

INSPECTION REPORT

**BRINKWORTH EARL DANBY'S CE PRIMARY
SCHOOL**

Chippenham

LEA area: Wiltshire

Unique reference number: 126390

Headteacher: Mrs L Brierley

Reporting inspector: Mrs Anne Johns
18579

Dates of inspection: 15 - 18 April 2002

Inspection number: 196115

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Hill Brinkworth Chippenham Wiltshire
Postcode:	SN15 5AX
Telephone number:	01666 510406
Fax number:	01666 510958
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Blacker
Date of previous inspection:	30 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18579	Mrs A Johns	Registered inspector	Art and design Music Religious education Foundation Stage Special educational needs	How high are standards? How well are the pupils taught? How well is the school led and managed?
19322	Mrs J Bedawi	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
20832	Dr M Galowalia	Team inspector	Mathematics Science Design and technology Information and communication technology Equal opportunities	
3942	Mr K Sanderson	Team inspector	English History Geography Physical education	How good are curricular and other opportunities offered to pupils?

The inspection contractor was:

Full Circle
The Brow
38 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	17
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	23
HOW WELL IS THE SCHOOL LED AND MANAGED?	24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	27
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school, which is a voluntary controlled school, is smaller than most other schools with 144 pupils on roll, including 97 boys and 47 girls. The school was amalgamated from two smaller village schools in 1992 and occupies two separate sites which are about two miles apart. Pupils are taught in seven single-age classes. At the time of the inspection the Year 2 teacher was absent. The school is situated in beautiful countryside and pupils attend from the two villages and surrounding areas. There is a mixture of private and local authority housing and pupils come from a range of social backgrounds. Most children have attended some pre-school education. They join the school at the beginning of the year in which they are five. Attainment on entry to the school is broadly average but is wide ranging. The percentage of pupils known to be eligible for free school meals is below average at four per cent. There is a small minority of pupils from ethnic minority backgrounds and two pupils who speak English as an additional language. Pupil mobility is about average. The percentage of pupils identified as having special educational needs is above average at 35 per cent. The current headteacher joined the school in September 2001.

HOW GOOD THE SCHOOL IS

The school is an effective school. It has made recent good improvement in several areas and has a very positive ethos. The staff and governors are very committed to further improvement. The headteacher provides very good leadership and management and is very well supported by staff, governors, parents and pupils. The quality of teaching is good overall and most pupils make good progress. By the end of Year 6, standards are above average in English but slightly below average in science and below expectations in information and communication technology (ICT). There is a high percentage of pupils with special educational needs in this cohort. The school has effective strategies to ensure educational inclusion¹ and equal opportunities. The costs per pupil are above average; taking this into account with the good quality of teaching, the very good behaviour, attitudes and relationships, the school provides satisfactory value for money.

What the school does well

- Standards in English are above average at the end of Year 6. Standards in art and design are above expectations at the end of Year 2 and Year 6.
- The headteacher provides very good leadership and management and has developed excellent relationships with staff, governors, pupils and parents.
- Behaviour, attitudes and relationships in the school are very good.
- There is good provision in the Foundation Stage² where children have a happy, stimulating and secure start to their school life.
- There is very good provision for moral and social development with a high level of pastoral care.
- There are very good links with parents and the local community which have a very positive impact on the work of the school.

What could be improved

- Standards, coverage of the curriculum and the amount of recorded work in science and ICT. Standards in mathematics at the end of Year 2.
- The role of curriculum co-ordinators and governors in monitoring and evaluating the work

¹ Inclusion is the term used when a school seeks to promote all groups of children in its educational provision.

² The Foundation Stage applies to children from three years of age to the end of the reception year in primary school.

of the school.

- Assessment procedures are not sufficiently clear, consistent or applied to the whole school. Assessment is not used sufficiently to inform teaching, planning and to set pupil targets.
- The current allocation of time for different subjects does not ensure that there is breadth and balance in the curriculum. There is not consistency in implementing agreed schemes of work throughout the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. The current headteacher was appointed in September 2001. The school has made satisfactory improvement overall; recently there has been good improvement overall and very good improvement in some areas. There is very good capacity for further improvement.

The provision for spiritual, moral, social and cultural development is now good.

