

INSPECTION REPORT

WRINGTON C OF E PRIMARY SCHOOL

Wrington, Bristol

LEA area: North Somerset

Unique reference number: 109221

Headteacher: Mr A Kirkpatrick

Reporting inspector: Mrs M McNaughton
1926

Dates of inspection: 21st - 24th May 2001

Inspection number: 192288

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed

School address: School Road
Wrington
Bristol
North Somerset

Postcode: BS40 5NA

Telephone number: 01934 862553

Fax number: 01934 863572

Appropriate authority: The governing body

Name of chair of governors: Mr G Evans

Date of previous inspection: 24th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1926	Ms M McNaughton	Registered inspector	Science Design and technology The foundation stage	What sort of a school is it? The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31758	Mr E Tipper	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
17456	Ms A Smithers	Team inspector	English Information and communication technology Music Religious education Special educational needs	
14997	Ms V Emery	Team inspector	Mathematics Art and design History Geography Physical education Equality of opportunity	How good are the curricular opportunities offered to pupils?

The inspection contractor was:

Wessex Education
1 Albert Road
Dorchester
Dorset
DT1 1SE

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

7

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

11

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

13

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

14

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

16

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

17

HOW WELL IS THE SCHOOL LED AND MANAGED?

18

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21

PART C: SCHOOL DATA AND INDICATORS

22

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

26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wrington is an average size primary school with 196 pupils on roll aged four to eleven years. The school serves the village of Wrington and other neighbouring areas just south west of Bristol. There are seven classes with an average of 28 pupils in each. The school arranges its pupils in classes of mixed ages for pupils of seven and eight years and pupils aged nine and ten. These pupils are also taught in single age groups in some subjects. A significant number of pupils are from socially advantaged homes and the proportion eligible for free school meals is 0.5 per cent, which is well below average.

Twelve per cent of pupils are on the register of special educational needs, which is below average. Four of these pupils (1.9 per cent) have statements of special need which is above average. Most of the pupils with special needs have learning difficulties, and a small proportion of pupils have specific diagnosed disabilities. Two pupils speak Norwegian as their first language. They received specific additional provision when they came to the school and are now competent in their use of English.

All children have pre-school experience in nurseries or playgroups before starting school. On entry, their attainment in literacy and numeracy is above average.

HOW GOOD THE SCHOOL IS

The school provides a sound education for its pupils. Standards are above the national average in English and mathematics and well above in science. Teaching is satisfactory across the school and often good for the older pupils. There are weaknesses in the leadership. Improvement has not been promoted sufficiently, although the governing body and key staff fulfil their responsibilities appropriately. The school is providing satisfactory value for money.

What the school does well

- Standards are consistently above average in English, mathematics and science
- Basic skills in literacy and numeracy are well taught
- Provision for pupils with special needs is good
- The assessment of pupils' attainment and progress is good
- There is a good range of extra-curricular activities
- Homework supports pupils' learning effectively
- Parents make a very good contribution to the work of the school

What could be improved

- The headteachers' leadership in strategic planning for school improvement
- Monitoring and evaluating the strengths and weaknesses of the school
- The expectations of what children in the reception class might attain in literacy and numeracy
- The consultation and communication between the headteacher, governors, staff and parents

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in February 1997 has been satisfactory overall, although the leadership has not promoted as much improvement as might be expected. Good standards in English and science have been maintained. Standards in mathematics have improved from average to above average. The work on planning activities to meet the needs of the higher attaining pupils has led to some improvements but this is not secure in all lessons. As a result a significant minority of pupils are not achieving the standards they should. The role of the subject co-ordinators in monitoring teaching has been strengthened. The use of the monitoring information is unsatisfactory and limited in its effectiveness in developing teaching and improving the achievement of all pupils. Good progress has been made in the provision for pupils' spiritual development and satisfactory provision is now made for the pupils' cultural development. The school has made good use of funding for information and communication technology (ICT) improving the provision. The scheme of work for ICT is in place and a gradual improvement in the pupils' skills is evident. Appropriate action has been taken in response to the last inspection findings, but nevertheless the school has the capacity to further improve.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	B	D
Mathematics	A	A	B	C
Science	A	A	A	B

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

The schools' results for eleven year olds have been above the national average over the last four years. However, not as many pupils have achieved higher levels. This is the reason for the below average attainment in English and average attainment in mathematics compared with similar schools. Inspection found standards in English, mathematics and science to be above average, which reflects the national test results. The school has recognised that targets for pupils' performance in national tests are not sufficiently challenging and have raised these for 2001 and 2002. The school is on course to meet the targets set for this year. Pupils make good progress over time and by Year 6 most are achieving as well as they should. Nevertheless, some pupils could achieve more in lessons.

Test results for seven year olds are very high in reading and well above average in writing and mathematics. Inspection evidence found similar standards in their work.

Children enter the school with good skills and understanding. Their attainment is in line with that expected nationally by the age of five in all areas of learning but some could achieve more. The teaching programme is insufficiently challenging in literacy and mathematics and the children progress at a slower rate than might be expected.

Standards in all other subjects are in line with expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic in their approach to their work and the overall life of the school.
Behaviour, in and out of classrooms	Behaviour throughout the school is good overall. Pupils are generally well behaved when moving about the school and between the buildings on the site. Noise levels in some lessons are too high.
Personal development and relationships	Personal development is good overall. Pupils work and play well together. They respond well to opportunities to take on responsibilities and show initiative.
Attendance	Satisfactory. Procedures for monitoring and promoting good attendance are unsatisfactory.

Pupils are keen to come to school. The extra-curricular activities support the pupils' personal development well.

TEACHING AND LEARNING

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

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

Teaching is satisfactory overall and at times good or very good. In 96 per cent of lessons teaching is at least satisfactory. Forty-three per cent of these lessons are good and six per cent very good. The teaching for pupils aged seven to eleven years is mainly good. Teaching by some individual teachers is consistently good and in these situations learning moves on at a pace. The best teaching provides well planned tasks for pupils of different levels of attainment. This is not consistent across the school. At times tasks do not challenge the higher attainers or are not modified for other groups of pupils who can become restless and do not learn as well.

Much of the teaching of literacy is good. However, in some lessons tasks are not sufficiently challenging for all pupils. The length of literacy lessons is longer than recommended but this does not result in an increase in pupils' learning. Reading is taught very well across the school. Throughout the school the teaching of numeracy is very good. Teaching is weaker in the Foundation Stage¹ in the planning of appropriately challenging work in literacy and mathematical development.

The teaching of pupils with special educational needs is good. Pupils learn effectively because the support provided is of a good quality.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The length of teaching time at Key Stage 2 is lower than the recommended minimum and the curriculum in Year 5 and Year 6 for history and geography is not balanced across the long-term planning cycle.
Provision for pupils with special educational needs	Good. Effective co-ordination ensures they are well supported in class as well as through a variety of withdrawal arrangements. This makes a significant contribution to the pupils' good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for spiritual and moral and satisfactory for social and cultural development. However, not enough use is made of visitors within the community to develop an understanding of the world of work or the cultural diversity in our country.
How well the school cares for its pupils	Satisfactory overall. It is a caring school. Teachers know their pupils well. Procedures for assessing pupils' attainment and progress are good.

The new ICT suite makes a good contribution to raising standards. Provision for extra-curricular activities is good. Very good use is made of parental expertise to support learning. Parental contributions through homework and help in school give breadth to the curriculum and helps to promote the high standards in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There are weaknesses in the leadership provided by the headteacher and this is unsatisfactory overall. The headteacher's role in improving monitoring and evaluation, staff development and systems for strategic planning is too limited. School policy and practice lacks effective consultation. Co-ordinators generally manage their areas of responsibility well.
How well the governors	Governors undertake their role and fulfil their statutory responsibilities

¹ Foundation Stage in this instance refers to children from the time they start school in the reception class to starting Year 1.

fulfil their responsibilities	satisfactorily. The extent to which they shape the direction of the school is limited because they lack information to enable them to do this.
The school's evaluation of its performance	The use of information from national data to support pupils and to set targets to raise standards is insufficiently rigorous. The monitoring of teaching, planning and learning also lacks rigour. Review of progress, the action and intervention strategies needed to achieve targets are not planned for all year groups to help them improve.
The strategic use of resources	Satisfactory. Effective use is made of additional staff to help raise pupils' achievements. Financial administration is effective.

The accommodation restricts the opportunities for whole school assemblies and for the teaching of physical education. Learning resources are used well, particularly the learning support assistants who make a good contribution to pupils' achievements.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Forty-one per cent of parents returned the questionnaire and percentages in the table below are taken from the number of questionnaires returned.

