and to listen to each other. They have opportunities for role-play both in the "Home Corner" and in movement lessons. The teacher, who is very well supported by the classroom assistant, creates a stimulating environment and atmosphere where each child is made to feel special. Expectations in regard to their work and behaviour are high, and the children are cheerful and want to please.

Language and literacy

50. The children's attainment in this aspect of their work is very good. They are confident, articulate and respond well to their teacher's questions. In all sessions, the children are encouraged to develop their vocabulary, to listen carefully and to show respect for each other's views. They recognise many simple words and phonic sounds, and many read simple text fluently and accurately. The children enjoy books and like to talk about them; they know what an author and a title page are. All can write their names and are encouraged to use emergent writing. The potentially higher attaining children begin to write on their own and make good attempts at spelling 'new' words. The quality of the teaching is excellent. The teacher and her assistant are enthusiastic and because of this the children have very positive attitudes to their learning. A lively and rich range of activities is provided to encourage listening, reading and writing. The teacher's planning is clearly focused; it takes into account what the children already know and extends it.

Mathematical development

51. The children's attainment is good. They learn to count confidently to one hundred, and count in two's up to twenty. They count forwards and back and can recognise simple number patterns and geometric shapes. In one lesson, the children showed enjoyment and skill in addition and subtraction using cards and coins for shopping. Some can use arbitrary measures, estimate and find missing numbers. They are also acquiring and using mathematical vocabulary in an appropriate way. This is all the result of good quality teaching and a wide range of relevant learning experiences. The tasks provided for the children match their needs, and enhance their interest in learning.

Knowledge and understanding

52. The children's attainment in this aspect is very good and their knowledge and understanding increase rapidly. They can name parts of the body and the parts of plants. They show great fascination over their work on insects and mini beasts, knowing that a ladybird is an insect and therefore

has six legs. They enjoy investigating objects and materials by using their senses, and can make comparisons and express their likes and dislikes. For instance, they enjoy making comparisons between their village and the island of Struay during activities to develop their geographical knowledge and understanding. They know that while they travel by car or bus, on the isle of Struay people travel by boat. They use computers with confidence and are skilled in their use of programs that support the development of their mapping skills. The teacher has high expectations, and through her very good use of discussion she encourages the children to explore their experiences. She gives them opportunities to speak and reflect and ensures that all the children are involved and extended.

Physical development

53. The children's attainment in this aspect is very good. Their manipulative skills are developed well. This is evident in the way that they use scissors carefully and hold pencils and brushes appropriately. In the excellent movement lesson observed, all children moved confidently, utilised space well, and showed a good awareness of others as they travelled through their imaginary world into the sea and became crabs, sharks and sea anemones. The children respond well to instructions and can move with increasing control and imagination. They refine their movements at different levels, for example, in making curled and spiky shapes, changing direction and movements from darting to gliding. All can undress and dress with little or no adult help. The quality of the teaching is excellent, and the lessons move at a lively pace, sustaining the children's interest.

Creative development

54. Attainment in this aspect is again very good. The children make good attempts at observational drawings of their bicycles. They create good quality 3D models of mini beasts in papier mache and clay, and models of vehicles from recycled materials, focussing on the way axles and wheels are linked together. They design and make very good glove puppets, using paper patterns in the process. The way they evaluate their products shows well-developed skills in this area of their learning. Music was not seen during the inspection. Planning indicates good provision.

