

INSPECTION REPORT

DINTON CHURCH OF ENGLAND FIRST SCHOOL

Dinton

LEA area: Wiltshire

Unique reference number: 126383

Headteacher: Mr S J Gibson

Reporting inspector: Sue O'Sullivan
31525

Dates of inspection: 11th – 13th March 2002

Inspection number: 195226

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary controlled
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Hindon Road Salisbury Wiltshire
Postcode:	SP3 5HW
Telephone number:	01722 716221
Appropriate authority:	Governing body
Name of chair of governors:	Mr Gordon Heath
Date of previous inspection:	9 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sue O'Sullivan 31525	Registered inspector	English Mathematics Science Physical education Religious education Equal opportunities Special educational needs	How high are standards? – attainment and progress How well are pupils taught? How well is the school led and managed?
Carolyn Webb 9614	Lay inspector		How high are standards? – attitudes, behaviour, personal development and attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
Janet Sinclair 19824	Team inspector	Foundation Stage Information and communication technology Art and design Design and technology Geography History Music	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dinton First School is a rural Church of England voluntary controlled school with 55 pupils on roll, aged four to nine years. Most pupils live in the villages of Dinton and Fovant and the school also serves three other villages in the locality. Very few pupils receive free school meals. There are 13 pupils currently on the early stages of the register of special educational needs; none has a Statement of Special Educational Need. Pupils' attainment on entry to the school is average. The school is organised into three classes: a Reception class for pupils under five and two mixed-age classes for pupils in Years 1 and 2 and in Years 3 and 4. The school has a strong Christian ethos.

HOW GOOD THE SCHOOL IS

This is a good school that continues to provide a good education for all its pupils within a strongly Christian ethos. The staff, governors and parents are all committed to supporting the school's aims and there is a shared sense of purpose. Pupils' standards are above average in English, mathematics and science and they make good progress in all classes. The good leadership of the headteacher has guided the school to make many improvements in the curriculum and management of the school. Teaching is good across the school with examples in all classes of very good practice. The new building and outside play area provide a good environment for education. Given the circumstances of the school and the good standards pupils achieve, the school provides satisfactory value for money.

What the school does well

- Standards are above average in English and mathematics at the end of Year 2, and pupils achieve well across the school.
- Pupils with special educational needs make good progress throughout the school.
- The quality of teaching is good throughout the school.
- The headteacher provides good leadership and is ably supported by staff and governors.
- The provision for pupils' spiritual, moral, social and cultural development is good. The school has a strong Christian ethos that contributes to pupils' good learning.
- The school works very effectively with parents, who wholeheartedly support the school.
- Children are very happy to come to school and enjoy learning.

What could be improved

- Raise standards through the more effective use of assessment.
- Ensure that the personal, social and health education programme, including citizenship, is taught regularly and consistently across the school.
- Improve standards in history and geography in Years 1 and 2, and ensure that pupils acquire key skills and understanding.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then the school has made good improvement on all the six key issues identified. Standards remain above average in English, mathematics and science. The quality of curriculum planning has improved significantly. The proportion of very good teaching has risen and is evident in all classes. Leadership is strong and management of performance has improved. Cultural provision has improved and the school's ethos continues to be very good. Pupils' behaviour and attitudes remain very good and parents continue to express very positive views.

STANDARDS

There is no requirement to report on the 2001 National Curriculum test results at the end of Year 2 because fewer than 10 pupils took the tests.

Evidence gathered during the inspection indicates that by the time pupils leave the Reception class most will have achieved the goals expected of pupils at the age of five. At the age of seven pupils' attainment is above average in English, mathematics and science. By the time pupils leave the school at the age of nine, their standards are in line with national expectations in English in reading and writing, and above national expectations in speaking and listening, mathematics and science. Across the school, standards in speaking and listening are high. The National Strategies for Literacy and Numeracy are being implemented very effectively. Both strategies make a significant contribution to pupils' acquisition of basic skills. Good teaching in science, with a strong emphasis on investigation and practical activity, results in good standards. Standards in other subjects are satisfactory except in history and geography in Year 2 where they fall below national expectations. There are no significant differences in the attainment of boys and girls. Pupils with special educational needs make good progress. Overall, these findings show an improvement since the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good. They are responsive to teachers, show enthusiasm in activities and enjoyment in learning
Behaviour, in and out of classrooms	Behaviour within and outside classrooms is good. Pupils understand school rules and respect them.
Personal development and relationships	Pupils' relationships with other children and with adults are good. They respect the feelings of others and show consideration. They take responsibility with pride. There is no evidence of bullying.
Attendance	Attendance is well above the national average for primary schools and is good. The rate of unauthorised absence is below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

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

The quality of teaching across the school is good and there are examples of very good practice in each class. In a high proportion of lessons teaching is good or better and in a third of lessons it is very good. All teaching is at least satisfactory. The proportion of very good teaching is highest in the Reception and Year 3/Year 4 classes. The teaching of English and mathematics is very good as is the teaching of literacy and numeracy in all classes and pupils make very good progress in basic skills. The school meets the needs of its pupils well. Pupils with special educational needs make good progress. In mixed-age classes younger pupils particularly benefit from the challenge of working with older pupils. On occasion, the challenge for the older pupils in each class does not sufficiently extend them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in reception is now appropriately broad and balanced. This is an improvement since the last inspection. The curriculum for the rest of the school meets statutory requirements and is broad and balanced. It is accessible to all pupils regardless of gender, background or ability. A range of educational visits and visitors enriches the curriculum, as does the good extra-curricular provision of clubs.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. All pupils are well integrated into the work of their class and are well supported within it and when working in small groups outside it. Individual education plans are followed by each class teacher and are reviewed with parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides well for pupils' personal development through high expectations of their attitudes and behaviour. Provision for pupils' spiritual, moral and social development is good and reflects well the way the school puts into practice its aims and values and its Christian ethos. Provision for cultural development has improved since the last inspection and is good.
How well the school cares for its pupils	The school cares well for its pupils. Procedures for child protection and for ensuring pupils' welfare are satisfactory. Procedures for monitoring pupils' personal development are good. Those for monitoring academic progress are satisfactory and need further development.

The school has improved its partnership with parents since the last inspection and now has very good links with them. Many help in the school, as do grandparents. Parents appreciate the efforts the school makes to keep in regular contact and to keep them informed about their children's education. Some parents would welcome more detail about the progress their children make and the school is aware of this need.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are good. Since the last inspection the headteacher and governors have ensured that all key issues from the last inspection have been resolved. The headteacher has worked with staff on substantial curriculum development and, through performance management, has helped to raise the quality of teaching and pupils' standards.
How well the governors fulfil their responsibilities	The governors support the work of the school well. Statutory requirements are fulfilled and there is a growing awareness of the need to monitor the school's performance.
The school's evaluation of its performance	The school's evaluation of its performance is satisfactory. A good start has been made in monitoring curriculum planning and teachers have moderated pupils' work in English, mathematics and science. Further evaluation of teaching is now planned.
The strategic use of resources	School development planning is sound. Financial decisions are linked to the school's priorities and are kept under regular review. Specific grants are used effectively to add to the opportunities available to pupils.

Staffing is now good with three classes. Support staff are well used. The accommodation is good with the new building and extended outside play areas and swimming pool adding very significantly to an attractive learning environment. The school adheres satisfactorily to the principles of best value in its decision-making. Resources for learning are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The approachability of all staff.• Good teaching• The school's high expectations of pupils and their good behaviour.• Good leadership.	<ul style="list-style-type: none">• Insufficient information about the standards their children achieve and the progress they make.