What pleases parents most	What parents would like to see improved
<p>The majority of parents (more than 85%) feel that:</p> <ul style="list-style-type: none"> ▪ Children like school ▪ The teaching is good ▪ Children are expected to work hard. ▪ Children are helped to become mature <p>Some parents are pleased with:</p> <ul style="list-style-type: none"> ▪ The support for children with special needs ▪ The caring approach and welcome the school gives to young children 	<p>A very high proportion of parents (around 40%) feel that:</p> <ul style="list-style-type: none"> ▪ The school is not well led and managed ▪ They are not well informed about how their child is getting on ▪ The school does not provide an interesting range of activities <p>A smaller but significant proportion (around 25%) have concerns that:</p> <ul style="list-style-type: none"> ▪ The school does not work closely with parents ▪ They do not feel comfortable approaching the school about their concerns ▪ The behaviour in school is not good ▪ The more able children are not challenged <p>Other specific issues raised were the organisation of mixed age classes at Key Stage 2 and the communication and consultation with parents.</p>

The inspection team confirms parents' views about children liking school and they are generally expected to work hard. Teaching was found to be satisfactory overall and there is some good teaching at Key Stage 2. There are good arrangements for reporting to parents and for parents to meet teachers each term. The pupils' behaviour during the inspection was good. The range of extra-curricular activities is good, but the school relies heavily upon parents to be responsible for them.

Concerns about the quality of leadership are justified. Communication and consultation are unsatisfactory. Parents do not always receive a response to concerns raised. Inspectors found that when the pupils were taught in single year groups, there is a positive effect on raising standards. This is because teachers do not have to focus on a wide range of ability and better provision can be made for all pupils. The level of challenge for higher attaining pupils is improving across the school. However, the higher attaining children in the reception class are not achieving as much as they should.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results of standardised tests in reading, writing and mathematics taken by seven year olds have been generally above the national average over the last four years. The proportion of pupils attaining higher levels in all three areas has increased over the last three years. Pupils have achieved highly in reading and very well in writing and mathematics. Standards in reading are better than writing. Compared to similar schools, results in 2000 in reading were very high and in writing and mathematics results were well above average.
2. Results in tests in English and mathematics taken by eleven year olds have also generally been above the national average over the last four years. However in the 2000 tests the proportion of pupils attaining higher levels was below average in English and average in mathematics compared to similar schools. Over the last three years the school has improved its performance in national tests but not at as great a rate as in schools nationally. As with Key Stage 1 performance in reading has been better than writing. Increasing the number of pupils attaining higher levels has been an area for development; the inspection confirms that this is showing improvement throughout the school. The targets set for English and mathematics are realistic for the proportion of pupils to achieve average levels. However in both subjects, targets for the majority of pupils to attain higher levels, although raised from last year, are not sufficiently challenging. This is being addressed in English through the additional support for Year 5 pupils to reach higher levels in the 2002 tests. Although curricular targets are now in place for each year group in both English and mathematics, the school has yet to plan intervention strategies for specific groups of pupils in Years 1 to 4.
3. In science the school has consistently maintained well above average standards over the past four years. Science has shown an upward trend. The proportion of eleven year olds attaining higher levels in 2000 was well above average. Results are above average compared with similar schools.
4. Inspection findings confirm test results. Standards in English, mathematics and science are good. The last inspection found that while standards were generally above average the higher attaining pupils were underachieving. This weakness has to some extent been addressed and pupils are, in the main, making good progress overtime. Most pupils achieve as well as they should but a significant minority should achieve more in lessons. Recent test results show that the performance of boys and girls is similar in English and science, but that boys do better than girls in mathematics. The school has not identified reasons for the difference and the inspection found no significant differences in the levels of work of boys and girls.
5. By the time that they leave the school pupils' skills in literacy and numeracy are good. Their reading is very good. They are enthusiastic readers who have a good knowledge of authors and express preferences for particular types of literature. The pupils write creatively for a variety of purposes. Handwriting is clear and legible and work is well presented. Spelling is generally accurate but not of a consistent standard in written work in all subjects. Pupils knowledge of the four operations in number is good and they apply this to solve a variety of problems.

6. Since the last inspection improvement has been made in standards and achievement in design and technology. Provision for ICT has improved standards at Key Stage 1 and in Years 3 and 4. However, while pupils in Years 5 and 6 generally achieve standards in line with those expected, their knowledge and understanding is not secure. This is because the provision and teaching has not become securely embedded at the upper end of the school.
7. In geography, history and music attainment is in line with national expectations. Standards in art, physical education and religious education are in line with expectations for pupils aged seven and eleven; this is similar to judgements in the last inspection.
8. Pupils with special educational needs make good progress towards the targets set in their individual education plans (IEP's). Almost all achieve well and attain in line with the levels expected for pupils aged eleven years.
9. Children enter school with skills in literacy and numeracy that are above average. Most children make progress at a satisfactory rate so that almost all attain the early learning goals set for children at the end of the reception year. However at least half of the children do not achieve as much as could be expected by the end of the year. The national strategies for literacy and numeracy are not introduced early enough to enable higher attaining pupils to work in the early stages of the National Curriculum. This results in a slower rate of progress than might be expected and impacts on pupils' achievement at the end of Key Stage 1.

Pupils' attitudes, values and personal development

10. Overall the school has maintained the good standards found in the last inspection.
11. Pupils enjoy coming to school and are ready to learn. Good attitudes are fostered by the encouragement children receive at home linked to the welcome and support they receive at school. The children in the reception class work and play well together. When thinking about feelings in circle time² the youngest children demonstrate their kindness to one another. The vast majority of pupils are enthusiastic in their approach to their work. In lessons pupils are interested in what their teachers tell them and are keen to participate in discussion. They apply themselves well and persevere with their tasks. They are keen to develop their learning through other activities, such as environmental studies and dance, offered to them. Most pupils are courteous towards each other and adults.
12. Behaviour throughout the school is generally good. Pupils are generally well behaved when moving about the school and between the buildings on the site. In the dining hall they sit in an orderly fashion and have good table manners. Pupils are normally well behaved but noise levels in some lessons is unacceptable. In the playground, pupils of all ages play co-operatively and no incidences of over-aggressive behaviour were witnessed during the inspection. A rota system for playing football in the playground helps to reduce the potential risk of accidents. There was no evidence to suggest that bullying, sexism or racism exists. One pupil was temporary excluded at lunchtimes last year.

² Circle time – an opportunity for the whole class to discuss and reflect on a range of issues often relating to pupils' personal and social or spiritual development.

13. In many respects pupils' personal development is good. Older pupils respond well to the opportunities to help supervise their younger colleagues during wet play, prepare for assembly and take messages to the office. They show responsibility for their belongings when moving from junior classrooms to the main building. A life skills workshop has allowed Year 6 pupils to experience what it is like to face and resolve a real-life crisis as well as dealing with life-threatening situations. The range of opportunities for pupils to show initiative is limited. The school does not have a structured approach to improve their sense of ownership and decision-making through, for example, a school council.
14. Attendance has not improved since the last inspection and was below the national average during the previous year. Punctuality is good and the registers are generally completed promptly at the beginning of the morning and afternoon sessions. The reasons for pupils' absence are not always clear. There is insufficient documentary evidence to support the levels of authorised absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching is satisfactory and has been maintained since the last inspection. In 96 per cent of lessons teaching is satisfactory or better. In 43 per cent of lessons teaching is good and on occasions very good. Four per cent of lessons are unsatisfactory. The majority of the good and very good teaching is in Key Stage 2. Throughout the school the teaching of numeracy is very good. Much of the teaching of literacy is good, but there are some weaknesses, which occur in lessons that are broadly satisfactory overall.
16. Teaching in the Foundation Stage is satisfactory overall but has some weaknesses in planning appropriately challenging work, particularly in literacy and numeracy. The activities are not sufficiently well matched to individual needs and some children do not achieve as much as they should. The classroom provision does not allow enough opportunity for children to investigate or to decide their own starting points for learning. For example, there is no writing area with a range of pens, paper and different models of writing for children to practice and reinforce writing skills. Displays and the role-play area lack labels and messages for children to extend their knowledge and understanding of the world or reinforce mathematical concepts. The teaching programme does not challenge or engage the children enough across the areas of learning, which means that all children undertake activities at the same level.
17. Throughout the school teachers use a range of skills to help children to learn, including, questioning, explaining and demonstrating. They use their subject knowledge well to plan lessons. When taught in single age groups the pupils are enabled to gain skills systematically and build on what they know, understand and can do more effectively. This has a positive effect on raising standards. Because teachers do not have to focus on a wide range of attainment this improves pupils' rate of progress. In the satisfactory and good lessons at Key Stage 1 and 2 effective teaching has appropriate challenge for the higher attaining pupils. This is evident when teachers' expectations are suitably high, lessons are well managed by setting time limits for completion of work and teachers assess what the pupils know. This was evident in a geography lesson with Year 2 children who through specific questions to higher attaining pupils demonstrated a detailed knowledge of place and

the environment when studying the Isle of Struay. Higher attaining pupils are successfully challenged in some lessons. This occurs when their reasoning and thinking is extended, as in a Year 4 science lesson where the pupils were enabled to give reasoned answers as to why the hall floor did not have the most friction even though test results said it had. In written work at Year 6 pupils were challenged to explain the cause and effect when improving the firing power of siege catapults.