ENGLISH

55. In the national tests for English in 1999, at the end of Key Stage 1, the pupils' standards in reading and writing were very high when compared to the national average and when compared to similar schools. This is an improvement on the tests in 1998.
56. At the end of Key Stage 2, the results in the national tests in 1999 show that the pupils' standards were in line with the national average. A significant number of pupils did not reach the expected level 4, so the results overall were well below the average when compared with schools of similar type. However, the test results were significantly skewed by a number of pupils with special educational needs within the small cohort.
57. The results over the past three years from 1997 -1999, showed an improvement over the 1996 results, the year of the previous inspection. They were above average for the first two years but fell to average for the third year. Over this period of time the trend appears to be that the boys perform slightly better than do the girls. The proportion of eleven-year-old pupils that the school anticipates will achieve the expected level in English this year is seventy-two per cent. It is a realistic target for this cohort, which contains some pupils with significant special needs, and an improvement on last year's results.
58. The inspection findings indicate that the school will meet its target for eleven-year-olds this year. The proportion of pupils achieving the expected levels is broadly in line with the national average. Although the current Year 6 cohort contains about a quarter of pupils with some significant special needs, the analysis of the pupils' work shows that their achievements are good. There has been notable improvement in the quality of the pupils' work in the past twelve months. This is also an advance on the position at the time of the previous inspection when standards were considered to be below the national average at Key Stage 2. The inspection reveals little difference in the achievements of the boys and girls and the teaching shows no evidence of gender bias. The results of the pupils taking this year's national tests for seven-year-olds also look good. Almost all reached at least the expected level in reading and

writing and about a quarter exceeded this. Standards of literacy at the end of Key Stage 1 are above average.

59. The school's introduction of the National Literacy Strategy has been successful; it has helped the teachers to clarify their ideas about the most effective ways to teach the various elements of language. As a result, good quality teaching is helping to ensure an appropriate balance in the pupils' learning and the further development of their reading and writing skills. The pupils' skills in speaking and listening are above average. By the end of Key Stage 1 they are confident and articulate. They are eager to share news and information about their lives at home and to explain their views on various subjects. By the age of seven many talk confidently about their ideal holidays. As part of the process, the regular, effective use of drama in language work helps the pupils to develop their listening skills as they learn to respond to the views of others as expressed by the teachers acting "in role". In Key Stage 2, the teachers build effectively on this good start, encouraging the pupils through carefully managed whole class and small group discussions, in which the pupils willingly and keenly express their opinions and views.
60. Reading skills are effectively promoted and are good overall. The successful introduction of the national strategy for teaching literacy has had a beneficial effect on reading standards because the teachers are sharing regularly with the pupils many interesting texts in various forms. The pupils are always eager to read along with the teacher, and there are always many pupils with raised hands, who are ready to predict what might happen next. The recent purchase of sets of reading books and fiction for younger pupils effectively supports group reading. Observation of these activities shows that by the age of seven most pupils are already quite sophisticated readers. They are able to tackle unfamiliar text with confidence because they have a variety of techniques to draw on. For instance, they have a secure knowledge of the sounds of letters and can make full use of the context of the story to help them work out unknown words.
61. At Key Stage 2, the pupils start to read more demanding texts and are encouraged in this by the way that the teachers use extracts from books like "The Silver Sword" as a basis for study during the literacy hour. The individual reading records show that most pupils are reading widely on a daily basis and that the majority enjoy the regular support of a parent or helper each night at home. Many of the oldest pupils are deriving great pleasure in their confident reading of the Harry Potter stories by J.K. Rowling. Other favourite authors include Jacqueline Wilson and Dick King-Smith.
62. The results of the national tests over the past three years show that standards in writing at the end of Key Stage 1 are above average. The analysis of the pupils' work shows that they write for a good range of purposes such as stories, letters and instructions. They write personal accounts of events they have experienced and descriptions of missing persons. They make arrangements for their "Favourite holidays", by researching destinations, using maps and transferring their skills very effectively into other areas of their work such as geography.
63. In Key Stage 2, the range of opportunities for writing increases considerably. It is evident that in Year 6 the pupils have made good progress over the course of the year, even though the proportion achieving the expected levels is at best just in line with the national average. This is because they have a rich curriculum and a wide range of experiences. At the start of the year, the pupils produced a limited amount of work focused on the Wizard of Oz, comparing the book and the film. They progressed to analysing parts of Macbeth, and compared differences in theatre design, for example the Globe Theatre in the time of Shakespeare and modern theatres. The pupils' choice of language is increasingly adventurous and their handwriting is joined and fluent.
64. Standards of literacy at the school are secure because English is well taught. Almost all of the lessons observed during the inspection were of good quality, and in Key Stage 1 they were excellent. The teachers have a secure technical knowledge of English and the literacy framework is helping them to plan thoroughly so that they are clear about what they expect the pupils to learn in each lesson. In Key Stage 1 there is an appropriate focus on the development of knowledge of the sounds of letters, whilst