There is a relatively small cohort of pupils in each year group which means there is variation in national test results year on year. Results over the past five years indicate considerable variation but there is overall improvement at the end of Year 6. At the end of Year 2 there is also variation in standards with regard to national tests and assessment. There is a fall in standards in writing and reading but standards in mathematics have been maintained. Standards in art have improved and this is now a strength of the school.

A previous issue was to improve independent learning skills and behaviour. A key priority of the new headteacher was to agree and introduce an effective behaviour policy. This has been achieved and had a very positive impact; pupils are clear about sanctions and rewards and behave very well. Their independent learning skills have developed appropriately.

The quality of teaching has improved and is good overall, with no unsatisfactory teaching during the inspection.

Improvement is still needed with regard to implementing agreed whole-school schemes of work and policies. Although important key policies have recently been introduced the progress has been limited. There are schemes of work in place for most subjects, but their use is not consistent which means that there is insufficient progression in the pupils' skills, knowledge and understanding, particularly in science and ICT. The breadth and balance of the curriculum still require improvement to ensure that all aspects of each subject are covered.

An interim school development plan, which identified clear and urgent priorities, was introduced and implemented in the autumn term. The headteacher and governors are preparing a longer-term plan with clear priorities, which include financial implications and links with staff development. The role of the subject co-ordinators still requires development with regard monitoring and evaluating the curriculum, in order to improve and maintain the standards on teaching and learning. Staff are very keen to strengthen their roles and to take on responsibility.

There has been very good improvement in the provision in the Foundation Stage. The curriculum, which is firmly based on the recommended curriculum for the Foundation Stage, is stimulating, well organised and includes purposeful play. It also includes appropriate use of outdoor play. A spacious, attractive new classroom has been built with direct access to the outdoors and resources have increased.

The previous inspection indicated that the school management was not sufficiently focused on providing clear educational direction. There is now a very clear focus on the educational direction of the school. The governors have satisfactorily developed their role with regard to strategic and financial planning.

The accommodation has improved with a spacious, additional classroom for the Foundation Stage, but the lack of a school hall for the lower school, and the small size of the upper school hall limits the amount of physical education. The teachers make the best possible use of the available accommodation.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	B	A*	A*
Mathematics	A	C	A*	A*
Science	A	C	A	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

A within the range of the top five per cent of schools across the country.*

The results in English and mathematics in the national tests in 2001 were very high compared with all schools and were in the top five per cent. In science they were well above average. The trend in attainment over five years shows considerable variation but overall is broadly in line with the national trend. Targets set by the school are realistic and recognise the need to maintain standards. When compared with results in similar schools, standards at the end of Year 6 were very high in English and mathematics and well above average in science. In Year 2, the results in reading and writing were below average compared with all schools. In mathematics they were well above average. When compared with similar schools the results were well below average in reading and writing but average in mathematics.

The current cohorts of pupils in Year 6 and Year 2 contain a higher percentage of pupils with special educational needs. In addition, the pupils in Year 2 have had several changes of teacher, which has caused some disruption to their learning. Current standards in Year 6 are above average in English; in mathematics standards are broadly average, but in science they are slightly below average. In Year 2, current standards are broadly average in English but below average in mathematics and science.

Standards in art and design have improved and are above average. In history, geography, physical education, and design and technology, standards at the end of Year 2 and Year 6 are in line with expectations. In music, standards in listening and singing are in line with expectations, but there is insufficient evidence to make an overall judgement. In religious education standards meet the requirements of the locally agreed syllabus.

Standards in ICT are below expectations at the end of Year 2 and Year 6. Very little teaching of ICT was observed during the inspection and the pupils have limited ‘hands-on’ experience, so that not all aspects of the subject are covered. This has a negative impact on their attainment.

When children begin school, most have had some pre-school provision. There is a wide range of ability but overall attainment on entry is broadly average. Most children in the Foundation Stage are at least in line to achieve the Early Learning Goals³ in communication, language and literacy, mathematical development, personal and social development, knowledge and understanding of the world, creative development and physical development. Many children have already achieved the Early Learning Goals in relation to reading, speaking and listening, number and personal and social education.

PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about school and concentrate well.
Behaviour, in and out of classrooms	The behaviour of most pupils in class and around school is very good. Staff provide very good role models.
Personal development and relationships	Relationships are very good. Pupils willingly accept responsibility.
Attendance	Attendance is currently satisfactory. Several holidays are taken in term time, which can have a negative impact on pupils’ attainment.

Registration procedures do not fully meet requirements.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Good

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

The teaching is good overall with no unsatisfactory teaching during the inspection. In almost half the lessons in reception the teaching is very good with one excellent lesson when there were very high teacher expectations of behaviour and achievement. In Years 1 and 2, teaching is satisfactory overall and good in about half of lessons, particularly in Year 1. In a few lessons the pace slowed and planning was not in sufficient detail. In Years 3 to 6 the teaching is mainly good with some very good teaching. Most teachers set clear objectives; lessons have a brisk but appropriate pace; and pupils are managed well.

The teaching of literacy and numeracy is mainly good. In Years 3 to 6 the teaching is mainly good in science, art, geography, history, music and religious education. There is insufficient evidence to make a judgement on teaching in design and technology and ICT in the school.

³ The Early Learning Goals set out what most children should achieve by the time they reach the end of the Foundation Stage.

Teaching in physical education is satisfactory at both key stages. In Years 1 to 2 the teaching in science, history, music and religious education is satisfactory overall. Teaching in art is good overall. In art there is good provision for cross-curricular work which makes the teaching and learning interesting.

Most pupils make at least good progress throughout the school. Most pupils in Years 3 to 6 make good progress because of the teachers' high expectations. The progress of most pupils in Year 2 is satisfactory and in Year 1 many pupils made good progress in lessons. In science in Year 2 and Year 6, overall progress is more limited because of the gaps in the curriculum. Pupils with special educational needs make at least satisfactory progress with the support which is provided. The school meets the needs of all pupils. Higher attaining pupils are appropriately challenged with extension activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum lacks sufficient breadth and balance. There is inconsistent use of agreed schemes of work to guide the work and ensure that all aspects are covered, particularly in science and ICT.
Provision for pupils with special educational needs	There is satisfactory provision for pupils with special educational needs and pupils receive appropriate support.
Provision for pupils with English as an additional language	Although two pupils speak English as an additional language, currently there are no pupils at an early stage of English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision overall. The provision for moral and social development is very good. Provision for spiritual and cultural development is good.
How well the school cares for its pupils	Very good. The school provides a high level of pastoral care for its pupils.

There are very strong links with parents and the local community, which have a positive impact on the pupils' learning. Assessment procedures are not sufficiently clear and consistent. Information from assessment is not used consistently to help plan lessons or set pupils' targets.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good purposeful leadership and is very well supported by the senior management team and staff. The role of co-ordinators has not yet been developed sufficiently, but staff are eager to develop it.

How well the governors fulfil their responsibilities	The governors have developed their role in strategic and financial management and fulfil their statutory role satisfactorily. They are keen and supportive. They now need to develop a systematic approach to monitoring the effectiveness of the school.
The school's evaluation of its performance	The school is beginning to make use of data but this is still in an early stage and requires improvement.
The strategic use of resources	The school makes satisfactory use of resources. The recent positive developments in financial management help to ensure that the principles of best value are applied appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are pleased with the progress children make. They feel welcome in school. • Teachers have high expectations and expect the children to work hard. • Accommodation has improved, particularly at the lower school. • Behaviour is generally good with clear rewards and sanctions now in place. 	<ul style="list-style-type: none"> • Some parents are not happy with the amount of homework-some feel there is too much and others that there is too little. • A minority of parents would like more detailed information on reports and more frequent newsletters. • Some parents would like a wider range of extra-curricular activities.