18. This level of challenge is not consistent in all lessons. Most lessons have an appropriate structure, although there are times when the level of expectation and pace drop in group and class activities. The pupils begin to lose concentration and can become too noisy; some older boys show inappropriate behaviour. In the lessons where teachers talk for too long in introductions and concluding sessions the time pupils spend on their activities is too short. As a result the quality and quantity of work is limited. A number of sessions for literacy and numeracy are longer than is recommended but pupils make no significant gains in learning as a result. The highly committed support staff are deployed well and have a very good impact in helping to promote learning. The practice whereby support staff provide written assessment of the session is particularly effective as it enables teachers to plan the next stage of learning.
19. The teaching of pupils with special educational needs is good. Individual education plans (IEPs) identify the pupils' needs well and their targets address their specific learning accurately. Support from outside agencies has enabled staff to gradually become more familiar with the individual requirements of pupils diagnosed with specific disabilities, although there is scope for further improvement in the way staff organise provision in the classrooms. Provision for pupils with English as an additional language is good. They are well supported in class and have made very good progress with their spoken and written English.
20. Homework is a strength of the school. It is very effective in supporting learning, particularly that of the older pupils. All children take home a variety of books and read regularly, either to their parents or independently, and this has a significant impact on the high standards attained.

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

21. The school provides a satisfactory quality and range of learning opportunities. Statutory requirements are met for all subjects of the National Curriculum and religious education and there are policies and schemes of work for these subjects. The school has addressed the need to develop schemes of work. ICT has improved since the last inspection. The new ICT suite and the scheme of work identified in the last inspection makes a good contribution to raising standards. There is an imbalance in the time given to teaching history, geography and music and the length of teaching time at Key Stage 2 is a little below the recommended minimum. This has an impact on the amount of time available for foundation subjects.
22. Overall the curriculum planning for the school is now satisfactory, having been an identified weakness in the last inspection. The long-term plan for teaching subjects is broadly satisfactory in that it covers what is required by the National Curriculum. However, there is a weakness in planning history and geography. These subjects in Years 5 and 6 do not receive regular coverage. As a consequence pupils' knowledge is under-developed. Short-term planning has improved by providing a common

format and clearly identifying what is to be taught and what are the aims of the lesson. The curriculum for the Foundation Stage is suitably planned and covers all areas of learning for the youngest children, but there is a lack of fuller provision for daily outdoor physical activities. The school's positive inclusion provision enables all pupils to have equal access to the curriculum. The curriculum does not meet the needs of all pupils. Good numbers of higher attaining pupils are in the school and provision for these pupils, as well as those who are lower attaining, is significantly improved when they are taught in single age groups.

23. Personal, social and health education is covered through the curriculum, discussions and circle time. However, there is no policy or scheme of work for this area of the curriculum so the school cannot be sure that there is planned progression. Sex education is appropriately provided, although the school is currently revising its sex and relationships policy. An appropriate drug education policy is in place.
24. Appropriate priority has been given to implementing the National Literacy and Numeracy Strategies. These strategies are used effectively and as a result standards of attainment have risen.
25. Overall, the provision for pupils with special educational needs is good. Those with statements receive the help specified, usually through in-class support and a variety of withdrawal arrangements, including one to one and small group sessions. Through these sessions pupils access the curriculum at both the level required within their IEPs and the requirements of the school curriculum. There are however unsatisfactory time-tabling arrangements for these pupils to access the ICT suite when taught in withdrawal groups.
26. The school makes good provision for extra-curricular activities. This is particularly evident in music with separate sessions for the choir, recorder group and orchestra. There are also opportunities to be involved in activities covering areas such as textiles, craft, dance and the environment as well as sports such as netball, soccer and rugby. These after-school sports clubs rely heavily on the active support of parents. Joint ventures with other schools for sport and residential trips have also enriched the extra-curricular provision to which all pupils have equal access.
27. The school has satisfactory links with the local community. It has strong working relationships with the village church and chapel, both of whose ministers serve on the governing body. The pupils take part each year in the Wrington Dance Festival. However, visits from members of the community, for example to talk about their jobs or the local history, are limited, narrowing the breadth of experiences for pupils.
28. The school has a good relationship with other schools. The regular meetings between the headteachers, curriculum co-ordinators and special educational needs co-ordinators provide joint curriculum policy agreements which are beneficial for continuity and progression. The regular services of an ICT technician who is based at the secondary school provides valuable support. There are good transitional arrangements with the next stage of education.
29. The school promotes pupils' spiritual, moral, social and cultural development well. This has improved since the last inspection because the school has focused on the meaning of spirituality and identified opportunities to promote this in the curriculum. Provision for spiritual development is now good. Assemblies are carefully planned to strongly reflect Christian values and include a suitable time for reflection and prayer.

Good emphasis is placed on reflecting and exploring life and relationships during circle time. There are for example, opportunities for discussion of what might be painful issues, such as loss or problems with relationships. Teachers provide good support to enable pupils to reflect on the wonder of the world around them. For example, a dragonfly flew into the classroom of six year old pupils and they all stopped briefly to admire its beauty.

30. Good provision is made for moral development. The school's behaviour policy is effective and teachers work hard to promote good behaviour and to develop understanding of right and wrong in pupils. The code of behaviour is consistently applied and pupils are encouraged to be courteous to each other and to adults. All adults in the school provide good role models for pupils.
31. Provision for social development is satisfactory. Teachers provide good opportunities for pupils to work together in pairs and in groups. Pupils are given responsibilities to help with classroom routines and with assemblies and the library. They also have opportunities to collect for various charities throughout the year, for example the Bristol Children's Hospital and the shoe boxes for Romania. Eleven year old pupils have a good opportunity to go on a residential trip in the summer term. Provision for whole school responsibilities is limited to helping with school routines and events and pupils have few opportunities to contribute to school decisions and developments.
32. Promotion of pupils' cultural development is satisfactory and has improved. Provision is made for pupils to appreciate their own cultural tradition through visiting places of interest and visits for example by the school's peripatetic music service for concerts. Effective use has been made recently of two artists in residence to work with pupils. Understanding of the richness of other cultures is satisfactorily promoted, in particular through geography, history and religious education. Pupils study a variety of faiths and visit a Buddhist temple. Appropriate use of the good range of artefacts the school has acquired further supports their learning. Pupils study the tradition of Benin and contrast the culture and environment of Africa with our own country as part of their geography studies. However, there are insufficient opportunities for pupils to meet with a range of visitors representing the cultural diversity of our country and this limits their personal development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school continues to provide effective support for its pupils' academic and personal development as it did at the last inspection. This is a caring school where teachers endeavour to get to know their pupils well and serve as positive role models for them. The school meals supervisory assistants are an enthusiastic self-organised group of individuals who provide compassionate care for pupils during the lunch break. They do not, however, have a school-based planned induction on taking up their posts. The cluster group training programme is not accessible for all supervisory staff. Therefore they are not best prepared to deal with playground incidents or know about school issues that affect their work.
34. There are good procedures in place to ensure the health and safety of pupils and the principles are embedded in curriculum policies. The governing body takes its overall responsibility for health and safety very seriously and carries these out through regular detailed inspections of the whole school supported by the day-to-day vigilance of the caretaker and staff. First aid is administered effectively by the

administration staff who also ensure the appropriate level of materials is maintained and manage the report of accidents in the log book.