in Key Stage 2 they are confident when introducing the syllabic structure of a poetic form such as haiku. Throughout the school the teachers' enthusiasm for the subject leads to a good pace of learning because they question their pupils carefully to check how much they understand. The teachers are equally assiduous in ensuring that written work is promptly marked. However, practice varies around the school. Whilst some teachers make careful notes and suggest how a child might improve their work, others simply mark with a tick and an encouraging comment. The best practice should be extended throughout the school.

65. Throughout the school the support for the pupils with special educational needs is effective and as a result they make good progress towards the helpful targets identified on their individual education plans. The co-ordinator and her colleagues make good use of the results of tests and other assessments in order to set personal targets for each child every term. In order to raise standards still further, the next challenge is to ensure more regular, systematic monitoring of the pupils' work and the quality of the teaching in lessons. **This is an important area for improvement**

MATHEMATICS

66. Standards in mathematics at eleven are average. The trend this year is upwards with signs of improvement throughout the school. These improvements are linked to good teaching and the successful implementation of the National Numeracy Strategy. Throughout the school, the focus is on direct teaching which has replaced the overuse of published workbooks. This is an improvement since the last inspection.
67. In 1999, the results of the national mathematics tests for seven-year-olds were above both the national average and the average for similar school. In contrast, the results of the tests for eleven-year-olds were in line with the national average but well below the average achieved by similar schools. However, the unconfirmed test results for 2000 show that compared to last year the percentage of eleven-year-olds achieving the national average has increased from half to three quarters, whilst seven year olds have achieved results which are broadly similar to their high results of previous years.
68. In the 1999 tests, a third of seven-year-olds achieved a higher level in mathematics. This was very high in comparison with the national average. In comparison, around a third of eleven-year-olds achieved higher levels in mathematics. This was well above the national average for attainment at the higher level. The unconfirmed results for eleven-year-olds this year show that the percentage of pupils reaching the higher levels has dropped slightly. Over the last four years, the results achieved by seven year-olds and eleven year olds at the higher levels have been consistently above the national results for higher levels in mathematics.
69. The implementation of the numeracy strategy, the advantage of small classes and the good teaching are all having beneficial effects on the pupils' learning. The progress made by groups of pupils in lessons was usually good. In one class, the teaching of Year 6 pupils was outstanding and their progress was excellent. The pupils acquired command of complex mathematical ideas and were able to use their learning in discussion with each other. Boys and girls make broadly similar progress. The pupils with special educational needs make good progress overall.
70. By the age of seven, most pupils have a secure command of basic counting skills and use doubling and halving procedures to aid their mental mathematics. Most can count in twos, fives and tens and are beginning to acquire accurate knowledge of tables. They know whether to add or subtract when solving number problems and the more able pupils explain the reasoning behind their choice. The pupils have a sound knowledge of shape and measures. Younger pupils know the attributes of two-dimensional shapes and transfer this knowledge to three-dimensional work. The pupils respond to new mathematical vocabulary, but they frequently find it hard to use these terms to explain their thinking. They also have opportunities to extend their work in mathematics by using the computer.
71. By the age of eleven, the pupils use their knowledge and skills well to solve problems. They are systematic in their approach and independently select approaches that are different but correct. In Year 4/5, the pupils confidently suggest and use a number of different methods to solve probability problems. They have a secure understanding of place value and the four rules of number, and they use approximation to check the reasonableness of answers. Their ability to calculate mentally is developing

well. The pupils demonstrate very quick recall of the multiplication tables and can use decimals to calculate mentally. The less able pupils are consolidating place value well. The average and more able pupils are acquiring a good understanding of interior angles of regular and irregular polygons. Their learning in this aspect is rapid. They discuss their work during set activities and show that they have acquired and can use the associated mathematical vocabulary. The pupils with special educational needs have work based on the class topic, but at a simpler level. They make good progress because their work is carefully targeted and they receive additional support from their teachers.