The inspection team agrees with the positive views of parents. The amount of homework is similar to that in most primary schools. The reports have recently improved and now contain more information. The school plans to increase the number of newsletters. The number of extra-curricular activities has recently increased.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The relatively small size of the yearly cohort of pupils means that considerable variation in standards is possible year on year. The current cohort of pupils in Year 6 and Year 2 include a significant number of pupils with special educational needs. Pupils in Year 2 have also had disruption in the past due to several changes of teacher. During the inspection the Year 2 teacher was absent and a teacher on a temporary contract taught the pupils. At the beginning of the school year, about 50 per cent of pupils had special educational needs. Many pupils have made good improvement and no longer require additional support.
2. In English in the 2001 national tests, 95 per cent of pupils in Year 6 achieved the expected levels, compared with 75 per cent nationally. The percentage of pupils attaining the higher than expected levels was 74 per cent compared with 28 per cent nationally. These very high results were in the top five per cent in the country, in comparison with schools nationally and with similar schools. The performance of pupils in English exceeded the national average by four points, which is approximately four terms' work. The trend of improvement over time indicates much fluctuation, but shows overall improvement. The performance of boys and girls was similar. In Year 2, attainment in reading and writing was below average when compared nationally, and well below average when compared with similar schools in relation to free school meals. Over time the results have fallen; one reason for this is the considerable variation in each cohort of pupils.
3. In the national tests in mathematics in 2001, the standard reached by pupils at the end of Year 6 was very high, with 95 per cent achieving the expected level or above, which was in the top five per cent in the country. The percentage of pupils achieving the higher level was 63 per cent compared with 25 per cent nationally. These results were also very high when compared with similar schools. Results show fluctuation each year but there is overall improvement. Over three years the performance of girls has exceeded that of boys. For this age group the attainment in mathematics in 2001 indicates that performance exceeded the national average by about 4 points, which is the equivalent of four terms. At the end of Year 2, 94 per cent of pupils achieved at least the expected levels, compared with 91 per cent nationally. The percentage of pupils achieving the higher level was 44 per cent, compared with 28 per cent nationally. This was well above average compared with national results and average when compared with similar schools.
4. In the 2001 national tests in science, 100 per cent of pupils in Year 6 achieved at least the expected level compared with 82 per cent nationally. The percentage of pupils achieving the higher levels was 63 per cent compared with 34 per cent nationally. This was well above average in comparison with all schools nationally and also with similar schools. The performance in science exceeded the national average by about two terms. The performance of girls and boys was similar. At the end of Year 2, based on teacher assessments, the performance of pupils in science was below the national average with 88 per cent of pupils achieving the expected levels. There was considerable variation in achievement in the different strands of science. For example, all pupils achieved the expected levels with regard to 'materials and their properties' which was in the top five per cent, yet only 63 per cent achieved the expected level in physical processes, which was in the lowest five per cent.

5. The school has begun to track results to provide useful evidence for target setting, although this is at a very early stage of development. It has begun to use the information, for example, using the information on speaking and listening, to ensure that this has been a priority area for development. The resulting emphasis on this area means that standards have improved. There are many more boys in the school than girls. All staff work hard to ensure that boys and girls have equal opportunities and during the inspection no differences in performance were observed between boys and girls in any subject. The school targets were met in 2001. Current targets could be more challenging, but reflect the number of pupils with special educational needs in the cohort.
6. Children enter school with attainment that is broadly average, although there is a range of ability, with several higher attaining children. Most children have had some pre-school provision. During the Foundation Stage most children make at least satisfactory progress in their learning and many make good progress. By the time the children begin Year 1, most have met the Early Learning Goals in communication, language and literacy, mathematical development, physical development and creative development. Most children are likely to exceed the Early Learning Goals in personal and social development, and reading, speaking and listening and aspects of mathematical development related to number. There is good provision for purposeful play which has a positive impact on the children's achievement. Many children can already read and write some simple words and some can count and recognise numbers to 20. The use of the outdoors as part of the daily provision has improved. The lack of indoor accommodation for physical development limits the learning that takes place in physical development, although the teacher is skilled at using the available accommodation effectively.
7. At the time of the previous inspection, standards in English, mathematics and science were above average at the end of Year 2 and Year 6. Evidence based on current inspection findings indicates that at the end of Year 6 standards in English are still above average, but in mathematics they are average and in science they are slightly below. Standards in speaking and listening have improved since the previous inspection. At the end of Year 2 standards in English are average, but in science and mathematics they are below. This variation, and also the difference between inspection evidence and the 2001 national test results is due to the different cohort of pupils in each year group. In addition, there are more pupils with special educational needs and Year 2 pupils have had disruption to their learning due to the staffing situation. Although schemes of work have been agreed for different subjects, these are not always consistently implemented which means there are gaps in the pupils' learning, for example, in science. In the past there has not been enough monitoring of teaching and learning, with informative feedback. This is now developing, for example, the headteacher has undertaken some monitoring in each class.
8. Standards of work in English, based on current inspection evidence, are above the national average at the end of Year 6 and in line with the national average at the end of Year 2. Standards in writing are above average by the time pupils are 11. Teachers have good subject knowledge and there is very effective teaching of word and sentence work. The teaching of writing is precise and pupils are given clear guidance on how to improve. This has a very positive impact on standards. The pupils' writing is varied and interesting showing imagination. Handwriting skills are good throughout the school, with many pupils developing an attractive style. Punctuation, grammar and spelling at the end of Year 6 are mainly correct. By the end of Year 2 writing skills are satisfactory overall but spelling and presentation are variable.