35. The headteacher is the designated senior member of staff for child protection. The policy is in line with local procedures. While most teachers know the signs to look out for and the action to take, an understanding of the procedures is not part of the induction process for non-teaching members of staff or parent helpers who are unprepared to cope with these issues.
36. A detailed behaviour policy covers the aspects of harassment and bullying. The headteacher maintains the discipline book and operates a system consisting of a series of warnings and sanctions leading to the involvement of parents and eventually exclusion. The system is effectively administered and is successful in controlling the behaviour of all but a small minority of pupils.
37. There is no whole-school focus on the importance of good attendance nor a strategy or targets set to improve attendance levels. There is also no strategy or procedure for checking reasons for absence on a daily basis. Overall, the procedures for monitoring and improving attendance are unsatisfactory.
38. Procedures for assessing pupils' attainment and progress are good overall. Optional standardised assessment tests are undertaken regularly and this information is used to track pupils' progress as they proceed through the school. All pupils have an individual profile containing pieces of class work which have been assessed. Staff have effective systems to moderate this assessment both within the school and within the cluster of local schools to ensure consistency of judgement. This information is used appropriately when planning the curriculum provision for both the year and term ahead. It supports the individual targets that pupils work towards. Taking responsibility for monitoring their own targets, and making suggestions to teachers when they feel that they are successfully achieving them, increases older pupils' knowledge of their own learning. In one class, the good practice of rewarding a few pupils with a certificate congratulating them on a specific goal that was achieved well supports pupils' academic progress. In the Foundation Stage use of the children's assessment on entry to school is unsatisfactory and does not adequately inform planning or provision.
39. The school cares for the pupils with special educational needs well. Assessment procedures identify learning difficulties effectively and the school monitors the progress of these pupils and their achievement is acknowledged. Pupils with specific disabilities are well cared for by support staff and the special educational needs co-ordinator (SENCO) and teachers try to meet their individual requirements. For example, the use of a laptop computer for one pupil was introduced following consultation with outside agencies. Staff are not fully conversant with strategies to support pupils with specific disorders. Staff have not benefited from training using the expertise and knowledge of the special needs teacher.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. There are many good features to the partnership with parents. However, the school has not sustained the strong relationship it had with parents at the last inspection. A significant number of parents have expressed dissatisfaction with various aspects. There are also weaknesses in the partnership with parents. Parents are particularly concerned about how well they are kept informed about the progress their child is

making and about what happens in school. They do not consider the school provides an interesting range of activities but are extremely appreciative of those parents who take school clubs. Many do not feel comfortable with approaching the school and are unhappy with the efforts the school makes to work in partnership with them. Parents express strong views about how the school is led and managed and feel there is a lack of response to their suggestions and concerns. Some parents have reservations about the progress their children are making, the homework their children receive and standards of behaviour

41. The inspection found that concerns about information provided for parents is not justified. There are informative newsletters from the school and the Parent Teacher Association. A fairly new notice board contains copies of newsletters and community notices but it is not sited in a prominent position and is not easily accessible to many parents. The school holds parents' evenings each term and sends out annual pupil reports at the beginning of the summer term. The reports are very informative, highlighting each individual's strengths and weaknesses and identifying future learning targets. All parents return a form with their comments, many of which are complimentary of the report and make appreciative comments and promises of support to assist their children to meet their targets
42. The special educational needs teacher and SENCO have effective links with parents who have children with special educational needs and keeps them fully informed as well as involving them in their children's learning through specific homework. Parents are invited into school regularly to discuss progress.
43. The good range of activities is heavily reliant upon parents undertaking the organisation and responsibility for them. Parents are pro-active in assisting with pottery, in the computer suite, during swimming and other games lessons and hearing children read. The Parent Teacher Association makes a significant contribution to the life of the school. In addition to being a major fund-raiser it helps to organise the school lending library, after-school sports clubs and the Walk to School scheme as part of the Healthy Schools' initiative and to improve safety outside the school.
44. Homework is a strength. Parental commitment supports children's progress well. Overall, the involvement of parents in the school has a positive effect on pupils' learning and personal development. However, the relationship with a growing number of parents is unsatisfactory. Parents' wishes are not taken sufficiently into account, responses to concerns have been slow and on occasions none have been received. Unsatisfactory communication and the lack of consideration given to reasonable or alternative points of view has damaged the level of confidence some parents have in the headteacher.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The last inspection found leadership and management to be very good. This inspection found weaknesses in the leadership provided by the headteacher and judged it to be unsatisfactory overall. The headteacher has not considered strategically the overall strengths and weaknesses within the school's provision to provide clear direction for development and improvement. This has weakened the effectiveness of teamwork and reduced, to some extent, the level of confidence that parents, governors and staff have in the headteacher to ensure the most effective ways of working.

46. Staff with key management roles undertake their responsibilities appropriately. Management is not as effective as it could be, because there are no regular management meetings between the headteacher and the deputy headteacher. The role of the deputy head is under-developed. The contribution she makes is limited by delegation of short-term tasks and a lack of specific management responsibility. Other core curriculum co-ordinators are not a part of the senior management team. As a result they have insufficient input into the analysis of their subject and little knowledge of the national comparative information to determine challenging targets for improvement. Some subjects such as mathematics and ICT are led very well. These co-ordinators have produced detailed action plans for themselves. These action plans are not included in the school development plan as they should be; neither do all other subjects have action plans. Since the last inspection the monitoring role of the subject co-ordinators has improved and the headteacher has continued to monitor specific initiatives such as literacy, numeracy and the work of learning support assistants at Key Stage 2. The effect of this monitoring is not having a sufficient impact on making good standards better. This is because the criteria used for monitoring are not rigorous enough and not sufficiently focused on improvement.
47. The school is beginning to set more challenging targets for improvement, particularly in relation to the higher attaining pupils. The school priority next year is the introduction of a whole school tracker sheet to improve the identification of individual pupil progress. Currently, review of progress and action needed in order to achieve targets is not rigorous enough. Intervention strategies are not planned for all year groups to help pupils of all abilities achieve more.
48. The governing body undertakes its roles and responsibilities satisfactorily. Although some governors are new to their roles, the governing body has deployed its individual strengths and expertise well within the effective committee structures. The amount of information available to governors is sometimes inadequate and this restricts the extent to which they can shape the direction of the school.
49. Special educational needs is well managed. Governors are fully informed of the provision for pupils with special educational need and the governors' annual report to parents fulfils the requirements. However, currently the school has no policy giving guidance on the good practice that is evident within some arrangements. Procedures are not rigorously monitored to ensure the best practice is consistently applied.
50. The last auditors' report found financial administration satisfactory overall and the recommendations made have been addressed. The governing body receives appropriate information from the knowledgeable and effective financial administrator. Co-ordinators bid for subject development budgets but usually similar spending patterns tend to be allocated annually. This does not always contribute well enough to rapid improvement. For example, resources for the Foundation Stage are based on an allocation per child from which general consumables also have to be purchased. Additional grants are generally used effectively for specified purposes, for example the 'booster funding' to enable some Year 5 pupils to have extra teaching before National Curriculum tests in 2002. The school office administrator is effective and efficient and contributes to smooth day-to-day organisation. The new administrative ICT system has improved the efficiency of financial administration. The school has not utilised to its full extent the system capabilities, for example to

track patterns of pupils' attendance. The curriculum provision and equipment for ICT is under-developed.

51. Performance management for the headteacher and teaching staff is in place. Current planning for in-service training is ad hoc and not sufficiently allied to individual staff training needs or those of the school's educational priorities. There has been an increase in the number of support staff and school meal supervisory assistants. The lack of appropriate induction and training arrangements to enable them to feel confident in carrying out their responsibilities reduces their effectiveness in managing pupils and adequately providing for their welfare. Although there are termly meetings of support staff with the teaching staff, the level of communication between the headteacher and the staff is not sufficient to meet the day-to-day demands of their work.
52. There are a sufficient number of suitably qualified and experienced teachers. Staff vacancies due to the retirement of two staff in the last year have placed additional areas of responsibility on some staff and impacted on the time new co-ordinators have had to monitor their subjects. In some classes, standards have been affected by short-term contracts and insufficient monitoring of the quality of teaching.
53. As reported in the last inspection the accommodation restricts some aspects of the curriculum. The size of the hall is restrictive for whole school assemblies and for the teaching of physical education. Access to the special needs room and to the library/computer suite is disruptive to lessons taking place in the hall. There is no secure space for the reception class to access regular outdoor provision. Best use is made of the available space to offer breadth to the curriculum, for example in the use of the converted room for pottery and the withdrawal facilities for children with special educational needs. The school grounds have been very successfully developed by the co-ordinator for environmental science. Successful grant bids have enabled the development of an environmental area willow structure and a programme of work that improves pupils' standards of attainment in science and geography. There are generally adequate resources to teach the curriculum.
54. There are weaknesses in the application of best value principles. The school's performance is not analysed sufficiently and compared against other similar schools to raise attainment. For example, asking the questions, "Are we a relatively high performer, do we cost more or less than others", so that the quality of education is in line or better than that provided by similar schools. Present practice for class organisation at Key Stage 2 is based on gender balance and class size. These are not the overriding factors for consideration now as the school has reduced in size and pupil numbers are close to 30 in each year group. Present practices takes insufficient account of the needs of the curriculum or the use of and amount of time for teaching at Key Stage 2 to ensure that the most effective methods and organisation are used. Consultation with parents and actively seeking their views using a variety of approaches is under-developed. Consequently views of the work of the school from all partners within the school community, staff, governors, pupils and parents are not successfully incorporated into policy and practice.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(1) Improve the leadership of the headteacher by:

- developing an open approach to decision-making;
- developing the role of the deputy head and core subject co-ordinators in a senior management team;
- improving the school development plan to include subject action plans with curricular targets for improvement;
- providing a whole staff induction and training programme linked to strategic planning priorities.