Nineteen parents attended the parents' meeting and 35 questionnaires were returned. The inspection team confirmed the positive views that parents have of the school. The inspection team agreed with the parents' view that they receive insufficient information about pupils' standards and progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The majority of children start school in September of the year in which they are five and the remainder in January. Those with birthdays after 31 March attend mornings only until January when they attend full time, all other children attend full time from the outset. Most children have had pre-school experience in a local nursery. The attainment of children on entry is fairly wide ranging, but is average overall. By the end of the Reception year, most children are likely to attain the Early Learning Goals¹ in all areas of learning with a good number exceeding them. They are achieving well. The curriculum is well planned to cover the areas of learning in a stimulating and interesting manner and this is a good improvement since the previous inspection when the school was criticised for poor provision.
2. Attainment at the age of seven is above average in English, mathematics and science. By the time pupils leave the school at the age of nine, their standards are in line with national expectations in English in reading and writing, and above expectations in speaking and listening, mathematics and science. Across the school, standards in speaking and listening are high. The National Literacy Strategy and the National Numeracy Strategy are being implemented very effectively. Both strategies make a significant contribution to pupils' development of basic skills. Good teaching in science, with a strong emphasis on investigation and practical activity, results in good standards. Overall, inspection findings show an improvement since the last inspection.
3. These inspection judgements are supported by the results of the 2001 national tests for pupils at the end of Year 2, when standards were above average in reading, writing and mathematics. All pupils attained at least the nationally expected Level 2². Specific figures and comparisons with similar schools are not given in the report because the number of pupils who took the tests was less than 10 and comparisons could be misleading. Overall, the results of national tests taken by pupils aged seven over the last three years show that the trend is upward. There are no significant differences in the attainment of boys and girls.
4. In information and communication technology standards are above national expectations at the end of Year 2 and in line with expectations at the end of Year 4. Pupils, including those with special educational needs, are achieving well at the end of Year 2 and satisfactorily at the end of Year 4. All teachers have recently been trained and the school now uses information and communication technology skills as an integral part of the curriculum. This is having a positive impact on standards.
5. All pupils make good progress in developing their literacy skills. Pupils have many opportunities to talk about what they are learning and are taught to listen well. Regular reading in class and at home helps pupils to make good progress in reading and in enjoyment of books. Pupils write with care and good attention to grammar and punctuation and are developing an interesting range of vocabulary. Spelling is sound in tests, but pupils often lapse into error when writing with other purposes in mind. Literacy

¹ Early learning goals – these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with communication, language and literacy; mathematical development; knowledge and understanding of the world; and physical development. There are many goals for each area of learning; for example in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

² Level 2. This is the level that most pupils are expected to achieve by the age of seven. Levels are assessed through national Standard Assessment Tests taken by pupils at the age of seven in English and Mathematics, and by Teacher Assessments in science.

skills are being well developed in other subjects including information and communication technology.

6. Pupils' progress in mathematics is good across the school. This is because teachers use the National Numeracy Strategy very effectively. Pupils develop mental agility and confidence. They respond very well to stimulating teaching and enjoy the group and individual activities, which help them to consolidate learning. They learn to record the results of their calculations methodically.
7. Pupils' work in science shows that they are making good progress in developing their understanding of life and living things, and of materials and their properties. Teachers give pupils good opportunities to discuss what they are learning and provide very good models of how to carry out and record scientific investigations, which most follow well.
8. Pupils' achievement in all other subjects, including religious education, is satisfactory, except in history and geography in Year 2 where standards are below expectations. Standards in other subjects in Year 3 and Year 4 are satisfactory and are above expectations in physical education.
9. Pupils with special educational needs make good progress in line with their targets and individual education plans. Pupils on the earliest stage of the Code of Practice³ are also making good progress towards meeting individual targets. Pupils with special educational needs are very well included in the work of their class as well as benefiting from additional support, some of it voluntary. The additional support, together with high expectations of what they can achieve, contributes to pupils' good progress.

Pupils' attitudes, values and personal development

10. The school continues to instil the positive attitudes towards learning and good moral and social values noted in the last inspection report. Children and pupils like their school, almost all arriving on or before time in the mornings and their attendance is good. One very young child was disappointed not to be going to school on Christmas day! During the inspection week, one class achieved 100 per cent attendance, and two pupils in other classes were away on authorised holidays. Registration provides a calm and purposeful start to each day. The school's strong Christian ethos underpins the caring and friendly ambience evident in classes and throughout the whole school community. Children and pupils with special educational or other needs are well integrated with and supported by their peers, one good example of the school's inclusive society.
11. Children start school with well-developed personal and social skills and this is built on effectively so that by the time they leave the Reception class most will exceed the Early Learning Goals in this area of learning. They achieve well in relation to their prior attainment. All children concentrate well on activities, either those directed by the teacher or self-chosen ones. In whole-class sessions, they are confident, interested and excited and maintain their concentration and attention well. They are encouraged to take responsibility for class routines, both by being helpers for the day and by being responsible for tidying up at the end of lessons. There are very good relationships between adults and children and these ensure a secure and purposeful learning environment.
12. In Years 1 to 4, pupils continue to build on this very good foundation and try hard to please their teachers. They are interested in their lessons; for example, in history they were fascinated to hear of and see some of the toys and games played during World War

³ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

2 and enjoyed 'trying these out' after a grandmother compared them with those in use today. When looking for similarities as part of their science investigation, they participated enthusiastically in the 'Guess Who' game, some asking searching questions. In Class 3, after a fast and furious session in the 'hot' seat for three pupils, fairy tale story frames were completed carefully as, in pairs, they decided which were the main characters in their chosen fairy tale and their roles as 'goodies' or 'baddies'. Cinderella emerged as the favourite story to unravel.

13. Behaviour is good overall. All know what is expected and pupils do their best to follow school rules. Golden rules are negotiated at the beginning of the year and sanctions are perceived as fair, though few are needed. Teachers and assistants provide good role models for all to copy. Pupils wear their 'stickers' proudly and enjoy telling visitors why they have been awarded.
14. At break times all play well together outside and whilst 'letting off steam' inevitably minor collisions and falls occur. Pupils are concerned if anyone is hurt and any incident is quickly and efficiently dealt with by vigilant supervisors. No bullying or unpleasant behaviour was observed during the inspection. There has been only one short fixed-term exclusion in the last 12 months.
15. Pupils' personal development is good. Teachers know pupils and their personal circumstances well and there is mutual trust. Relationships are very good throughout the school. Although allocated few formal responsibilities, all pupils know they should care for one another and they do their best to help when asked to do so. Any chosen for a specific task, for instance taking charge of registers, carry this out conscientiously and well. In assemblies, such as the one taken by the Reception class teacher, many were eager to contribute their ideas on friendship as a different kind of love and all raised their hands when asked if they had friends and were friends with everybody. During sessions known as 'Circle time'⁴, pupils have opportunities to discuss their own problems and resolve these. Pupils' confidence and self-esteem increase and they develop mature and responsible attitudes as they go through school. These are part of the school's aims and the school prepares pupils well for the next stage in their education.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching across the school is good and there are examples of very good practice in each class. All teaching is at least satisfactory. In 73 per cent of lessons it is good or better, and in 35 per cent it is very good. These findings show that the school has made significant improvement in the quality of teaching since the last inspection. The improvement has been particularly marked in the teaching of the under-fives and in Years 3 and 4.
17. The teaching in the Foundation Stage varies between very good and satisfactory, but is good overall. This is a significant improvement since the last inspection when aspects of it were judged unsatisfactory. The main strengths of the teaching are the very good methods the teacher uses to engage the children in their learning, her very good questioning and her ability to read stories, which captivates them. There are no significant weaknesses in the teaching, but clearer learning objectives for lessons would sharpen the focus of lessons even further. The teaching assistant makes a good contribution to the children's learning.

⁴ Circle time – a part of the school day when pupils in a class sit in a circle to share news and items of personal interest. These sessions contribute to pupils' personal and social development by allowing them to express their feelings and views and by encouraging them to listen sensitively to those of others.

18. Teachers' subject knowledge is good across the school and teachers use this expertise well in planning lessons. Teachers' technical competence in the teaching of basic skills is good and consequently literacy and numeracy are well taught.
19. Teachers know their pupils' capabilities and they are skilful in targeting pupils of different ages and abilities in their questioning. However, the lack of regular assessment in many subjects means that assessment of the needs of individual pupils, apart from those with individual education plans, does not inform lesson planning with sufficient rigour. On occasion, older and higher attaining pupils are not stretched enough.
20. Teachers use a good range of resources and methods, including games and practical activities, such as acting out a poem or 'hot seating', which help pupils to consolidate learning in interesting ways. They build on the very good relationships they have established to help pupils maintain good concentration and effort. Monitoring of behaviour is unobtrusive and effective. There is a good balance of direct teaching and pupil practice of what they are to learn. The practice of reviewing what has been learned at the end of a lesson is very helpful, reminding pupils of what they have achieved.
21. An example of very good teaching of mathematics was seen in a Year 1/Year 2 lesson on number bonds. The initial whole-class session allowed all pupils to recall previous work. Targeted questioning challenged all pupils to think carefully and their response was very good. The subsequent group tasks allowed younger pupils to reinforce their careful calculation of bonds to 10 while older pupils played a bingo game, practising rapid mental calculation of bonds to 20. Pupils' eager responses showed enjoyment as well as intellectual engagement. The final whole-class session reinforced what they had learned.
22. Pupils with special educational needs make good progress as a result of the care teachers take to match work to support them. Class assistants work well with teachers and make a valuable contribution.
23. Long and medium-term curricular planning overall has improved since the last inspection. Lessons are also planned effectively in terms of the work to be done. However, lesson plans do not always identify the learning expected to be achieved by pupils of different ages and attainment. This planning is more effective when it is supported by the National Literacy and Numeracy Strategies. In other subjects, including science, teachers follow the schemes of work produced by the Qualifications and Curriculum Authority, but have not adapted these in detail to their own needs. The use of assessment to focus curricular planning on what pupils demonstrably need to learn or relearn is at present unsatisfactory. The lack of ongoing assessment makes it difficult for teachers, pupils and parents to know how well pupils are doing and how they can improve their work. Greater clarity in deciding just what pupils at each age and level of attainment are expected to learn in each lesson, in each subject, is needed so as to make sure that older and higher attaining pupils are fully extended. Homework is used to support class work effectively.