9. Standards in speaking and listening have improved throughout the school because of the emphasis placed on this aspect of English and the good opportunities which are provided for discussion. Generally, standards are above average, with many pupils making good progress. Standards in reading are slightly above average at the end of Year 2 and above average in Year 6. Many pupils enjoy reading and are very well supported by parents at home, which has a positive impact on their learning.
10. Inspection findings indicate that by the end of Year 6 standards in mathematics are broadly average. Pupils are very keen learners and they make good progress with their learning. Higher attaining pupils are appropriately challenged. Most pupils have sound strategies for solving problems mentally but are less secure at division and multiplication of whole numbers. At the end of Year 2, standards are below average because there is not enough work at the higher level in all aspects of mathematics.
11. On the basis of evidence collected during the inspection, standards in science at the end of Year 2 are below average and are slightly below average in Year 6. This is partly because some areas of the curriculum are not covered in a systematic way and consequently there are gaps in the pupils' skills, knowledge and understanding, particularly in relation to scientific enquiry, physical processes and materials and their properties. In Year 2 there is very little recorded evidence of work related to science. During the inspection pupils in Year 1 made good progress in lessons. In Years 2 and 6 they made satisfactory progress and in Years 3, 5 and 4 they made good progress.
12. The previous inspection judged standards in ICT to be in line with national averages at the end of Year 2 and Year 6. Based on current inspection evidence standards are below expectations at the end of Year 2 and Year 6. Pupils do not have enough 'hands-on' experience to cover all aspects of the subject. There is very little direct teaching in order to develop the pupils' ICT skills systematically across all areas. The use of ICT in most subjects is underdeveloped. The teachers are undergoing nationally specified training which is developing their confidence in teaching the subject.
13. At the end of Year 2 and Year 6 standards in art and design have improved since the previous inspection and are now above expectations, with a range of good quality work using a range of materials and media. Standards in religious education remain in line with the expectations in the locally agreed syllabus. In design and technology they have also been maintained. At the end of Year 2, standards in geography, history, and physical education have been maintained. In the previous inspection standards at the end of Year 6 in geography, history, music and physical education were above expectations. In the current inspection they are judged to be average in geography, history and physical education. No overall judgement can be made on standards in music, but in relation to singing standards are in line with expectations.
14. Progress in most lessons is good in Years 3 to 6 and is satisfactory in Years 1 to 2. Most pupils make good progress overall through the school due to the good standard of teaching. A good level of inclusion ensures that pupils with special educational needs make at least satisfactory progress with the support which is provided. The gaps in the teaching of some areas of different subjects, particularly science and ICT, result in inconsistency in the development of pupils' skills knowledge and understanding in these areas. When teachers have high expectations and set an appropriate level of challenge the impact on pupils' learning is positive. The regular monitoring of teaching and learning in order to ensure that all curriculum requirements are met and standards are improved is underdeveloped.