(Paragraphs: 13, 33, 35, 39, 46, 48, 90)

(2) Improve the effectiveness of monitoring and evaluation by:

- using the information to compare the school's performance with national and all available school data;
- analysing outcomes to develop intervention strategies to enable pupils of all abilities to achieve higher standards;
- reviewing action and progress towards achieving targets;
- disseminating good practice to improve the skills of all teachers.

(Paragraphs: 16, 17, 18, 38, 39, 46, 47, 51, 52, 69, 70, 85, 90)

(3) Raise standards for higher attaining children in the Foundation Stage by:

- improving the provision and planning more challenging work, particularly in communication, language and literacy and mathematical development.

(Paragraphs: 16, 22, 56, 58, 59)

(4) Establish a range of practices and processes to improve communication with parents by:

- involving parents in open consultation and discussion about school issues;
- fostering relationships to enable all parents to feel confident in approaching the school for support and information about their child's progress.

(Paragraphs: 40, 44, 54)

MINOR ISSUES

- The amount and balance of teaching time at Key Stage 2. *(Paragraphs: 18, 21, 22, 67, 95, 100)*
- Curriculum planning for history and geography in Years 5 and 6 *(Paragraphs: 21, 22, 95, 99, 100, 103)*
- Procedures for checking absence and promotion of good attendance. *(Paragraphs: 14, 37)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	38	52	4	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	20	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	10
	Girls	20	20	20
	Total	30	29	30
Percentage of pupils at NC level 2 or above	School	100 (93)	97 (97)	100 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	10
	Girls	20	20	20
	Total	30	29	30
Percentage of pupils at NC level 2 or above	School	100 (97)	97 (93)	100 (97)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	17	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	10
	Girls	16	16	17
	Total	26	24	27
Percentage of pupils at NC level 4 or above	School	93 (77)	86 (87)	96 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	10
	Girls	15	15	16
	Total	21	22	26
Percentage of pupils at NC level 4 or above	School	75 (77)	79 (77)	93 (97)
	National	70 (68)	72 (69)	79 (75)

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	175
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		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.56
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	91

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	398,013
Total expenditure	386,716
Expenditure per pupil	1,877
Balance brought forward from previous year	29,434
Balance carried forward to next year	40,731

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	58	4	0	1
My child is making good progress in school.	25	61	14	0	0
Behaviour in the school is good.	15	60	14	8	2
My child gets the right amount of work to do at home.	16	62	14	2	5
The teaching is good.	36	49	8	4	2
I am kept well informed about how my child is getting on.	13	51	25	11	1
I would feel comfortable about approaching the school with questions or a problem.	25	48	14	11	2
The school expects my child to work hard and achieve his or her best.	31	56	8	4	1
The school works closely with parents.	14	58	16	11	1
The school is well led and managed.	8	40	19	26	7
The school is helping my child become mature and responsible.	16	72	4	5	4
The school provides an interesting range of activities outside lessons.	14	42	24	11	9

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

55. Children in the reception class make a broadly satisfactory start to their education. By the time the children are ready to move to Year 1 almost all have achieved the early learning goals expected for five year olds. Assessments indicate that their attainment on entry is above average. Given their attainment on entry, at least half of the children do not achieve as much as could be expected by the end of the year. This is due largely to a lack of different activities to challenge individual children's ability in all areas of learning. Planning does not take account early enough of the guidance in the National Literacy and Numeracy strategies, especially for the higher attaining pupils.
56. The overall programme of work is planned in line with national guidance and taught daily through a rotation of groups across the areas of learning which all children experience. Consequently, the same activity is completed in each area of learning by all children, but this is not extended to a sufficient depth to ensure that children learn as much as they should. Provision within the classroom does not enable children to investigate for themselves and not enough is expected of them.

Personal, social and emotional development

57. The quality of teaching is satisfactory. The caring and positive relationship between the teacher, learning support assistant and the children is good. This strongly promotes the Christian ethos of the school. The children are well behaved and enjoy sharing their own experiences. When thinking about what makes them happy or sad they show sensitivity towards one another. The planned time for circle time³ can be a long period of sitting and listening for the children. This is particularly so when it follows the school assembly time. Even so, most children remain alert and concentrate well and make sound progress in their learning.

Communication, language and literacy

58. The quality of teaching is satisfactory overall but there are some shortcomings in the work planned and taught, particularly for the higher attaining children. The children's spoken language is very good. They are articulate and keen to give explanations, for instance in describing the effect of 'sleeping policemen' in the road to slow traffic down and the consequences if the car goes too fast. The children's natural abilities in speaking and listening are promoted well. Children whose confidence and spoken language is not so advanced receive good encouragement from the adults who model good language conventions. Children have a positive attitude to reading. Strong home support for their reading provides breadth beyond the school reading scheme. The children know their initial letter sounds, can find rhyming words and the higher attainers read some of the commonly used words. The children's knowledge of key vocabulary is not secure enough to support their individual independent writing and spelling skills and is not reinforced for example, around the room. Virtually all children can write their name unaided but a significant majority continue to copy words and sentences. Their handwriting has well formed letters. The lack of

³ Circle time – an approach used to provide personal development opportunities and as a vehicle to introduce the day's activities.

a well resourced writing area with examples of different kinds of writing, the lack of opportunity for children to practise and experiment with writing and a lack of expectation from the teacher of what they might achieve slows the progress that could be expected.

Mathematical development

59. The teaching is satisfactory overall, but there is not enough direct teaching. The planned work uses both a commercial scheme and opportunities for learning through counting games and rhymes, sand and water activities. All children have a secure knowledge of numbers to ten and confidently identify one more than five and one less than eight. The expectation that each child completes just one page of the scheme book is too undemanding. Some higher attaining children do the same activity and this is not challenging for a significant proportion. These children have very well developed mental strategies and could explain that when adding $3 + 4$, they did it by adding $2 + 2 = 4 + 2 = 6 + 1$ more is 7. An exceptionally gifted child knows his number bonds to 10 and can apply that knowledge to numbers greater than 1000. The same work set for all children significantly reduces the achievement of these children who can comfortably work in the early stages of the National Curriculum. Counting skills for the class as a whole, are generally secure up to 100 and, with the exception of the higher attaining, children make sound progress.

Knowledge and understanding of the world

60. The quality of teaching is satisfactory. The range of activities for children to acquire skills in scientific, technological, historical and geographical areas of learning is sound. The children know about changes in themselves from babies and develop a sense of time when looking at themselves then and now. They develop a sense of place when drawing maps of their journey from home to school and can talk about what they see. Some children use directional language and vocabulary of geographical features such as town, country, meadow and buildings. There has been an improvement in the range of ICT skills and some children are confident to use data programs with parental support to complete simple graphs using block colours to show colours of eyes and hair. Not all understand the significance of what the graphs mean but all children are confident in using the mouse and change images on the screen in mathematical and language programs. The use of programmable toys to enhance children's problem-solving and critical thinking skills is under-developed. They successfully use construction kits to build models, and enjoy this part of their work. Progress in learning is sound and sometimes good when children's group co-operative skills are well supported.

Physical development

61. Teaching is good and all the children make good gains in their physical development. Children gain the skills in pencil control and in using paintbrushes and scissors well. They have good awareness of space in dance; apparatus and games activities further develop these skills successfully. The children control themselves safely. The provision for a secure outside play area is limited by the nature of the building. A grass space under supervision is sometimes available and used, weather permitting. However, this is not an enclosed area allowing free-flow movement with opportunities for large scale, three-dimensional work or large physical development. As a result curriculum opportunities are limited.

Creative development

62. Teaching across all aspects of creative development is satisfactory. In music, teaching is good and the children's creative, imaginative responses ensure that their achievement in this area of learning is good. Effective support for teaching is provided through the music scheme of work that is well taught. Children have good rhythm, sing tunefully and move imaginatively to 'Moonscape'. The children have satisfactory opportunities to paint, draw, use collage materials and construct models. Independence and experimentation for instance in colour mixing with paint is restricted by the use of redimix paint and the methods and organisation used by the teacher. Children do not make extensive use of the home corner which is not structured enough to promote effective role-play. Adult interaction to guide children in developing skills related to topic work is under-emphasised.