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

24. The school now provides children in the Reception year with a broad, balanced and appropriate curriculum. It is planned across the areas of learning and includes a good range of learning opportunities, including regular outdoor activities. This is a significant improvement since the last inspection when it was not well planned to meet their needs.
25. The curriculum across the rest of the school is broad and balanced across all subjects of the National Curriculum. The school now meets statutory requirements for sex education, which was a weakness in the last inspection. Religious education is taught according to the locally agreed syllabus.

26. The strategies for teaching literacy and numeracy are effective across the school. With the introduction of national guidance for all subjects, the school now ensures that all the requirements of the National Curriculum are fully met.
27. Long- and medium-term planning is good for literacy and numeracy; it is satisfactory overall for all the other subjects. National guidance provides the medium-term planning for most subjects, ensuring they are taught in a systematic, progressive manner. This is an improvement since the last inspection when there were gaps in coverage in geography, physical education and music. Work is planned on a two-year cycle to ensure that pupils in the mixed-age classes do not repeat work. The school does not make satisfactory provision for personal, health, and social education (PHSE) as it is not implemented consistently. Sex and drugs education are addressed to some extent, through the PHSE programme 'Health for Life', but mainly through science. The school uses 'Circle time' to give pupils opportunities to discuss issues important to them. However, not all classes have 'Circle time' planned into the timetable and its regular provision is not guaranteed.
28. Equality of opportunity in the curriculum is satisfactory. The school ensures that the curriculum is accessible to all pupils regardless of gender, background or ability. The school provides well for pupils with special educational needs, who are fully integrated into the work of their class.
29. Overall, the school provides well for pupils' personal development through high expectations of their attitudes and behaviour and the Christian values underpinning life at school. Visitors talk to pupils about some of the difficulties and dangers outside their school environment and what they can do to become good citizens. 'Circle time' sessions are not timetabled in all classes, although some discussion on moral and social issues takes place in religious education lessons. The current review of the whole personal, health and social education programme, which will include citizenship from September 2002, and of its delivery through themed and timetabled lessons, will remedy any existing inconsistencies between classes and teachers.
30. Provision for pupils' spiritual development is good. This caring small Christian community has a family 'feel' and, through assemblies and visiting speakers, all become aware of the wonders of life as well as of others' needs and difficulties. Reflection in assembly is reverent. Pupils and their parents collect money enthusiastically for homeless Thai refugees and support the NSPCC 'Bring a Toy' appeal. Pupils worked happily alongside National Trust volunteers, planting hedges and mulching, in the week prior to inspection in order to protect and improve their local environment.
31. Through the school's Christian foundation assemblies, pupils develop positive moral values. They quickly learn right from wrong and encourage each other to abide by the rules. Helping is the way of life at school, and pupils' social skills increase through teachers' high expectations and pupils' eagerness to please. Personal sacrifices to benefit others were sensibly discussed during a religious education lesson with pupils in Years 3 and 4, resulting in their thoughts recorded on red paper 'hearts', much to some boys' laughing embarrassment! All are proud to be part of this orderly small village school community.
32. Provision for pupils' cultural development has improved since 1997 and is now good. They listen to music from other countries, enjoying Latin American guitar music as they walk into assemblies, and reflect on this before leaving. During art lessons, pupils try to emulate the style of different artists and they enjoy their weekly session with a local artist. Multi-cultural literacy books widen pupils' knowledge of other cultures and traditions, and they all enjoyed the recent jungle theme performance from the Quantum Theatre group,

entitled 'The Missing Link'. Visits are made to the local museum and to Rockbourne Roman villa and the oldest pupils recall their trip to the Millennium Dome last year with great pleasure, saying that entering the 'Body Zone' was 'the very best bit'.

33. A range of educational visits and visitors enriches the curriculum, for example the visit of the Quantum Theatre as part of the science curriculum and a visit to a Celtic Hill Fort as part of their work on history. The local environment is used well to support different subjects, for example a visit to the local church as part of work on Remembrance Day.
34. Links with the community are good. For example, pupils visit the local church and the vicars from both churches visit the school to take assemblies and participate in the after-school 'Candlelight Club'. There is a joint carol service with the Tisbury local first and middle schools each year. Grandparents are invited into the school regularly to support work in history. For example, they have spoken to pupils about their war-time experiences and have brought in old teddy bears for children in Class 1.
35. The provision for extra-curricular activities is good. There is a good range of after-school clubs, for example computer, indoor games, art and gym clubs as well as the Candlelight Club.
36. Good links have been established with partner institutions. The school has close links with local nurseries, feeder middle schools and the secondary school. Regular meetings take place between headteachers, including a joint schools' conference. Good use has been made of these links to agree topics to be covered in each school so that pupils do not repeat work. During the final half term prior to transfer, a teacher from the middle school visits the first school to talk to the pupils. They then make several visits to their middle schools in order to familiarise themselves with their new environments. This leads to smooth transition.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has satisfactory systems for promoting pupils' health and welfare and for dealing with child-protection issues. Pastoral care is very good. Staff and governors are very aware of pupils' health and safety. Staff trained in first-aid procedures are on site at all times. Practice of first aid is good and risk assessments are carried out regularly. Security has improved and is reviewed at governors' meetings.
38. Procedures for recording and monitoring attendance are thorough and effective, although visits from the educational welfare officer are rare. Red 'congratulations on 100% attendance this week' cards adorn the corridor wall outside Class 3.
39. The school has good systems to promote and monitor pupils' behaviour. The behaviour policy is well known and implemented consistently by all adults. Rewards, such as the stickers proudly worn by pupils, are shared with their classmates in 'Golden' or 'Circle time' sessions once a week. The few but effective sanctions are rarely needed and behaviour diaries are well used for support on appropriate occasions. The 'bullying' book contains only one entry for this year.
40. The personal, social and health education policy is being reviewed but, although current planning for pupils' personal development is largely informal, teachers know them well and when to encourage or contain them. Their development is well promoted: for instance, pupils in Class 3 are invited to write a nice sentence about everyone in the class. These, when collated in speech bubble format and displayed, result in happy pupils, very proud of the complimentary comments made by the others. Christian values encourage good moral standards and social development through assemblies. Problems as well as new ideas are discussed in the sometimes ad hoc 'Circle time' sessions.

Pupils' personal development is recorded in and well monitored through the 'purple' files and reported to parents in their annual reports.

41. The care of pupils with special educational needs is a strength of the school. Teachers know their pupils well and contribute to their individual education plans, which are reviewed regularly with the involvement of parents. Teachers, support staff and outside helpers work well together to ensure that these pupils are fully included in all parts of the curriculum and in the life of the school.
42. The procedures for assessing pupils' attainment and progress are satisfactory and this is an improvement since the previous inspection when they were found to be weak. The school uses nationally validated tests in Reception, Year 1, Year 2 and Year 4 so that it can track pupils' progress from a recognised baseline of achievement. This provides information about pupils' progress over time. However, the school does not analyse this data to gain information about weaknesses in provision for all pupils or for specific groups. Reading and spelling is tested twice yearly and progress recorded, but once again, there is limited evidence of it being used in any way to target future learning. The school is currently trialling the mathematics tests from the published scheme of work it uses and is finding that they are useful in identifying weaknesses in pupils' learning. The school sets targets for improvement for pupils in English and mathematics, but there is little evidence that these are used or reviewed on a regular basis in order to secure improvement. There is no assessment in place for science or any of the foundation subjects except design and technology. Files of pupils' work are kept for information and communication technology, but give information on coverage rather than skills development.
43. The marking of pupils' work is satisfactory overall. It is better in the Year 3/Year 4 class where the teacher links it well to subject specific skills pupils have acquired. Teachers carry out regular evaluations of their lessons, but these are not focused enough to help with future planning. The purple books in use contain some useful information on personal and academic developments to help teachers when writing reports but are not systematic enough to show progress in any specific aspect of learning.
44. The use of assessment to inform planning is unsatisfactory. The school does not use data well to analyse the results of pupils by gender, age or background. Therefore, the information cannot be used to identify strengths or relative weakness in subjects. As there is limited assessment apart from English and mathematics, it cannot be used effectively to inform planning and, as a result, work in many lessons is not closely enough matched to pupils' learning needs. Extension activities are 'add-ons' rather than being based on a clear understanding of pupils' level of need.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has improved the partnership with parents since 1997 and now has very good links with them. Parents, in their turn, are very supportive of the school's aims and ambitions for their children. They appreciate the positive values their children are taught, the very good relationship with all staff and the welcoming induction procedures that they and their children enjoy. Parents are very involved with the school. Some parents and grandparents help regularly in classes and the library. Others planted the many daffodils embellishing the entrance and two run clubs after school. All try to help children with work at home, although a minority question the amount set. Consultation meetings are very well attended, with appointments made to suit parents' work commitments. Whole families come to the school productions, anxious and proud to see what their children can do, and two performances are arranged in order to accommodate the numbers wishing to attend.