72. The pupils' attitudes to mathematics, including those with special educational needs are good overall. They enjoy the subject, listen carefully and work hard. They respond well to the good teaching they receive, mainly because their teachers understand their needs, set appropriate work and astutely manage and motivate them. The pupils' behaviour in mathematics lessons is very good.
73. Overall, the quality of the teaching is good, and there was one example of exemplary teaching observed in Year 6. The teachers have good knowledge of the National Numeracy Strategy and use the three-part lesson format well. They plan thoroughly and provide well-structured lessons supported by good use of resources. The initial mental work is well focussed to secure previous knowledge, skills and understanding and improve speed of recall and response. The organisation of classes in the juniors is successful and the work is carefully matched to the needs of pupils of different attainment levels. The teachers plan the work very carefully and set appropriate challenges. In one class, a carefully targeted activity captured the interest of a special needs pupil with above average mathematical skills; this pupil was able to approach the geometrical investigation task in his own way very successfully. Praise, rewards and good humour are used well to aid motivation and to manage behaviour. No unsatisfactory teaching was observed in mathematics. The minor weaknesses in the teaching relate to occasions when the teachers did not sufficiently help the pupils to develop systematic approaches to problem solving, for example, by tabulating results. Moreover, in some classes, too many questions needed only one-word answers and there was insufficient demand on pupils to use and consolidate recently taught vocabulary in their explanations. Very few members of the support staff were deployed to help in mathematics lessons. The exception was in the infants where the well-briefed assistant worked very well with her group including a pupil with special educational needs. The school should consider whether it can extend this provision.
74. The assessment procedures are good and are being further extended in line with the approach taken in English. However, the information from tests is not yet being analysed in detail.
75. The mathematics co-ordinator introduced the National Numeracy Strategy well. He has provided effective staff training, and has had the opportunity to observe teachers in all parts of the school. There are good basic resources for each classroom. During the inspection, computer programs were used to support mathematics, but their use is not well embedded in the curriculum. This remains unchanged since the last inspection. There is a narrow range of software and in the main it is used to reinforce previously acquired knowledge rather than to set new challenges. **This is an important area for improvement** Some examples of numeracy used in other subjects were observed, for example in work on temperature in geography, but there is not enough planned use of numeracy across the curriculum.

SCIENCE

76. The results of the 1999 national science tests for eleven-year-olds were in line with the national average, but below the average of similar schools. The proportion of pupils achieving the higher levels of attainment was also in line with the national average. This level of performance has been consistent over the past four years and standards at Key stage 2 are similar to those at the last inspection.
77. Assessments at the end of Key Stage 1 in 1999 indicated that attainment was above the national average for both the expected level and the higher levels. The inspection evidence supports these assessments. Attainment at the end of Key Stage 2 is judged to be about average, but at the end of Key Stage 1 it is well above the national average. Standards have improved since the last inspection in Key Stage 1 and remained steady at Key Stage 2. Attainment in the 1996 report was found to be in line with the national average at the end of both key stages.
78. From lesson observations and scrutiny of the pupils' work in Key Stage 1 it is clear that they have

appropriate experience of investigative science. They are able to record their findings pictorially and in simple diagrams, for example, in their study of living things. The work they conducted on the conditions a bean needs for growth demonstrates that they have a sound understanding of the requirements and procedures for fair testing. Their knowledge is good; for example, they can name the parts of a plant and use words such as germination with understanding. This is an improvement since the last inspection.