Pupils' attitudes, values and personal development

15. Pupils have very good attitudes to work and are eager to learn. They enjoy school. Pupils' behaviour is now very good overall; this represents significant improvement since the last inspection. Pupils' personal development and the quality of their relationships are very good, another positive improvement.
16. The youngest children are enthusiastic about school and have settled happily. Their activities are well planned, challenging and stimulating, so that they always want to do their best. Children remain involved and interested, concentrating hard, when, for example, making and decorating simple slippers. All children share toys and equipment well together; they know they will each get a turn. Their teacher is very skilled at making learning an exciting and joyful journey of discovery. In discussion, the children respond eagerly and with curiosity, showing maturity beyond their years, by rarely forgetting to put hands up to answer. Their behaviour is mainly very good. During a 'Traffic Light Game' in an outdoor physical development lesson, all children stopped instantly and 'froze' when being told 'Red!'; no child touched the tempting equipment crates, or ran onto the grass to retrieve balls, because they had been told not to. When the children occasionally forget their very good manners they are quietly and gently given individual reminders. The quality of relationships is very good between children and adults. Children have the highest respect for their teacher. A high priority is given to the children's social skills and self-esteem, with praise and encouragement used very effectively. Independence is encouraged and children select equipment, or practise their basic skills by writing independently. Most are able to change for physical development quickly, with minimal help, usually needed for stubborn fastenings. The children receive a positive and vibrant start to their formal education.
17. Older pupils have very good attitudes to learning, understanding that they are expected to work hard. Pupils listen intently to teachers' clear explanations of the work to be done and are able to ask questions easily if they need more information. They particularly enjoy question and answer sessions that sometimes include 'brainstorming', as seen in a Year 3 lesson about baptism. Pupils make good suggestions and contributions, building on each other's ideas and often drawing on their own experiences, for example, of a christening on board a naval ship, an aspect that was also new to the teacher. Generally pupils settle quickly and productively to their written work, often persevering well when challenged by new concepts, such as the Year 4 pupils, learning about grids and co-ordinates in a numeracy lesson, and completing a good amount of accurate work. Even when work is occasionally too hard, for example, when pupils have not got a secure grasp of what they are expected to achieve, they are still determined to do as much as they can. Pupils are proud of the work they produce, taking care with their handwriting and the layout, so that it is well presented. There is now a much higher focus on working independently, particularly for the oldest pupils. However, there are a few instances when teachers over direct work. For example, in Year 2 pupils were told precisely how to fold paper and label drawings, rather than deciding for themselves.
18. Pupils' behaviour at work and play is very good and much improved. The raised profile has had a significant impact, reflected in the very good behaviour seen. When going on outside visits, the pupils' behaviour is often excellent, for example, when going swimming. In lessons, pupils behave maturely, following the newly introduced 'Golden Rules' that they helped to devise and agree, so there is a calm and purposeful learning environment. There are some challenging pupils, mostly boys, who have behaviour targets; their behaviour is managed consistently well by staff, so that there is no disruption to learning. In Year 2, pupils' behaviour, although usually

satisfactory, is not of the same high standard. Pupils do not always concentrate and listen properly; they fidget and need more attention. This is partly due to having experienced many teacher changes over the last couple of years causing pupils to feel unsettled, although the situation is now more stable. Playtimes have been enhanced by good quality play equipment, provided recently through sponsorship, donations and the very effective school council fundraising. Pupils of all ages are now kept occupied. A few older boys are rather silly with toys at times, but supervisors are very aware. Parents expressed some concerns about playtime. However, during the inspection playtimes were well organised. More supervisors have just been appointed. No bullying or anti-social behaviour was seen at either site. There were two fixed term exclusions during the past year resulting from a pupil with multiple and complex difficulties, who has now moved away from the area.

19. The quality of relationships and pupils' personal behaviour is very good. Pupils care about each other and about their school; there is a strong sense of community. Pupils help each other readily with work and at play. Relationships between adults and pupils are very good; there is mutual respect combined with positive attitudes, so that pupils can talk to staff and have their views taken seriously. Pupils know that staff want the best for them and their confidence and self-esteem are boosted by the praise they receive for their academic and personal achievements. All pupils have the highest regard for the headteacher and are aware and pleased with many improvements made. The pupils have a strong sense of justice and fair play and will often remind their friends if, for example, they forget their manners; they are polite and helpful. Pupils have few first hand experiences of living with and meeting other children from different ethnic minorities or countries. The school is aware of this and is exploring ways of expanding this very important part of pupils' education. The very few ethnic minority pupils who do attend the school are treated and accepted equally and have made good friends. Their knowledge of other cultures and beliefs is used to good effect, for instance, in enhancing the understanding of teachers and children about Islam.
20. Pupils' responsibility and initiative are good, another positive improvement. The staff now expect pupils to do much more for themselves and opportunities occur in most lessons. The pupils are delighted that they are now running a school council. Pupils feel that their views are heard. The council is very democratic with elections involving a proper polling booth, and issues referred to and discussed in classes, so that all pupils are involved in decision making. There was recent unanimous pupil agreement to girls being allowed to wear shorts in the summer. The council would like to involve pupils from the lower school, but logistically this is very difficult due to the distance between the sites. Pupils use initiative well, offering help if needed, for example, showing visitors around the school.
21. Attendance is currently satisfactory, in line with most other primary schools, with several weeks of 100 per cent attendance this academic year. A serious 'tummy bug' accounted for much of the authorised absence in the spring term. Term time holidays are a concern, particularly in the summer term. However, the school does not now automatically grant permission because they have a negative impact on pupils' learning. Registers do not meet requirements because some staff do not call registers at the start of each session, and some individual pupil marks are missed. This has health and safety implications.