46. Information for parents, through regular news and other letters, the comprehensive prospectus and detailed governors' annual report is satisfactory. At the beginning of each term, parents receive a brief outline of what their child will be learning. Parents are happy with the annual reports, detailing what their child has studied during the year and the progress made. They like the targets set for their children, although some of these are too vague to be of real use. However, some parents find that reporting does not give them a clear picture of their children's progress. This was an issue at the last inspection. The establishment of sound assessment procedures will enable the school to communicate more clearly with parents in future. There is good communication with parents of pupils with special educational needs, who are consulted on individual education plans and pupil targets.
47. The enthusiastic 'Friends of Dinton School Association' (FODSA) run successful fun and fund-raising events, such as 'Beetle Drives', discos and the always popular 'Easter Fair'. Children are looking forward to their non-uniform day on the Friday following inspection, another innovative way to raise money, all of which is spent to benefit them. Over £1,000 was donated last year and FODSA recently purchased the attractive playhouse.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school are good. Since the last inspection the headteacher and governors have ensured that all key issues for action have been effectively resolved. The headteacher has led staff in substantial curriculum development, establishing policies and schemes of work for all subjects. His leadership, together with the strong support of the governors, has steered the school through a difficult period while new building took place and through current uncertainties over Wiltshire's review of primary organisation. Standards are rising and the quality of teaching has improved, partly as a result of the successful introduction of performance management. The school has clear aims that relate to its Christian ethos and ensure respect and equality of opportunity for all, which are evident in its daily life.
49. The governing body gives the headteacher and staff very committed support. Governors visit the school regularly and fulfil all statutory requirements. They are developing an understanding of how to complement the role of the headteacher in monitoring the work of the school and in evaluating how well it is meeting its planned priorities. Governors have shared in discussion on the current school development plan. They now need to develop ways of checking how effectively it is implemented. Financial decisions are taken by the governors and the headteacher in relation to key priorities. For instance, the key decision to fund a third class teacher has contributed to improvements in teaching and standards. The decision by governors to carry forward £19,579 to this financial year was taken in order to continue to fund the third teacher. Further decisions on staffing await the outcome of the county review of school organisation.
50. The headteacher monitors the curriculum effectively and is establishing a climate in which rigorous evaluation of teaching and learning is welcomed. Co-ordinators for English, mathematics and science have monitored work across the school. The school is aware that the role of co-ordinator is at present underdeveloped and that greater clarity is needed on how co-ordinators will monitor performance in all subjects. It will also be important to establish lines of responsibility for ensuring that all policies are consistently applied. At present, implementation tends to be ad hoc. The school sets targets for improvement in English and mathematics, but these are not reviewed on a regular basis in order to secure improvement.
51. The school makes good use of its financial resources. Decisions on spending are related to educational priorities and all specific grants and additional funding are used for their intended purpose. The school draws well on its human resources in terms of the work of

teachers, support staff, parent helpers, visitors and volunteers. Induction procedures for the new class teacher have been effective. All staff are suitably qualified and experienced.

52. The school, set in spacious grounds, is well decorated, cleaned and maintained. The original Victorian building, now sympathetically extended, provides ample accommodation for the number of pupils on roll, with some lively displays and good examples of pupils' work decorating the walls of most corridors and classrooms. The large hall is well used for lunches, physical education lessons and assemblies, although the acoustics need some attention. The library, though rather small for whole-class sessions, is stocked with a satisfactory range of fiction and non-fiction books. Some of these are difficult for pupils to reach. There is a good selection of books in classrooms. The school has sufficient resources to deliver the National Curriculum and good materials to help those with special educational needs. Children in the Foundation Stage have a good range of equipment both for their outside play and work in the classroom.
53. The pupil unit cost is in the top quartile nationally. In view of the standards achieved and the improvements since the last inspection, the school is providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governors should:

- raise standards through the more effective use of assessment by:
 - using marking better to help pupils improve their work;
 - ensuring that lesson planning focuses on what pupils of different ages and abilities are expected to learn;
 - assessing pupils' progress in each subject;
 - analysing and using data already available to plan work that matches the needs of pupils more closely;(paragraphs 19, 23 and 42-44)

- ensure that the personal, social and health education programme, including citizenship, is taught regularly and consistently across the school;
(paragraphs 27, 29 and 40)

- improve standards in history and geography in Years 1 and 2, and ensure that pupils acquire key skills and understanding.
(paragraphs 95-102)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	9	10	7	0	0	0
Percentage	0	35	38	27	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR– Y4
Number of pupils on the school's roll (FTE for part-time pupils)	55
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs

	YR– Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

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.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	55
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y4

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	13.75
Average class size	18.3

Education support staff: YR– Y4

Total number of education support staff	2
Total aggregate hours worked per week	37

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	171,982
Total expenditure	152,403
Expenditure per pupil	2,499
Balance brought forward from previous year	15,227
Balance carried forward to next year	19,579

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 71%

Number of questionnaires sent out	55
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	3	0	2
My child is making good progress in school.	41	49	3	0	7
Behaviour in the school is good.	67	31	3	0	9
My child gets the right amount of work to do at home.	36	44	18	0	2
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	36	46	8	3	7
I would feel comfortable about approaching the school with questions or a problem.	82	13	5	0	0
The school expects my child to work hard and achieve his or her best.	62	25	5	0	8
The school works closely with parents.	62	20	18	0	0
The school is well led and managed.	46	51	0	0	3
The school is helping my child become mature and responsible.	56	41	3	0	0
The school provides an interesting range of activities outside lessons.	31	59	7	0	3

Summary of parents' and carers' responses

Nineteen parents attended the parents' meeting and 39 responses to the questionnaire were received.

Parents are mainly very supportive of the school, with particular confidence in the approachability of all staff, the good teaching, the high expectations of children and their good behaviour

Other issues raised by parents

The main concern expressed at the parents' meeting was that parents are not well enough informed about the standards their children achieve and the progress they are making.

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

Personal, social and emotional development

54. Children start school with well-developed personal and social skills and this is built on effectively so that by the time they leave the Reception class most will exceed the Early Learning Goals in this area of learning. They achieve well in relation to their prior attainment. All children are fully competent at attending to their personal needs; they undress for physical education quickly and put on their outdoor clothing sensibly prior to going out to play. All children concentrate well on activities, either those directed by the teacher or self-chosen ones. In whole-class sessions, they are confident, interested and excited and maintain their concentration and attention well. They are encouraged to take responsibility for class routines, both by being helpers for the day and by being responsible for tidying up at the end of lessons. There are very good relationships between adults and children and these ensure a secure and purposeful learning environment. Teaching is good overall; adults are very aware of the needs of these young children and respond sensitively to them. A very good example of this sensitivity was the opportunities given to the children to have their teddy bears with them as they explored unfamiliar territory and ideas.

Communication, language and literacy

55. By the time children leave the Reception class, most will attain the Early Learning Goals in this area of learning and a good number will exceed them. They make good progress and achieve well. Children develop their speaking and listening skills well through the many opportunities they are given to listen to good-quality stories read well and the opportunities they are given to respond. For example, after reading the *Bear on a Scary Night*, the teacher asked what they would do if they found their teddy after he had been lost. They responded with ideas such as, 'Give him a big cuddle'. However, opportunities to develop their speaking skills to improve their thinking and problem solving ability could be developed more. They have good opportunities to develop their reading skills. There are regular times set aside for reading during which the teacher works with a small group of children in order to develop skills, such as prediction and understanding of the text. Children enjoy this time and are fully engaged in improving their reading. They use their knowledge of sounds and letters when reading their books. Higher and average attaining children read simple stories and some describe their favourite books, such as *Thomas the Tank Engine*. They read confidently and with a good level of enjoyment. Lower attaining children point to the words and tell a story to match the pictures. They are happy to talk about them, for example 'She is a nice little girl and did not spoil her food'. All children handle their books carefully and already see themselves as readers who find books a source of enjoyment. Children take their books home regularly to share with their parents, who support them well. They have good opportunities to develop their writing skills. Most write their names confidently, form their letters correctly and write underneath the teacher's writing. The class teacher gives good attention to this and, additionally, provides good opportunities for children to write independently.
56. The teaching in this area of learning is mainly very good. The teacher creates a purposeful, lively and enjoyable atmosphere, which helps children to listen hard and concentrate very well. Activities are interesting and stimulating. For example, in a lesson on initial sounds in words, children were encouraged to take an animal from a basket, identify it and then say its initial sound. Relationships are very good and the teacher's very enthusiastic approach to teaching motivates the children who are keen to volunteer

their ideas. Her story-telling is excellent and transports children to imaginary lands where they remain captivated.