79. In Key Stage 2, the pupils continue to develop their investigative skills and are able to write up their experiments in a systematic way. For instance, in Years 3 and 4, they conduct experiments to discover the best material to mop up spills. They also know and understand about the properties of light, including the effect of shadows. In Year 5, the pupils are able to conduct experiments on insulation materials, which require them to consider variables and include a prediction of results. In Year 6, the pupils investigate the effectiveness of different types of shoe grip as part of their work on friction. This work is well thought through and demonstrates that they have a good knowledge of fair testing, can write up their experiments clearly and make appropriate use of diagrams and tables to support their text. All these activities are evidence of a more systematic, investigative approach to the subject which is an improvement since the last inspection. The pupils with special educational needs are always fully involved in science lessons and the good level of support they receive enables them to make good progress.
80. The teaching in Key Stage 1 is good and the teachers' present imaginative lessons that inspire pupils to work to the best of their ability. Both classes were observed and the teachers were offering well-planned lessons on growing plants. There was a good balance between teacher-led discussion, experimentation and observation so that the pupils were fully engaged. The younger pupils were so astonished at the growth rate of their plant that they gasped in amazement. In Key Stage 2, the teaching is equally confident and knowledgeable but occasionally the learning is slowed because there is a missed opportunity for them to conduct experiments when they are brimming with ideas and speculation. Clear lesson objectives are conveyed to the pupils so that they know what it is they are expected to learn. Most pupils respond positively to the confident manner of teachers and the challenge of the activities maintains their interest. As a result, there is a brisk pace to learning in many lessons. By the age of eleven, the pupils' skills of observation and their ability to plan an investigation are well developed.
81. The subject is well led by the co-ordinator who has a clear action plan that indicates that science will be an autumn 2000 focus. The policy is up-to-date and offers good guidance. The scheme of work provides an outline of the topics to be covered and links to the QCA scheme of work that provides excellent support material for lessons. There is some lack of a coherence in the long term planning as some Year 4 pupils are working with upper Key Stage 2 and some with Lower Key stage 2. This means that some pupils do not cover all aspects of the science curriculum thoroughly. They may only meet some topics as part of a revision programme in Year 6. **This is an important area for improvement.** The attachment to the school improvement plan sets an agenda for review which includes science but does not outline how the co-ordinators will monitor the teaching and evaluate the standards of the pupils' work and progress in all classes throughout the school. This is essential in order to ascertain the extent of the impact of the development activities currently being undertaken. **This is an important area for improvement**

ART AND DESIGN AND TECHNOLOGY

82. Although few lessons were scheduled during the inspection, it is clear from conversations with the pupils and an analysis of the displays, photographs and folders of work around the school that the pupils enjoy these subjects. They try hard and take a pride in their work. By the age of seven, the pupils are mostly achieving standards that are above those expected nationally. By the age of eleven they are mostly achieving standards in art that are in line with those expected nationally. In design and technology the pupils generally achieve standards in line with those expected in their making of products. They evaluate these products appropriately but their design skills are below what can be expected.
83. At Key Stage 1 the strength of the pupils' current work in art lies in steady development of the skills of drawing and sketching from life. They use pencil and crayon to draw impressions of the mini-beasts and plants that they have found in the school grounds. They paint the houses they have seen in the

village as part of their geography studies. They study a range of work by different artists and are able to reproduce work in their styles. For example, the pupils design wallpaper in the style of William Morris. They benefit from a wide range of activities in these areas of the curriculum. As a result, they create beautiful natural wooden animals and creatures as part of their work in design and technology. They design and make good quality glove puppets developing their skills in making and using paper patterns to ensure their puppets will fit their hands. They investigate the mechanisms of bicycles to discover how they work; design toys and robots and write instructions to their friends on making bears.