ENGLISH

63. Standards in English are above the national average and have been maintained since the last inspection report. Most pupils' achievement is good over time because of their ability to acquire quickly appropriate knowledge, skills and understanding of the subject. The creative and intellectual effort they successfully apply to their work and homework makes a significant contribution to their progress. However, in some lessons only satisfactory progress is made and this is related to the quality of teaching.
64. When pupils enter the school they have good communication skills and these skills are maintained throughout the school. There are many opportunities throughout the day for pupils to develop their skills and use an increasing range of vocabulary. In Year 1 for example, pupils' recite the poem, 'I wonder' confidently with clear diction. Seven year olds listen attentively to stories and poems and talk about them with interest. They relate events in a connected narrative and respond to questioning with good comprehension. In Years 3 and 4 pupils discuss and explore the difference between fact and opinion effectively, for example do 'children watch too much television?' By the age of eleven, the majority of pupils are very articulate. The pupils ask and respond to questions in a range of situations with confidence, for example, when considering the meaning of Pharaoh's dreams during a lesson in religious education.
65. Standards in reading are very good by the time pupils are in Year 6. Throughout the school pupils take books home regularly. Parents support children's progress by listening to them read both at home and during lesson time. This is a significant factor in the good development of reading skills. Year 1 pupils use pictures, guess from the context well and apply their knowledge of sounds when reading stories and information books. They listen attentively and many express opinions formed by what has been read. By the age of seven pupils predict suitable endings to a story and read fluently with appropriate expression. Pupils continue to spend a suitable amount of time reading in Years 3 and 4 and have preferences for authors. By the age of eleven pupils talk about a range of fiction, explain clearly why they have preferences and show that they are developing their own views and can support them by reference to details in the text.
66. Standards in writing are good. Younger pupils develop the skills of persuasion when writing for different audiences and purposes. Brainstorming is used effectively as a

strategy for collecting ideas and vocabulary prior to writing and is developing the skills of pupils in Year 1. Seven year olds make notes from a passage they have read and use them to produce an exciting ending in a piece of writing. By Year 5 pupils understanding of grammar is well established. For example they identify sub clauses and complex clauses within sentences. By the age of eleven pupils confidently write poems using very creative and expressive vocabulary, for example describing their impressions of the universe. They use literary devices such as 'flashback' to make their narrative more effective. Handwriting is clear and legible and work in English books is well presented. However in other subjects expectations of handwriting and presentation are lower. Standards in spelling are good during the testing of learned words but less secure in other written work. Teacher expectations for pupils to spell key words and use them correctly across the curriculum are not high enough.

67. The quality of teaching is satisfactory overall, with examples of good and very good teaching. Where teaching is very good tasks are well matched for all ability groups and challenge the higher attainers. This was evident in a Year 5 lesson when pupils identified sentences containing sub clauses and complex clauses from their own reading books. Questioning is probing and targeted to establish current knowledge and used effectively to develop understanding. All staff select good examples to promote pupils' learning, for example, a letter of complaint written by Year 3 pupils is relevant and well structured, suited to its purpose. Some teachers are less effective in ensuring that the tasks they provide for pupils are sufficiently challenging to all ability groups, particularly for the higher attainers. For example, all pupils within the year group, work at the same task and as a consequence, the work produced is not as good as it could be. The use of time is insufficiently rigorous and pupils do not spend sufficient and specific amounts of time working on their own tasks. Expectations of the outcome are not clearly articulated and so the quantity and quality of work produced is limited. Teachers have a secure knowledge of the subject and the majority of sessions take account of the structure suggested in the national guidance. However, many literacy lessons are longer than is recommended but this does not result in an increase in pupils' learning. Pupils' good behaviour generally makes an effective contribution to the standards of work achieved, but in some lessons in Key Stage 2, expectations that pupils will work quietly are too low.
68. The teaching of pupils with special educational needs is good. The individual educational plans profile pupils' needs well and targets address their specific learning accurately. The work of the support teacher and other support staff is well planned and focused to aid progress.
69. The school assesses pupils regularly, recording the results of standardised tests and tracking progress over time. This is an effective procedure. There are good systems in place for agreeing the levels allocated and this has a positive impact on planning the medium-term curriculum. All staff know their pupils well but each has different and individual ways of recording day-to-day progress. However, these do not always make clear how well groups of pupils have understood an idea. The lack of this information has a direct impact on planning for the level of difficulty of the work set. As a result higher achieving pupils are not consistently challenged.
70. The co-ordination of the subject is sound. Procedures are in place to monitor the teaching, but they are insufficiently rigorous to have a direct impact and improve teaching skills. The organisation whereby pupils are taught in single age classes for literacy is effective because it improves continuity and progression.

MATHEMATICS

71. Standards in mathematics have improved from average to above average since the last inspection. Pupils are working hard, generally make good progress and their achievement is satisfactory throughout the school. Good numbers of pupils are now attaining higher levels in lessons observed.
72. By the age of seven, good numbers of higher attaining pupils are confident in solving simple mathematical problems and understand and use numbers to at least 1,000. For example, pupils easily recognise figures such as 1,843 and can count backwards in tens from a figure above a thousand. Most pupils count backwards and forwards in twos from 20 and know numbers that make ten using addition and subtraction in their heads, without using their fingers. Their knowledge of two- dimensional and three-dimensional shapes, standard and non-standard measurement is good. They use their knowledge successfully when measuring and recording for example, the height of plants in a science lesson.
73. By the age of eleven, approximately one third of pupils are higher attaining, working with percentages and decimals to two places. Their tables are secure and they have quick recall of multiplication facts. They have a good understanding of place value to at least one million. They identify and name properties of three-dimensional shapes accurately, for example, cuboid, triangular, prism and cylinder. Pupils are quick at solving investigations and problems and give very clear explanations of how they arrive at their answers. Average attaining pupils are confident with a wide range of operations such as long multiplication, fractions, ratio and proportion, but are not as quick to recall multiplication tables and working with larger numbers.
74. The teaching of mathematics is good throughout the school. The teaching of mental mathematics is consistently good and undertaken at a lively pace. Teachers create time for pupils to talk about the different ways to solve problems and as a result pupils are fully involved and interested and their response is good. Good use is made of mini whiteboards to try out new strategies and to write answers to quick fire questions. In the best lessons, the teacher sits pupils in groups when using whiteboards, giving each group a task matched to their level of understanding. The teacher quickly checks answers and is able to assess knowledge and understanding of groups and individuals and provide further opportunities to learn, if necessary, before introducing new work. This enables pupils to consolidate their knowledge and understanding before moving on to new work. Good lessons have clear time limits and high expectations of what can and should be achieved. No lessons were unsatisfactory and the main difference between the good and the satisfactory teaching is the level of extra challenge provided for higher attaining pupils. A weakness in a small number of lessons is that the level of expectation, pace and challenge drops during group activities. In these lessons groups of average attaining and lower attaining pupils do not achieve as much as they should
75. Satisfactory coverage of all areas of mathematics is evident throughout the school. Particularly good emphasis is given to problem-solving work in Years 5 and 6. For example, at the beginning of each day the time is used very profitably to work at problem-solving activities. One example is an investigation to find four odd numbers to total 20. Assessment procedures are good. Regular assessment of work is undertaken and information from standardised and optional tests provides a clear record of pupils' progress. Good analysis is undertaken of test results; this is used

well to inform the teaching of particular areas of relative weakness which are targeted in year group plans throughout the school. Good opportunities are taken to develop mathematics across the curriculum. For example, in science Venn diagrams were drawn to sort predators and prey. In another lesson calculators were used for division and included rounding up or down to work out energy levels.

76. Homework is marked or tested regularly by teachers and makes a significant contribution to the standards attained. In particular, this good provision for homework supports the pupils' above average attainment in numeracy. Although there is some classroom assistant help allocated to mathematics, on the occasions where there is none some average and lower attaining pupils achieve less. A very wide range of ability has to be catered for by teachers and when this help is available it has a positive effect.
77. The National Numeracy Strategy has been successfully introduced throughout the school and has had an impact on standards achieved. The co-ordinator has very good knowledge and understanding of the subject and has worked hard to support colleagues through both staff training and informal meetings. A good start has been made to monitoring teaching involving other staff and the headteacher. The co-ordinator has provided very good leadership by establishing systems for monitoring and using assessment information in a rigorous manner.

SCIENCE

78. Standards in science for seven and eleven year olds have been maintained above average levels since the last inspection. The achievement of the pupils over time is good because of effective teaching, particularly in Key Stage 2. Progress in Key Stage 1 is satisfactory and enables the pupils to at least meet national expectations. Homework revision diaries and a high level of parental support have a positive impact on pupils' achievement.
79. By the age of seven pupils have a sound knowledge of electricity, magnets, life processes and living things. Through their observations and recording in a growth diary Year 2 pupils successfully describe the conditions needed for plants to grow. In their investigations they describe and explain about a fair test. They record their work well in a variety of ways from simple pictures with an explanation to detailed labelling of the parts of a plant. Higher attaining pupils show the process of a food chain in simple diagrammatic form. Pupils' work in Year 1 show that they are able to list reasons why food is essential. They are satisfactorily developing the skills for scientific enquiry.
80. Pupils in Year 3 achieve above average standards. Their understanding of friction is good. They confidently set out an investigation and make appropriate predictions from their knowledge as a result of a good introduction to the subject. This is developed well and in some lessons higher expectations of Year 4 results in pupils of all abilities able to justify their predictions and use standard methods of recording. Year 4 pupils apply their knowledge of graphical representation, tallying tables and text to record the outcomes of the investigation.
81. By the age of eleven the pupils have well developed knowledge and understanding of materials, use accurately vocabulary such as thermal insulators, air resistance and upthrust. Pupils' knowledge of life processes and living things is significantly enhanced through the programme of study in environmental science. All pupils have

a good understanding of food chains and feeding relationships of predators and prey. They classify them correctly and have a sound understanding of the effect on population numbers.