Mathematical development

57. By the end of the Reception year most children will attain the Early Learning Goals in this area of learning with a good number exceeding them. They are achieving well. Most children recognise and count numbers to 10 and beyond and carry out simple addition sums. They understand the idea of 'more and less' and identify the number 'before and after' a given number. Many correctly name two-dimensional shapes, such as circle and rectangle. In a very good lesson seen, the children were given good opportunities to order their teddy bears by size and encouraged to discuss their findings. They used terms such as, 'Mine is the smallest and it has to be at the front', 'That one is bigger, it's the next size'. Higher and average attaining children make repeating patterns of varying complexity while lower attaining children make simple repeating patterns, with support. During the inspection, children made a pictorial graph to show the sandwich fillings they liked and discussed the fact that none of them liked cheese and, consequently, that part of the graph was empty. This was part of their preparation for their teddy bears' picnic.
58. The teaching is good, lessons are well planned and activities are interesting and stimulating. The teacher uses questioning very well in order to develop mathematical understanding. For example, in one lesson focusing on repeating patterns, the teacher worked hard, through questioning, to get the children to understand pattern. She asked questions, such as, 'What can you tell me about this pattern?' 'What can you tell me that is different?' 'Where are the colours in this pattern?' Eventually children began to see what repeated pattern meant. Activities are relevant and well structured to develop mathematical understanding.

Knowledge and understanding of the world

59. Children enter the Reception class with a sound understanding of the world around them and this is effectively built on by the class teacher. Most children are likely to attain the Early Learning Goals in this area of learning with a good number exceeding them. Children achieve well as they are provided with relevant activities, which help them to learn about the world around them. For example, the current focus of their work is on teddy bears. They have looked at old and new teddy bears and in one of the lessons seen, the local vicar brought in a large brown parcel, which he opened in front of the children, to disclose a very old teddy bear. He placed good emphasis on terms such as 'very old' and 'long ago'. The teacher followed this up further by encouraging the children to look at the differences between their teddy bears and the vicar's. They made comments such as, 'Ours are fluffy while the old one has got worn out, scuffed and the fur has fallen off'. In another lesson, they learned to explore their feelings through the story of *The Bear on a Scary Night*. The teacher made good links with the idea of celebrations by talking about how excited they were when the bear was found. As a result of this, the children developed a clear understanding of why we celebrate special events and important occasions. They are also given opportunities to use the computer and to use sand and water in order to explore their properties. The teaching is good. It helps the children to investigate their surroundings and find things out for themselves through interesting and relevant activities.

Physical development

60. By the end of the Reception year most children are on course to attain the Early Learning Goals in this area of learning and a good number will exceed them. The teacher makes very good use of the outside play area to develop physical skills, but also to develop their skills across all the areas of learning. The teaching is good overall and children are given

good physical challenges. For example, they have opportunities to ride wheeled vehicles and explore the outdoor environment. In the lesson seen, they moved with good co-ordination and skill. Most can hop and jump and use space well. They can catch a beanbag from a short distance. There is a good range of practical activities which give children opportunities to handle tools, for example, when making their sandwiches for their teddy bears' picnic.

Creative development

61. Most children are likely to attain the Early Learning Goals by the end of the Reception year and achieve well in this area of learning. They have opportunities to sing songs from memory and in the lesson seen they made animal sounds with their voices and experimented with instruments to see if they reflected animal sounds. For example, they could hear that coconut shells sounded like a horse 'clopping'. Most already have a keen sense of audience and are happy to perform. In one lesson seen, the teacher made good use of the repeated rhythm in the story of *Brown Bear* to encourage the children's sense of rhythm. They are given good opportunities to draw, paint and use collage materials. The teacher makes good links with mathematics when encouraging the children to make repeated patterns for their quilts for their teddies. The children enjoy selecting their own pieces of material and placing them according to their own criteria. They are given opportunities to experiment with colour mixing and some are quite surprised to find that yellow and red make orange rather than purple, as they had first thought. The teaching is good overall with good links to all area of learning. However, the work is sometimes too teacher directed and children would benefit from more opportunities to develop their own ideas.

ENGLISH

62. Pupils' standards in English at the age of seven are above the national average. By the time pupils leave the school at the age of nine their standards in reading and writing are in line with national expectations and above average in speaking and listening.
63. Since the last inspection, standards in reading have remained above average in reading and have risen in writing by the end of Year 2. Standards in speaking and listening remain consistently good throughout the school. By the age of nine, standards in reading and writing are a little lower than those recorded at the last inspection. There are no significant differences in the performance of boys and girls, although girls usually read better. Pupils with special educational needs make good progress in all classes.
64. Pupils of all abilities are developing good oral and listening skills. In whole-class sessions many pupils are keen to answer questions and to contribute ideas of their own. In paired and group work they talk confidently about their work. They listen attentively to each other and wait their turn to speak. Teachers give pupils very good models in the way they listen carefully to pupils and make opportunities for all to join in discussion. Pupils are encouraged to use specialist words with increasing confidence in all subjects.
65. In all classes, pupils make good progress in reading. In Years 1 and 2, pupils are learning sound strategies to decipher text, using phonic skills to read unfamiliar words. Higher attaining pupils read class books, such as story books or information books about animals, accurately and with expression. They all enjoy reading poems and are developing a clear understanding of rhyme. By the age of nine, pupils read confidently and usually accurately at the appropriate level of difficulty for their age. Pupils are confident in finding books in the library using classification numbers and know that an index and table of contents tell them where to find information quickly. They can access the Internet to find information and apply their literacy skills in other subjects, for instance

in learning to scan text for the information they seek in history. Their use of dictionaries is underdeveloped.

66. Pupils in Years 1 to 4 are not altogether confident in talking about characters, recapping a simple story and expressing their own opinions of them. The school is trying to develop pupils' understanding about books and ability to talk about them, through guided reading and other strategies. For instance, in a Year 3/Year 4 lesson, pupils used the strategy of the 'hot seat' in which three pupils answered searching questions about fairy stories from other pupils. They then used a framework to break down the story of *Rapunzel* into its component parts before working in pairs on their own stories. In presenting their own work to the class, pupils showed a growing understanding of narrative and developed confidence in speaking to an audience.
67. Pupils' progress in writing is good in Years 1 and 2. They form letters consistently, write simple sentences, use punctuation, capitals and grammar usually correctly. By the age of seven, pupils are joining up their letters. They are beginning to use link words to make longer sentences and are beginning to choose interesting vocabulary for their stories. They apply these skills in other subjects, for instance in writing about their village and labelling village plans. By the age of nine, pupils write stories and poems with an awareness of audience and increasing confidence in their use of language. They use literacy skills in other subjects, for instance, in writing about the Romans in Britain and a first person account of the rebellion of Boudicca and the Iceni against the Romans. In science, they record scientific experiments with care and a good grasp of scientific language.
68. In Years 1 to 4, pupils perform satisfactorily in spelling tests. However, in their writing pupils' spelling is often weak, even of familiar words. Although they are encouraged to check spelling, few do so consistently and there is little use of dictionaries when pupils write in class. Pupils correct their own errors when required, but marking of written work does not do this regularly with the result that errors reoccur.
69. The teaching of English is very good across the school. Teachers have implemented the National Literacy Strategy very well. Its structured approach to teaching literacy complements teachers' own good subject knowledge and skills. They use skilfully a variety of strategies, activities and resources to develop pupils' knowledge about language and their own use of it. Pupils are encouraged to enjoy language work through stories, poems and factual texts. The consistent way in which teachers implement the National Literacy Strategy and the emphasis they give to developing literacy across the curriculum underpins pupils' work in other subjects. Teachers' use of specialist vocabulary encourages pupils to express themselves clearly and appropriately when discussing, for instance, their performance in physical education or the detailed criteria for designing a pet carrier in design technology. In science, pupils label drawings correctly and use scientific terms with confidence. Pupils are taught to use computers to record their work as well as to access other programs and the Internet and do so successfully.
70. In a literacy lesson in the Year 1/Year 2 class, pupils worked together on initial and end consonants and words spelt with the sound 'or'. Pupils from both years contributed words spelt with 'or', 'aw', 'our' (such as four) and 'oor' and recognised the different spellings. They then read aloud poems from around the world, reading together from a big text book. They recalled what rhymes were and offered rhymes of their own. In small groups some pupils put actions to short poems and performed them, to the enjoyment of the whole class. Older pupils read silently or discussed favourite poems. Two boys transcribed their chosen poem on the computer, working well together. Lower attaining pupils worked with exemplary effort on recognising and writing words ending in 'at'. All pupils made very good progress, building on previous learning and showing enthusiastic enjoyment of reading and talking about it. Where class assistants work regularly with a

class, their collaboration makes a substantial contribution to pupils' progress, especially that of lower attaining pupils.