84. At Key Stage 2, in art, the pupils continue to develop their skills in observational drawing. In Years 4 and 5 they create Tudor portraits and self-portraits using a range of media. In Years 3 and 4, the pupils paint waterscapes while in Years 4 and 5 these are further developed as landscapes. The pupils experience Stimulus art, such as that produced by Seurat. In design and technology lessons in Years 3 and 4, the pupils study food technology and learn about hygienic preparation of foods as they select fillings for their rolls. Year 3 and 4 pupils evaluate Easter egg packaging, while those in the Years 4 and 5 class identify the criteria for a well made money container. They evaluate zip fasteners, design their containers and create a sequence to guide the construction. In Year 6, the pupils evaluate the construction of slippers, and then design and make their own. They appropriately evaluate their own work and that of others, but their designs do not reflect the standards that are expected. Consequently, the making process is not sufficiently supported the designs.
85. Since the last inspection the school has made improvements to the curriculum of design and technology at Key Stage 2. As a result, there is a better balance of activities and the levels of challenge build more steadily than before as the pupils move through the school. Nevertheless, the pupils' skills in design remain underdeveloped and need to be improved.
86. The school uses the national guidelines to support the teachers' planning and provision for these subjects. This is having a positive impact because there is now an identified curriculum throughout both key stages. However, the organisation of mixed age classes in years 3, 4 and 5, and the two-year cycle of topics is adversely affecting the progress of some pupils in Year 4. It fails to ensure that all the pupils in this year group have the same curriculum and similar experiences. Over a period of time, it has negative effects on the development of the pupils' skills, knowledge and understanding in both of these subjects and consequently on their attainment at the end of the key stage. **This is an important area for improvement.**
87. The co-ordinator for these subjects has collected samples of work to create school portfolios. They are informative about the provision and standards attained at Key Stage 1, but as yet are incomplete at Key Stage 2. The co-ordinator is knowledgeable about provision in Key Stage 1, but is inadequately informed about the work done in Key Stage 2. There is no system to ensure that planning and provision is regularly monitored. The co-ordinator role in these subjects is underdeveloped. **This is an important area for improvement.**

GEOGRAPHY AND HISTORY

88. During the course of the inspection only a few lessons were seen in these subjects. Scrutiny of the pupils' work indicates that it is of good quality in both history and geography and that standards have been maintained since the last inspection.
89. The teachers, in Key Stage 1, provide the pupils with a wide range of interesting experiences in both history and geography. For example, a visit to the Dean Heritage Centre linked well with the "Now and Then" topic in history. Local history links are also clearly made. Pupils are able to produce informative personal time lines indicating significant events in their own lives, linked to mathematics and the school day. Opportunities in geography are similarly rich. The pupils have learned about the Island of Struay and made good comparisons between life there and living in Saint Briavels village. These projects alone covered most aspects of the history and geography curriculum in Key Stage 1. The pupils' knowledge of the wider world is well enhanced by the adventure of "Barnaby the Bear" who is photographed at various exotic locations across the globe. These photographs are part of an expanding display linked to a world map.

90. In Key Stage 2, because Year 4 pupils are split between upper and lower Key Stage 2 some pupils miss out on some aspects of the curriculum. **This is an important area for improvement.** Informative displays include work on rivers and coasts and on the Mayflower School, Nigeria. In Year 6, pupils have produced some work of very high quality on rivers and coasts, including research based on the River Cherwell. There are good links with literacy. For instance, the pupils have used poetry to express their feelings about water. Some kept water diaries to record their personal consumption, which is a good reflective approach to a key topic. The school is involved with a county geography project and some very good work is emerging. In Years 3 and 4, several examples of the pupils' work in history demonstrate that they are acquiring a sound body of knowledge and understanding the past. They have good understanding of the Ancient Egyptians including knowledge of Tutankhamun and his burial chamber, the Romans, Saxons and Tudors. The pupils' work, which includes both 'on the spot reportage' and factual recall, is good.
91. In both history and geography, the co-ordinators are effectively managing the resources. The subject action plan in geography is thorough and achievable, though some of the actions have no completion date. The policy has been updated and gives clear guidance. The recently adopted assessment procedure is very straightforward and when analysed will provide useful information for identifying strengths and weaknesses in the subject. The attachment to the school improvement plan sets an agenda for reviewing these subjects but does not outline how the co-ordinators will monitor the teaching and evaluate the standards of the pupils' work and progress in all classes throughout the school. This is essential in order to ascertain the extent of the impact of the development activities currently being undertaken. **This is an important area for improvement**