82. The quality of teaching is sound at Key Stage 1 and good overall at Key Stage 2. A strong feature in all lessons is the effective support given by the learning support assistants and special needs teacher. For example by an assistant writing for a pupil with literacy difficulties what he said, the pupil demonstrated his good subject knowledge of how plants grow and change. In-class support for pupils with statements of special educational need at the start of the lesson, then withdrawal for an individualised programme, returning to the class for the concluding activity is extremely effective and improves the progress they make. Teachers' subject knowledge is secure and often good. This enables them to use scientific language effectively to explain concepts well, such as the effect of air pressure on friction. Questioning challenges the pupils' thinking, helping them for example, to draw conclusions when comparing their results on surface friction. When questioning is effective the pupils are keen and interested, producing lively discussion and good evaluations of their own and others' comments. This is particularly evident in Year 6.
83. In some lessons the pace of learning is slowed when time limits for completing tasks are not reinforced enough. This leads to a loss of attention and on occasions, inappropriate behaviour from the oldest boys. Too much teacher talk rather than using opportunities for paired discussion or utilising a range of pupils' answers limits pupils' development of reasoning and the application of previous knowledge and understanding.
84. Pupils are taught in class groups of mixed age Year 3 and 4 and Year 5 and 6. Each year grouping follows the same programme of study and carries out the same investigation. As a result pupils' acquisition of skills and knowledge is not always developed systematically. Planning takes insufficient account of the expectations for older and higher attaining pupils. Work is assessed using the activities at the end of each topic from a commercial scheme. Assessment sheets with National Curriculum level descriptions used at Key Stage 2 provide useful information but are not used effectively to aid planning for groups of pupils in all classes. Agreement for the level of attainment in pupils' work is in hand. However the portfolio of examples is in need of updating.
85. Co-ordination is sound. Procedures are in place to monitor teaching. However outcomes from observations lack action points for development and are therefore not sufficiently rigorous to improve teaching. There is also a lack of information about the weaknesses in pupils' knowledge and skills that need to be taught.

ART AND DESIGN

86. Standards in art are as expected for pupils by the age of seven and eleven and have remained the same since the last inspection. Achievement is satisfactory. Only two lessons were seen at Key Stage 2 in which the teaching was good. Evidence from previous work and work displayed on the walls, indicates that there is a variation in teacher confidence and knowledge, as the development of skills is not as systematic as it should be.
87. Younger pupils experience a range of techniques and use a variety of media. They draw, paint, use chalk and make three-dimensional models for example.

Sketchbooks are used appropriately for plans and experimentation. The availability of the kiln room and the valuable contribution that parents make to running this, enhances the curriculum. A good example is shown in work such as clay pots, animals and gardens. The clay tiles display, representing every pupil for the millennium, is also a tribute to the parents' contribution to the curriculum.

88. By the age of seven, pupils are competent in using paint, chalk and pastels and constructing appropriate three-dimensional models. Seven year olds use careful line to make drawings of collections of leaves and are learning to overlay colour with pastels. Higher attaining pupils blend and block colours to good effect. The work of eight and nine year old pupils shows that they are able to explore ideas, using a variety of media in their work to create a relief design. By the age of eleven, pupils have an appropriate knowledge of a variety of processes and materials. A strength in their work is their ability to talk about and compare the methods and ideas of famous artists and to use these in their own work. Self portraits reveal a real understanding of the style of artists such as Reubens, Picasso and Goya and this understanding is reflected sensitively in pupils' own work.
89. The good teaching in the two lessons seen had strengths in the teaching of basic art skills and the good use of resources. Techniques were taught carefully at the start of the lesson with time for pupils to experiment with the blending of oil pastels to use effectively on a design for a container. Pupils' response was good. They were interested, worked carefully and achieved well.
90. The co-ordinator provides satisfactory leadership. The policy has been recently updated and the national guidance has been adopted as a scheme of work. However training and planning has yet to address the weakness in the systematic development of skills.

DESIGN AND TECHNOLOGY

91. Standards are at least in line with national expectations for pupils at the age of seven and eleven and achievement is good. The provision made for the subject has improved since the last inspection. During the inspection no design and technology lessons were taught. Judgements about attainment were made on the basis of talking to pupils, work seen on display, photographic evidence and portfolios of design projects.
92. By the age of seven pupils satisfactorily use a range of materials for joining and constructing. They plan their work and make simple evaluations. Links with other subject areas provide good opportunities for designing and making for example, 'Joseph's coat of many colours' in religious education. Pupils cut and sew fabrics well. Building and designing rockets as part of a science topic showed sound progress in acquiring skills.
93. In Years 3 and 4 the pupils improve on the quality of their products. The design process is well planned and they make reasoned evaluations for improvement. A project on sustainable development with a visiting expert led to successful designs using recyclable materials. By the age of eleven the pupils have a secure understanding of the design process. Their drawings are accurate, have precision and result in products of a high quality. In a project on Roman catapults, written evaluation of testing and modifications to their design show a good understanding of its purpose and function. For example one evaluation said, 'by moving the bands

the tension will alter and so fire further'. Pupils are creative and imaginative when designing alternative clocks linked to work on pendulums. They show an increasing understanding of testing variables and improving their work. ICT is used effectively for research but not yet as a starting point for the design process.

94. There is currently no co-ordinator for the subject due to retirement. The programme of study is well planned and good use is made of outside expertise. This has a positive impact on pupils' learning through the level of challenge for different groups and the outcomes of project work.

GEOGRAPHY

95. Standards are in line with expectations for seven and eleven year olds. The last inspection found standards good, but this has not been maintained. Reasons for this are an imbalance in the planning for geography in Years 5 and 6, less time given to geography teaching and a lack of recent subject co-ordination.
96. By the age of seven, pupils have developed an awareness of localities beyond their own and identify simple features on a world map. They contrast Bangladesh with their own country, understanding that the people have different customs, environment and language. Maps of the locality are studied and pupils identify the school, their house and the church on these. In a lesson for six year olds, pupils asked and answered questions about the road outside the school. They collected information and good numbers of pupils could make suggestions about how to make the road safer.
97. By the age of eleven, pupils are developing a clear understanding of how the weather varies around the world and how the water cycle works. They are competent in researching independently, for example they research life in a range of countries. Through approaching embassies and researching from other sources, pupils' are able to present factual information to the class concerning culture, environment, population and climate. They are able to draw conclusions about how climate and environment influence people's lives.
98. The teaching is good throughout the school. In a lesson for seven year olds, the lesson started with a good recap of previous work and involved pupils in compiling a list of likes and dislikes about the Isle of Struay. Geography is taught well as a practical subject that involves pupils in fieldwork and finding out for themselves. Eight and nine year old pupils, for example, were involved in a survey to find out who uses the local recreation ground and how they would like it improved. During the lesson, pupils were involved in sorting their information to draft suggestions that would become a report. Pupils are interested and motivated by geography and their response is good. As a result of this, their progress is also good in these lessons and their achievements over time are satisfactory.
99. The co-ordinator is new to the post and provides satisfactory leadership. She has reviewed the policy and made a good start to looking at new national guidance in order to review the school's existing scheme of work. The lack of balance in the programme of study and the time given to the subject has suppressed standards at the end of Key Stage 2.

HISTORY

100. Standards meet with national expectations at the age of seven and eleven and achievement is satisfactory. The last inspection found standards were good. The priority for the development of literacy and numeracy has meant less time is spent on history. No lessons in history were seen during the inspection, owing to the nature of the timetable. Judgements about attainment were made on the basis of talking to pupils and scrutiny of work.
101. By the age of seven pupils have a sound experience of what Wroughton used to be like. They have been taught about a good range of famous people, for example Florence Nightingale and Mary Seacole, and have studied the Fire of London in appropriate depth. Pupils talk about this work knowledgeably. They use this knowledge well to write stories, accounts, letters and reports. Good newspaper reports on Guy Fawkes, letters to Mary Seacole and an account of the life of George Stephenson have been written by seven year olds.
102. By the age of eleven, pupils research their own information, recall appropriate factual knowledge, for example about the Romans and describe the characteristics of past periods. Pupils recall the style of houses, clothes and inventions during the Victorian period. However, work is too often covered through work sheets and the good opportunities to make links with literacy that are seen lower down the school are not sustained.
103. Leadership is satisfactory. The co-ordinator is new to the post and so far has reviewed the policy and resources. The school's scheme of work is currently being reviewed in the light of new national guidance. Although the planning for the school covers all the required areas, there are long gaps in the teaching of history in Year 5 and 6. The school is aware of the need to ensure that the subject is taught on a more regular basis. Discussions with eleven year old pupils reveal that they perceive that they do not 'do history'.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Standards throughout the school are broadly in line with those expected. However, in Year 5 and 6 while the majority of pupils achieve appropriate standards their knowledge and understanding is not as secure and a significant minority lacks confidence when asked to undertake a task without supervision. This is mainly due to a lack of resources until recently and the difficulties the school has experienced with the resources installed under current initiatives. Overall there has been an improvement in the provision and standards since the last inspection, although much of this is very recent.
105. Seven year olds use a variety of programs to support their learning in other subjects. For example in mathematics lessons, they insert data and retrieve it in graph form. They use word processing skills for writing and answering questions. They use appropriate keys to make capital letters and question marks. They can change the size and style of the font and select different colours for the question and answer. They produce a set of instructions to route a programmable toy.
106. At Key Stage 2 pupils build on their previous learning and insert and extract data in more complex formats. They use word processing skills and an object-based graphics package to design an effective poster. By the age of eleven they navigate CD-Roms and use the Internet to find information, for example on hot air balloons.