71. The co-ordinator for English has implemented useful strategies to assess and monitor pupils' progress. Priorities for English are agreed by all teachers and the co-ordinator reports some improvement as a result, for instance in spelling tests. Further work is needed to ensure that agreed policies, such as that on marking, are implemented consistently across the school. There are satisfactory resources for the subject with a good provision for the library and class reading books.

MATHEMATICS

72. Pupils' standards in mathematics are good across the school. By the age of seven, pupils' standards are above the national average and by the age of nine, standards are above national expectations for their age. Since the last inspection, good standards have been maintained in spite of occasional fluctuations. The successful implementation of the National Numeracy Strategy is making a good contribution to the attainment of these standards. There is no significant difference in the performance of boys and girls and all pupils, including those with special educational needs, make very good progress.
73. By the age of seven, pupils calculate number bonds to 20 confidently and correctly. Higher attaining pupils calculate number bonds to 100 with mental agility. They work quickly and accurately and explain the mental process clearly. Most pupils discuss their work using mathematical language and use symbols such as 'plus', 'minus' and 'equals'. They recognise simple relationships and patterns in number sequences and use visual aids well to help them to reach conclusions. Their understanding of the different ways they can reach an answer to an addition or subtraction problem, using two digits, shows their growing knowledge about number and that they are developing an ability to solve problems. Pupils with special educational needs are fully involved in the work and make good progress. All pupils have some understanding of the properties of two- and three-dimensional shapes. They demonstrated this in their class discussion of how to design and make a carrier for a pet in a design and technology lesson. All pupils showed good spatial awareness in their discussion of designs. Older and higher attaining pupils demonstrated this with appropriate judgements about the relationship between height, width and depth, which were carried through in their designs and in the finished product.
74. By the age of nine, pupils are working well towards Level 3. In a Year 3/Year 4 mathematics lesson, they located fractions of a quarter, a half and a third on a number line and ordered them by size. Higher attaining pupils confidently identified fractions of an eighth and a sixteenth on a strip and used these aids to compare fractions using symbols for 'greater than' and 'less than'. Mental calculation in adding and subtracting up to four digit numbers is good and pupils are well versed in talking about how they reach solutions. Pupils are developing an awareness of spatial properties through measuring the perimeters of simple shapes and are learning to solve problems, such as calculating areas, through applying strategies to calculate the area of a triangle. Pupils with special educational needs work with application and show growing understanding and accuracy in number work and in awareness of spatial properties. Pupils are given opportunities to apply their numeracy skills in other subjects, for instance, in using Roman numerals to add and subtract in their study of the Romans in Britain. In science, they record the results of their investigation in tables and then enter them on the computer so as to create comparative bar charts. Pupils extract information from tables, lists and charts so as to draw conclusions and communicate their findings.
75. The quality of teaching and learning is very good. The National Numeracy Strategy is very well used to ensure that pupils build on their learning systematically. Teachers use their knowledge of pupils' attainment very well in targeting questioning and setting group

work. As a result, pupils of all abilities are fully included in class work while they are also challenged at levels that enable them to practise and consolidate learning. Teachers' subject knowledge is skilfully used to explain new concepts in practical ways. Teachers use a good range of games and activities that stimulate pupils' enjoyment and concentration. Pupils listen well to explanations and are eager to answer questions.

76. In a Year 1/Year 2 mathematics lesson, group work was particularly successful as pupils practised the number bonds they had just been reviewing as a whole class. Some pupils played a bingo game, with considerable enthusiasm and mental rapidity, using cards prepared by the teacher, while other groups worked quietly and well writing answers to similar calculations at different levels of difficulty. Pupils with special educational needs worked with the teaching assistant and made particularly good progress. The very good balance between teaching and pupils' practice, and between mental calculation and the use of games and aids, helps to keep pupils alert and eager. The development of their confidence and self-esteem contributes well to their personal development.
77. Assessment of pupils' progress is based on the school's commercial scheme of work used in planning the curriculum. This foundation could now be used to establish individual targets for pupils in order to track their progress in terms of National Curriculum levels on an ongoing basis. At present, the tracking of progress is limited.
78. Good leadership of the subject has ensured a consistent approach to the teaching of mathematics in all classes from which pupils are benefiting. Class assistants are well briefed in the work and contribute very effectively to pupils' learning. There are good resources for the subject.

SCIENCE

79. Pupils' attainment in science by the ages of seven and nine is well above average. Pupils of all abilities make good progress in developing skills of scientific enquiry, learning about life and living processes, and about materials and their properties. There is limited evidence of their standards in learning about physical processes.
80. Standards in Year 2 are currently above average in class work, although there is a limited amount of work in pupils' books. Pupils are learning to think scientifically – to hypothesise and predict, investigate and draw conclusions. They carry out investigations and record their results systematically. Work in their books shows that they are developing an understanding of light and dark, of different materials and their uses, such as the ability of a plastic spatula to 'bend round corners'. They investigate the properties of magnets and understand that plastic is not magnetic and that some, but not all, metals stick to a magnet. They sort and classify objects into living and non-living and sort creatures into groups, for instance tree snakes and sea snakes.
81. In a Year 1/Year 2 lesson, pupils used photographs of themselves to identify similarities and differences between humans and made comparisons between themselves. They discussed ways of describing similarities, for instance the colour of eyes and hair, and which features could be altered. Pupils were encouraged to offer their opinions and to formulate relevant questions. The teacher's emphasis on the importance in science of asking good questions developed their skills of enquiry. Pupils used what they had discussed and learned by writing short descriptions, putting their literacy skills to good use in a scientific context. In the subsequent game, pupils demonstrated good understanding of sorting into different categories. All pupils made good progress in understanding some similarities between humans and how to categorise these scientifically.

82. By the age of nine, pupils' standards are above average. They carry out investigations, use a variety of measurements to record data systematically, form hypotheses, test them and evaluate their findings. They know and apply the principles of a fair test and understand the importance of scientific method. The presentation of their work is careful and they use scientific language accurately. They use information technology skills to record results of investigations on computer in graphic form. Work in their books shows that they are developing good knowledge of health issues, such as the elements of a balanced diet, and the growth of teeth and bones. All pupils know the names of some major bones of the body, that fruit is important in a balanced diet, how teeth grow and that the skeleton protects the body's organs. Some pupils know that protein and carbohydrates are essential elements in diet, that teeth have different names, such as 'canines' and 'molars', and that the skeleton supports as well as protects the body. Higher attaining pupils classify a large number of everyday foods in terms of protein and carbohydrates. They describe, draw and label the development of a tooth using labels such as 'dentine', 'gum' and 'root' accurately. They classify materials by strength, colour, texture and use. They make sensible hypotheses about how different materials might perform, such as paper when used as a floor covering. There is no evidence of work on physical processes in the first half of the year.
83. In a Year 3/Year 4 lesson, pupils discussed what makes a fair test and set up an investigation to test the insulation qualities of different kinds of domestic materials wrapped around plastic bottles filled with hot water. They managed the experiment by themselves, working well with each other in small groups to measure heat loss at five-minute intervals using a timer, and to record the measurements in a table. Their predictions were sensible, although not always borne out in practice. Recording of results was methodical. Pupils went on to record their results on computer so as to generate bar graphs from which to draw conclusions. All pupils made very good progress in putting their knowledge of materials to the test by carrying out an investigation according to the principles of a fair test, in hypothesising, recording and drawing evidence-based conclusions.
84. The quality of teaching is good. Teachers use the schemes of work produced by the Qualifications and Curriculum Authority (QCA) to plan lessons that balance theory and practice effectively. The use of investigations is very good and the focus on teaching skills of scientific enquiry results in good understanding by pupils of the importance of scientific method. Teachers contribute to pupils' oral development by leading them skilfully to work out their ideas through discussion and give pupils good opportunities to question and explain their reasoning. As a result, pupils articulate and consolidate their knowledge and understanding.
85. Teachers manage pupils very effectively because they know them well. In return, pupils work conscientiously and try hard. They handle equipment safely and co-operate with each other. They enjoy taking responsibility in lessons and show good initiative when offered the opportunities. They show interest and enjoyment in learning about themselves and their world in scientific terms and are developing good skills of enquiry and recording.
86. The science curriculum follows the QCA scheme of work. This ensures full coverage of the National Curriculum over a two-year programme. There is no formal assessment of pupils' work in science, although books are marked. This makes it difficult for teachers to assess pupils' progress in terms of the expected attainment set out in the National Curriculum. The co-ordinator for science leads other teachers in comparing the levels of attainment reached by pupils of different ages, at the end of the year. This useful practice needs to be informed by more frequent assessment of what pupils are achieving. The use of assessment information when planning lessons is an area for development for the school that is needed to provide more effectively for the differing needs of pupils of

different ages and abilities in the same class. The leadership of the co-ordinator has been helpful in establishing consistent use of the scheme of work and in moderating the work of each class.