INFORMATION TECHNOLOGY

92. By the age of seven, the pupils' attainment in information and communication technology is broadly in line with that expected nationally. However, by the age of eleven, the pupils' attainment is below that expected for their age. All pupils, including those with special educational needs, make good progress in their learning at Key Stage 1, but their progress is unsatisfactory at Key Stage 2. This is because the teachers' knowledge and understanding are inconsistent and not all strands of the subject are fully and systematically developed.
93. By the time they start Key Stage 1, the pupils have experienced a good programme of work in the Reception class. Consequently, their attainment is generally in line with, and often above, that expected for their age. The pupils are learning to manage the computer environment independently to support their work in a range of subjects. By the time that they are seven, they have appropriate skills in the use of the 'mouse', and most can operate the keyboard to type, using the space, enter and delete keys appropriately. They understand the basic operation of the computer equipment and are learning to use icons to 'save and print' their work. They are excited when using mapping programs to create maps as part of their work in geography and when researching information about ideal places for holidays. Their progress is good because the teachers ensure that there are relevant experiences to support the use of information technology in all areas of learning. The youngest pupils are given careful explanations and the teachers and adults demonstrate appropriate knowledge, both of the subject and of the purposes of teaching particular skills and concepts. They monitor the work well and have effective ways of ensuring that all pupils have active roles when sharing a computer and that everyone gets appropriate 'hands-on' experience.
94. The pupils' progress through Key Stage 2 is unsatisfactory overall, though they are doing better in some aspects than others. This is because not all of the teachers have sufficient subject knowledge and expertise. Most pupils are familiar with computers and are confident in handling them, they have opportunity to use and develop these skills. The pupils continue to develop their word processing skills throughout the key stage. They share computers sensibly and make helpful suggestions to others without taking over. They follow instructions carefully when undertaking new tasks. By the time they are eleven, the pupils' keyboard skills are adequate to support their writing of text. In Years 5 and 6, pupils edit text for punctuation though there is little evidence that they use word-processing skills to support their extended writing. Pupils have some experience of researching their own information from CD-ROM's and using this information to support their written text in other subjects. In this aspect, their progress is satisfactory and standards are in line with that expected for their age in the communicating

and handling information strand of the work. However, their progress in use of data handling and spread sheets is unsatisfactory throughout Key Stage 2. The school has very recently been connected to the Internet, but this is yet to be purposefully exploited.

95. In the previous inspection information technology was judged as being unsatisfactory at Key Stage 2. This remains so and though there has been some improvement it is unsatisfactory. The school has identified information and communication technology provision as an area for development. There is a sound policy and a detailed action plan that clearly places this development within an appropriate time frame. New computers have been recently installed in all classes and the school has recently adopted the national guidelines for information technology. These are being used to support the teachers' planning, but the daily assessment procedures are inconsistent and there is no record keeping system. The co-ordinator is knowledgeable and has worked hard to develop the subject. As yet, she has carried out little direct checking of the teaching and learning. Her role is limited to management of the subject at Key Stage 2, but there is no evidence that she is monitoring the teachers planning. Moreover, her job description does not enable her to ensure that the provision for this subject is consistent throughout the school. **This is an important area for improvement.** ICT is being used neither effectively nor consistently to support other areas of the curriculum at Key Stage 2. In order to raise standards, the school should develop provision as identified in its action plan for this subject. **This is an important area for improvement.**