They have established links with a school in New Zealand and sent and received e-mails. They manipulate a logo package effectively.

107. Pupils with special educational needs are supported effectively through opportunities to use the computers while working within their class groups, but timetabling restricts their access to computers when withdrawn for specialist help. This limits their development of skills. The school has consulted outside agencies as to appropriate resources for a pupil with a specific disability.
108. A very limited amount of teaching was observed during the inspection, at both key stages. Evidence from pupil discussion and other work shows that teaching and learning is satisfactory. Teachers are gradually gaining confidence in their knowledge and understanding of the subject and they have started the national training programme. The small number of computers in the ICT suite and the unreliability of the machines are still having an impact on standards. There is at least one computer in each classroom and this enables teachers to use programs to support learning in other areas of the curriculum, for example mathematics and English. Most pupils are enthusiastic about the subject and have computers at home, this has a significant impact on their learning.
109. The co-ordinator is very efficient and effective. She is at the forefront of the developments within the school and has an excellent development plan to take the subject forward. The school has embarked on a systematic staff development programme to improve teachers' skills and the parents intend to contribute to the purchase of more resources. Teachers make use of a published scheme to support the school scheme of work. They are correctly concentrating on gradually improving pupils' skills and knowledge by using the materials at the level appropriate to prior attainment.

MUSIC

110. Pupils throughout the school attain the standards expected for their age and enjoy their music making activities. Extra-curricular activities, including choir, orchestra and recorder groups, further enhance the provision for older pupils. The tuition provided by visiting specialists enables pupils to learn to play string instruments and this supports the standards reached by the orchestra well. Standards have fallen since the last inspection, but not significantly. The emphasis the school places on the teaching of literacy and numeracy is a factor in this.
111. During the inspection no lessons were observed in Key Stage 1. An assembly for reception and Years 1 and 2 enables pupils to practise known hymns. Younger pupils sing well, showing good control of pitch, dynamics and rhythm. Opportunities for pupils to listen to composers such as Telemann through the playing of the Trumpet Concerto during the arrival and departure from assembly contribute to their cultural knowledge.
112. Teaching in Key Stage 2 is satisfactory. As pupils progress through the school the majority learn to use graphic notation to represent pitch and use their voice to follow a musical score and respond to the instructions from a conductor. They gradually become more confident at holding the beat, and the majority is very keen to try. Year 4 pupils learn about the calypso rhythm, with very clear explanations as to the beat and participate in playing rhythmically using untuned musical instruments such as the maracas and bongo drums. Pupils' cultural knowledge is enhanced through

listening to music from classical composers such as Greig's Peer Gynt suite and Tchaikovsky. Contemporary music is used effectively for Year 6 pupils. The use of The Beatles song 'With a little help from my friends' furthered their understanding of a theme and its variations. Pupils are encouraged to respond to music using the correct musical vocabulary and to describe how the music makes them feel. Pupils gain confidence in their understanding of music while discussing their responses, but opportunities are missed to ensure that the correct musical vocabulary is learnt, for example variations of key from major to minor and a different timbre.

113. The co-ordinator is knowledgeable and the subject is managed well. She has monitored teaching and planning and has correctly identified a need to improve group composition. The organisation of pupils to enable them to be taught in single year groups enables continuity and progression in learning. Extra-curricular activities are well attended and pupils have the opportunity to perform to a variety of different audiences; this makes an effective and important contribution to the provision.

PHYSICAL EDUCATION

114. The standards reached by children at the age of seven and eleven are in line with those expected and are similar to the last inspection. Achievement over time is satisfactory.
115. By the time pupils are seven, they show creative ways in moving in gymnastics, using different levels, speeds and parts of the body. They use this knowledge effectively to build short sequences of movements. In the one lesson seen pupils created short sequences of movement to move along benches which their partner copied.
116. Pupils age eight to eleven build well on the skills established at Key Stage 1. In Year 3 for example, pupils were creating more complex sequences of movements, which included changes of direction and balance. Games skills are developed appropriately. For example, in a Year 4 lesson the skills of over arm throwing were taught to use in small games of cricket and rounders. During a Year 6 lesson, over arm throws were being practised from a kneeling position and pupils were practising with foam javelins. Dance has a high profile in the physical education curriculum. Pupils were practising for a dance performance of 'How the white men came and got rid of the buffalo', showing good sensitive qualities of movement to depict their feelings as a response to the well chosen music. Standards in swimming are good, largely because the school gives above average time to this activity. Good numbers of pupils swim well in excess of the required standards.
117. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. At Key Stage 1, skills are developed well and expectations are generally appropriate. However, pupils are sometimes allowed to be too noisy before being corrected and this reduces their level of concentration. In the good teaching at Key Stage 2, teachers make good use of the demonstration of pupils' high level work to help them to learn how to improve. The swimming lesson, where pupils demonstrated good styles of backstroke, front crawl and breaststroke, is a good example of this. Good teaching also includes time for pupils to evaluate each other's work, such as in a Year 6 dance lesson, when pupils were developing dance motifs and evaluated and discussed each other's performance. Pupils' response to all aspects of the subject is good. They enjoy themselves and over-exuberance is the only minor problem displayed in lessons.

118. The co-ordination of the subject is good. An appropriately balanced curriculum is enhanced by good extra-curricular sporting activities. Parents give very good support to running these clubs. Good links have been forged with nearby sporting clubs including tennis, water polo and rugby. There is good participation in local events such as the rugby festival and football and dance festivals. Although teachers take great care when using the hall, it is not an adequate space for large classes or older pupils. This has a detrimental effect on the activities planned and the rate of learning of the pupils in aspects of the subject such as gymnastics and dance.

RELIGIOUS EDUCATION

119. At the age of seven and eleven pupils' knowledge and understanding is in line with the expectations of the locally agreed syllabus. This was the finding of the last inspection report and therefore standards have remained broadly constant.
120. Younger pupils gradually learn about Christian values such as sharing and helping. They are introduced to the main Christian festivals of Christmas and Easter. Year 2 pupils explore aspects of life's journey through birth to death and through the empathetic story telling of 'Badger's Parting Gift'.
121. Year 3 and 4 pupils continue to learn about the journey of life through Christian events, such as, christenings, confirmations, marriages and funerals. This builds on their previous learning from Key Stage 1. They have a wider knowledge base about the stories from the Bible and the lives of famous Christians, for example, Mother Theresa. By studying the traditions of Sikhs, Hindus and Muslims pupils gain knowledge of other values and beliefs. By the age of eleven pupils' knowledge of the customs of other faith groups such as the Jews is deepened. They reflect on the wonder of the universe for themselves and know how the Psalms reflect man's awe and wonder of the creation.
122. Teaching is good overall. Religious education is taught to single age groups and this enables tasks set to be generally appropriate for the age and ability of the pupils. This has a direct impact on learning. Good resources are selected very effectively to support the learning. The expressive reading of extracts of the same creation story but from different sources enhances pupils' research skills and their use in history. A strong feature of the teaching is the variety of ways pupils record their work, for example writing a report on the Ascension as by an observer of the event. Pupils use their creative effort in a variety of contexts and produce a good standard of work. On occasions, teachers spend too long talking to the pupils with insufficient interaction and this is not the most productive use of time and affects the quantity of the work the pupils produce. Not enough focus is placed upon belief and values compared with customs and traditions
123. The co-ordinator has recently taken responsibility for the role and therefore has not had an opportunity to make an impact on the teaching and learning. The subject is enhanced by the close links with the church and chapel in the village. Pupils' worship in the church at special times like Christmas and Easter and the priest makes a good contribution to pupils' understanding during assemblies. The minister at the Chapel is a regular visitor and contributes to the school's Christian ethos. Expressive vocabulary in some very good poems about the universe makes a significant contribution to pupils' spiritual development.