ART AND DESIGN

87. Standards in art and design are at the expected level at the end of Year 2 and Year 4. This is a similar finding to the previous inspection. Pupils, including those with special educational needs, are achieving as they should. This is a similar finding to that of the previous inspection.
88. Only one lesson was seen during the inspection. Additionally, an analysis of displays was undertaken and discussions were held with the co-ordinator. Sketchbooks were also examined, where they were available. By the end of Year 2, pupils adapt some of the techniques and styles of famous artists. For example, they have used strong, bold colours to create pictures in the style of Mondrian. Additionally, they have used their information and communication technology skills to create further designs in this style. In their pastel drawings of daffodils, they have made good use of line and shape to produce good representations. In the lesson seen, the teacher made effective use of questioning to encourage pupils to look closely at Paul Klee's work. They watched closely as the teacher showed them the artist's technique. They enthusiastically practised similar skills and techniques in order to interpret his work.
89. By the end of Year 4, pupils have had opportunities to practise a variety of skills and techniques. They have worked on 'vanishing points' and movement in human figures, with some success. In their experimental work, they have used oil pastels and card templates to create abstract patterns. They have studied the style and techniques of the artist Georgia O'Keefe, famous for her paintings of large flowers. Most have used her style effectively to create their own flowers. In their sketchbooks, there are examples of observational drawings of leaves and these show good attention to texture and line.
90. The co-ordination of the subject is satisfactory overall. Recently, there has been an emphasis on the development of pupils' skills in art. Pupils are now encouraged to mix their own colours and use a much greater variety of media, such as paints, chalk, charcoal and clay and evidence of this was seen during the inspection. The school uses national guidelines for its scheme of work, thus ensuring coverage of the National Curriculum. The curriculum is suitably enriched through visitors such as 'The Shadow Puppet' performer, who worked with pupils in Years 3 and 4.

DESIGN AND TECHNOLOGY

91. Standards in design and technology are in line with national expectations at the end of Year 2 and Year 4 and all pupils, including those with special educational needs, are achieving satisfactorily. This is a similar finding at the end of Year 2, but deterioration at the end of Year 4, since the last inspection. However, all pupils are getting a good range of learning opportunities in order to develop their skills in designing and making.
92. It was only possible to observe one lesson during the inspection and this was in the Year 1/2 class. Additionally, pupils' work was analysed and discussions were held with the co-ordinator in order to come to a judgement. Pupils in Year 1 use pictures to show their designs and use a variety of construction materials with some dexterity to make models. Some are already using technical terms such as spanners. By the end of Year 2, pupils are able to write a set of instructions for washing and drying their hands. They design a lunch box ensuring all the contents will fit. Diagrams are labelled and there is a good amount of detail. Most have had the opportunity to prepare fruit and vegetables and describe their methods, such as 'peeling', 'grating' and 'chopping'. In the good lesson

seen in Year 2, the teacher was focusing on encouraging the pupils to look at materials to assess their fitness for purpose in order to make a travelling box for a cat. For example, the kind of container needed for food. Almost all of the pupils incorporated some of the criteria into their drawings. Some higher attaining pupils showed a good understanding of the principles of design in their oral evaluation. The teacher made good use of information and communication technology; for example, some pupils used a graphics program to draw a design for a cat box. The teacher also ensured that the work was well matched to pupils' differing learning needs. Pupils enjoyed their work and were keen to talk about it in the final review.

93. By the end of Year 4, pupils design and make a variety of things, such as a healthy lunch and a bookmark. In food technology, they have made a pizza, listing all the ingredients and equipment required. Some of their more recent work involved designing a playground for 'Purple Pig'. They looked at the fitness for purpose of the equipment and the usefulness of the materials. When they had completed their work, they had to evaluate it for qualities such as ease of working, movement, safety and stability.
94. The co-ordination of the subject is good. The teacher carries out an annual subject review, audits resources and discusses planning informally with other teachers. She has made a good start on monitoring standards and uses the specific criteria set out in the units of work in the national guidelines, which the school uses as the scheme of work. She assesses pupils carefully against the criteria in order to assess their level of attainment. The subject is well resourced and these are maintained through a nominal annual budget allocation. The curriculum is enriched through activities, such as visits to Alum Chine, where they look at bridges.

GEOGRAPHY

95. Standards are below the national expectations at the end of Year 2 and in line with expectations at the end of Year 4. Pupil achievement is unsatisfactory in Year 2 and satisfactory in Year 4. Standards have deteriorated in Year 2 since the previous inspection.
96. Only one lesson was seen and this was in the Years 3/4 class. In addition, pupils' work was analysed and discussions were held, both with pupils and the co-ordinator, in order to come to a judgement. Pupils in Year 2 know about the villages they live in and some of their features, for example the church, the park and the railway station. They have used information and communication technology well in geography, for example to locate Dinton on the Internet using the 'Streetmap' web site and through using a graphics program to draw where they live and the nearest landmarks. Although they can comment on the features of their environment, they have little idea of how people affect it. They have limited idea of the countries that make up Britain or what constitutes a city. Few knew that Salisbury was their nearest city. Most have a limited knowledge of places beyond their locality and have a very limited geographical vocabulary.
97. By the end of Year 4, pupils have studied world maps in detail. They know and understand terms such as 'equator' and 'northern and southern hemispheres'. Most know that the closer you get to the equator the hotter the climate. In their work, pupils' selected an imaginary holiday destination, such as Spain, and then used the Internet to find out the climate of their chosen location. In the lesson seen, the teacher made good use of geographical vocabulary, such as 'climatic zone' and 'continent', and set the pupils the task of identifying the continents of the world and placing them correctly on a blank world map. They enjoyed the task and carefully studied maps and atlases in order to locate all seven continents. The main weakness in this otherwise satisfactory lesson was the lack of additional challenge for higher attaining pupils.

98. The co-ordination of the subject is satisfactory overall. It is planned satisfactorily using national guidance, thus ensuring coverage of the National Curriculum. However, there is no assessment carried out for the subject and limited attention is given to pupils' varying learning needs within lessons. This has an adverse impact on the rate of pupils' learning. The curriculum is enriched by visits to places such as Mudeford, the beach and the south coast. There is little evidence of literacy and numeracy skills being used to support their work in geography.