MUSIC

96. Only one lesson was seen in each of the key stages. The following judgements are therefore based on an examination of the teachers' planning, discussions with the staff, observations of the music tuition by peripatetic instructors, and the pupils' performance in assembly.
97. Overall, the pupils aged seven reach standards that are broadly in line with expectations for their age, but by the age of eleven their attainment is above that expected nationally. In the lesson observed at Key Stage 1, the pupils received a broad and balanced programme which included singing, performing their own compositions and listening to a piece of music. This lesson had been well planned by the teacher with precise learning objectives, which she made clear to the pupils at the beginning of the lesson. The pupils can identify high and low sounds accurately. They play a range of percussion instruments competently and follow graphic representations of their own compositions. They show good collaborative skills as they perform their music. They practise hard and are prepared to repeat the exercise until they feel it is right. Good listening skills are being appropriately developed because the staff are using suitable questioning techniques to demonstrate what can be heard in a piece of music. The pupils' behaviour was good because the teacher provided a good variety of musical activities to maintain their interest and involvement.
98. The teachers' planning for music at Key Stage 2 shows that the pupils have a balanced musical experience that broadly meets the National Curriculum requirements. In assemblies, the pupils' singing is tuneful and they are confident at performing. There are very good opportunities for them to participate in extra activities, such as the end-of-term concerts and preparation for performing in assemblies. The pupils benefit from specialist teaching by three of the teachers at Key Stage 2 who are musicians and committed to ensuring that all pupils reach their potential in playing and performing music. All pupils are given the opportunity to learn to play an instrument. The peripatetic teaching is of good quality; it enhances provision and contributes very well to pupils' progress in the subject. It enhances the pupil's learning and progress in the mastery of various instruments and their basic knowledge of the principles of music. The school has an exceptional number of qualified music teachers. During the last inspection pupils in both Key Stages reached average standards and achieved higher standards in performing and composing. There has been an improvement and the work seen indicates that standards are high throughout the school. Pupils with special educational needs are making good progress.

PHYSICAL EDUCATION

99. At Key Stage 2, the pupils' attainment in PE is above average in swimming and dance. It is well above average in dance and below average in gymnastics at Key Stage 1. The last inspection in 1996, reported that standards were in line with National expectations. There are improvements in dance at both Key

Stages.

100. During their swimming lessons, the Key Stage 2 pupils are developing an extensive range of skills. They are confident in the water and can do basic strokes. The more able pupils show good techniques across a range of strokes. These pupils show very high levels of stamina. They can dive for objects on the floor of the pool. The pupils' attainment in dance is good. They learn routines well, have very good body control, respond sensitively to music and improvise and explore movement creatively. They display an understanding of tension and movement while running, jumping, twisting, turning and controlling balance. Similarly, in a dance lesson in Key Stage 1, the pupils achieved very high levels of performance in response to an imaginative and exciting beach scenario. They demonstrated the ability to change pace and control their bodies very well. The teaching in gymnastics was brisk and purposeful, but the pupils were unable to develop their movements sufficiently because the lesson was held in a classroom and the space severely limited their ability to travel.
101. In both Key Stages pupils make good progress in dance. In lessons the pupils make good progress through exploring and experimenting with movements and in dance they develop these effectively into sequences to be performed. In Key Stage 2 they also make good progress in swimming, but in gymnastics they are hindered by the limitations of space. They respond well to coaching by the staff to improve their actions and skills. This is particularly noticeable in swimming. Pupils with special educational needs are making good progress.
102. Attitudes to learning are generally good and often very good. The pupils behave very well in swimming and pay good attention to safety. Competition and the will to succeed are balanced with the need for safety and consideration for others. In most lessons, the pupils are attentive, well-motivated and hard working. They enjoy good relationships with the staff, and their behaviour generally ranges from good to very good. They work well as individuals and as a class and there is good pair and group work in dance.
103. The quality of the teaching is satisfactory and sometimes very good. The teachers have appropriate subject knowledge. The lessons are well planned, have clear learning objectives and appropriate activities. They are structured effectively to take account of issues of healthy and safe exercise procedures. Good use is made of time and resources, and there are high expectations of pupils' achievements. There are good standards of interaction and direction; praise is used effectively to encourage and motivate. In the best lessons, the teachers offer clear coaching. The indoor space is very restricted and inhibits compliance with the National Curriculum requirements for physical education. The school has addressed this issue and the building of a new hall begins in September. In the meantime, the programme of outside activities partly compensates. The grounds are used very well. Extra curricular activities, including the gym club, contribute to pupils' progress in lessons. The scheme of work offers clear guidance, and the equipment and resources are adequate. The co-ordinator does not have an opportunity to monitor teaching or planning in this subject. Assessment is developed very well in swimming.