HISTORY

99. Standards are below the national expectations at the end of Year 2 and in line with expectations at the end of Year 4. Pupil achievement is unsatisfactory in Year 2 and satisfactory in Year 4. Standards have deteriorated in Year 2 since the previous inspection.
100. Only one lesson was seen during the inspection. Additionally, pupils' work was analysed and discussions were held with the co-ordinator and pupils. Pupils in Year 2 have limited recall of any historical events or important people. For example, although they have some recollections of the Great Fire of London, it is the fire engine which visited the school that attracted their attention. However, they do remember that the fire started in Pudding Lane and spread quickly because the houses were close together. They have a very limited understanding of chronology, linking terms such as the 'olden days' to very recent events. From an analysis of pupils' work, it is evident that not enough attention is given to developing pupils' skills of enquiry, understanding of events and changes in the lives of people or chronology. In the lesson seen, a grandparent came to talk to the children about the toys she had as a child, for example a hoop with a stick. The pupils enjoyed listening to this very much. However, there were missed opportunities in the lesson to make comparisons with present day and olden day toys, thus limiting the development of historical understanding.
101. By the end of Year 4, pupils have a good understanding of the Romans, their armies, the foods they enjoyed and their settlements in Britain. They use terms such as 'Centurions' and recognise that many towns with Roman origins end in 'chester'. They are developing a good sense of chronology through the use of time-lines and use terms such as 'AD 60' appropriately. There are good links with numeracy and literacy. For example, pupils are given opportunities to solve problems involving Roman numerals and they tell the story of Bouddicca and of the Iceni's disagreements with the Romans. They have used their computer skills well in order to create Roman mosaics.
102. The co-ordination of the subject is satisfactory overall. National guidelines are used as the scheme of work, thus ensuring that the National Curriculum is covered in an appropriate and progressive manner. However, there is no assessment in place for the subject, so the school is not clear about pupils' rate of progress, and work is not always well matched to their needs. Visits to places, such as Rockbourne Roman Villa and the local church for Remembrance Day, enrich the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. Standards are above national expectations at the end of Year 2 and in line with expectations at the end of Year 4. Pupils, including those with special education needs, are achieving well at the end of Year 2 and satisfactorily at the end of Year 4. All staff have recently been trained and the school now teaches information and communication technology skills as an integral part of the curriculum. This is having a positive impact on standards. Only one lesson was seen during the inspection. Additionally, pupils' files were analysed and discussions were held with them and the co-ordinator of the subject in order to come to judgements.
104. By the end of Year 2, pupils confidently use the mouse to use an on-screen menu, edit and print their work. They know how to access and manipulate their own files and are clear about how to go into the Internet in order to play educational games. For example, they explain that to play the 'Elephants Game' you have to go to 'Media', press on 'BBC Little Kids' and then go to 'Fun and Games'. They use a variety of programs to improve their computer skills and competence in mathematics and English. Good use is made of graphics to support their art work. They have used sequences of instructions to control devices, such as floor robots, in order to move them in different directions. Most pupils are aware that the Internet can be used to download information. In the lesson seen, the teacher clearly demonstrated how to reach the Internet to Years 1 and 2 pupils. Some pupils then used the menu to enlarge and reduce a print from a BBC wildlife site. They saved this in their individual files. The pupils enjoy their work and are keen to show their developing skills and expertise.
105. By the end of Year 4, pupils have used many programs to support their work in a variety of subjects as well as developing their computer skills. They regularly use their computer skills. They use appropriate terms, such as 'grab' and 'click', to describe their work and have used the Internet to find information about the weather and street locations via the appropriate websites. They regularly use 'Pages' for word-processing and used it to compile their own newsletter to parents using a variety of font, print size and colour. They have used the CD-ROM 'Real Romans' to create Roman mosaics and have used 'shape', 'stamp' and 'fill' to create abstract patterns. Some know that e-mail is used to send messages quickly and most know that there are many uses for information and communication technology. However, they have not used 'Logo' or problem solving programmes. Their only recollection of controlling devices was use of the robot when they were in the Years 1/2 class.
106. The subject is co-ordinated well and the co-ordinator is keen to increase his expertise through attendance at courses in the use of digital cameras and scanners. The subject is appropriately planned according to national guidelines, ensuring the National Curriculum is covered. However, although pupils keep their own files showing what they have covered, there is no assessment in place to show their progressive development of skills. Resources are adequate; however, the computers in the corridors are not used frequently and might be better located within the classrooms.

MUSIC

107. There was not enough evidence to judge standards in music at the end of Year 2 as no lessons were seen for this age group. Standards at the end of Year 4 are in line with expectations and pupils achieve satisfactorily. No direct comparisons can be made with the previous inspection, as standards were average in Year 2 and no judgement was made on standards in Year 4.
108. In the lesson seen in the Years 3/4 class, the teacher was using the school's commercially produced scheme of work as the main guide for the lesson. The first part of

the lesson allowed the pupils to compare and contrast two musical extracts; one was from *An American in Paris* and the other from *Peer Gynt*. They discussed the music well, recognising the cars and motorbikes in the first piece and likening the second piece to that of *Sleeping Beauty*, calmness or a funeral. A few pupils recognised that one piece used many instruments whilst the other focused mainly on the use of the flute. The teacher made good use of musical vocabulary, such as 'texture' and 'contrast', which she encouraged the pupils to use in their responses. Pupils collaborated well in small groups to discuss and complete their own graphic scores, which they then performed to the rest of the class. Although the teacher praised their work well, she did not often suggest improvement or encourage pupils to comment on the content or the graphic score.

109. The subject is enhanced effectively through opportunities to sing in assembly, perform musical plays at Christmas and listen to performers, such as 'The Mozart Players'. Some older pupils have recorder tuition in class time. Teachers use opportunities for cultural development well through the variety of music played in assembly, for example Latin American music during the inspection and previously South African and Indonesian music.
110. The co-ordination of the subject is satisfactory overall. There is now a scheme of work in place, which ensures that National Curriculum requirements are met. This is an improvement since the last inspection. However, there is very little assessment in the subject and certainly none that is agreed across the school so there is no means of ensuring that pupils' learning needs are met well. The co-ordinator has begun to monitor the subject through observation of lessons. This now needs to be developed through a more rigorous approach and clear, agreed foci for observations.

PHYSICAL EDUCATION

111. Only two lessons of physical education were seen on the inspection, one in Years 1 and 2 and one in Years 3 and 4. Judgements are based on these lessons and on talking to pupils.
112. Standards in physical education are average at the end of Year 2 as they were at the last inspection. Standards by the end of Year 4 are above average and are higher than previously. There is no significant difference between the standards of boys and girls, although boys show better understanding of tactical issues in passing a ball. Pupils with special educational needs are making good progress in physical development and control.
113. In the Year 1/Year 2 lesson, pupils practised throwing and catching a ball. Good teaching kept them well focused on how to improve their skills. Pupils worked with enjoyment and energy. Their attitude to the work was very good and their performance improved during the lesson. A good whole-class session in which the teacher led an evaluation of performance helped pupils to understand key points about ball control.
114. In the Year 3/Year 4 lesson, pupils demonstrated very good understanding of the effect on their bodies of jumping on mats and off benches. All pupils responded very well in answering questions and in trying to improve performance. Class evaluation of the work of a sample of pupils showed they understood very well the key learning about take off, body position and landing. Warm up and cool down exercises reminded them of good practice in preparing and recovering from exercise.
115. The quality of teaching is good in Years 1 and 2 and very good in Years 3 and 4. Teachers use their experience and subject knowledge well in planning and carrying out lessons. The pace of the lesson and the varied activities motivate pupils very well and they respond with concentration and effort. Evaluation by pupils of their performance is a

very good feature of the teaching. As a result, pupils are developing good skills and understanding. Pupils are taught good models of health and safety through the establishment of good class routines. Currently, there is no formal assessment of pupils' progress.

116. The co-ordinator for physical education has developed performance criteria to assess pupils' work. These are not applied consistently in all classes. The school swimming pool provides a valuable resource that is well used in summer and autumn and the new school hall provides good indoor space for physical education. The curriculum is broad and balanced, which is an improvement since the last inspection. It provides a good range of activities including dance and competitive games. Coaching in football and cricket are valuable contributions to pupils' development.

RELIGIOUS EDUCATION

117. Only one lesson of religious education was timetabled during the inspection. Inspection judgements are based on the evidence from work related to pupils' personal, social and emotional development in the Foundation Stage, on the lesson seen in Year 3/Year 4, on pupils' work around the school and on discussion with the co-ordinator. The weekly after-school Candlelight Club and daily assemblies provided examples of pupils' progress and understanding. On the evidence available, pupils' standards are good and the school has made satisfactory improvement since the last inspection.
118. The school follows the locally agreed syllabus for religious education. This is well planned and covers what pupils are expected to know and understand and the attitudes they are to develop. There is a strong Christian ethos that permeates the work of the school. As a result, pupils are learning about religion through many aspects of their life in school, as well as in lessons. For example, in assemblies pupils reflected on and talked about 'doing things for others' and what 'mothering' means. They recalled events from the ministry of Jesus in Galilee. They sang hymns and said prayers together and showed reverence in their behaviour and attitudes.
119. The same theme of 'doing things for others' was followed through in the Year 3/Year 4 lesson. The teacher used a story about a child's sacrifice of a prize for the sake of another child who had lost a beloved toy, to stimulate pupils' sadness and joy. This helped pupils to explore sensitively the idea of 'sacrifice for others' through their own experience. The teacher skilfully extended this to thinking about how others make sacrifices and to the Easter story. Pupils were wholeheartedly involved and showed very good understanding.
120. At the weekly Candlelight Club, attended by eight pupils, the vicar of Dinton and the co-ordinator for religious education played games and returned to the theme of the assembly – 'doing things for others'. The vicar related this to the 'Last Supper' and Jesus' sacrifice. This was further reinforced by the teacher, who also related the concept to the little things that children can do in their daily lives. Pupils contributed well throughout, enjoying the games and discussion. Across the school, pupils are making good progress in their knowledge and understanding of religious values and issues. Pupils are given good opportunities through religious education to use developing literacy skills. They listen to teachers and others talking about religious issues and discuss them together. They learn from reading stories and information texts and writing for themselves, drawing on their knowledge and understanding.
121. The co-ordinator for religious education has worked well with other teachers to adapt the county scheme of work to the needs of the school. This has helped to ensure better continuity and progress in terms of the understanding, attitudes and skills that pupils develop as they move up the school. The co-ordinator has monitored lessons to ensure

consistency in teaching. Currently, there is no assessment of pupils' progress, but the co-ordinator plans to work with other teachers to compare the standards that pupils achieve.