HOW WELL ARE PUPILS TAUGHT?

22. A key issue in the previous inspection was to improve the quality of teaching by ensuring there was a consistent approach to teaching. The teaching has improved in the school and was good during the inspection, with no unsatisfactory teaching. The teaching in the school meets the needs of all pupils, with good inclusion.
23. The good quality of teaching overall has a positive impact on the quality of learning in the school. The teaching was at least good in 37 out of 51 lessons. It was at least very good in seven lessons with one excellent lesson. In the Foundation Stage, almost was very good in four lessons out of nine, with some excellent teaching. In Years 1 and 2 the teaching was satisfactory overall with good teaching in eight lessons, mostly in Year 1. In Years 3 to 6 teaching was good in 21 lessons out of 27 with very good teaching in three lessons. The school has the potential to increase the amount of very good teaching, by sharing the good expertise which already exists within the school.
24. Most pupils, including those with special educational needs make good progress throughout the school because of the effective teaching. The overall quality of learning in the Foundation Stage and Years 3 to 6 is good, and it is satisfactory in Years 1 to 2. In a few lessons the progress of higher attaining pupils slows: this is when the planning and the activities do not fully support their needs, for example, in science when all pupils are given an identical challenge.
25. In the previous inspection there were weaknesses in the teaching in the Foundation Stage. There has been very good improvement in the teaching of the youngest children. The teacher has very good understanding of the children and their needs. The teaching is interesting and firmly based around the Foundation Stage curriculum. The teacher explains tasks very clearly to the children and uses opportunities well to reinforce the learning. In an excellent physical education lesson, the teacher's high expectations of attainment and behaviour ensured that the children made very good progress in their skills. The teacher's own enthusiasm makes the children want to do their best. There is a good balance of direct teaching and self-chosen activities, including purposeful play. Planning is thorough and ensures all children are challenged. The staff work very well together and set very good role models for the children.
26. In Years 1 to 2, the majority of teaching is satisfactory. There is a significant amount of good teaching, particularly in Year 1. In the most successful lessons there are clear learning objectives, which are shared with the pupils; skilful questioning which keeps attention focused; effective use of teaching assistants; a useful plenary session which reinforces the learning and sufficient challenge for all pupils. In lessons which, although still satisfactory, have some shortcomings, the pace was too slow, expectations and challenge are not high enough, and learning objectives were not always made clear enough to the pupils.
27. In Years 3 to 6 most teaching is at least good with high expectations, a brisk pace and enough challenge for pupils of different ability. The teachers' own enthusiasm, for example, during art in Year 6, stimulated the pupils' interest, made them want to achieve well and maintain their concentration throughout the lesson. It also makes the learning enjoyable. There is effective class management and the teachers' high expectations ensure that pupils remain on task and most behave very well. In most lessons the pupils work well in a calm and purposeful atmosphere.

28. The teaching of the skills of literacy and numeracy is generally good, particularly in Years 3 to 6 and this has a positive impact on the progress which pupils make. The teaching and learning in school are very well reinforced by parents who provide very good support. The implementation of the National Literacy and Numeracy Strategies has had a beneficial impact on the standards of teaching. Most lessons have clear learning objectives, which are shared with pupils at the beginning and during lessons, and are well planned with a plenary session to reinforce the learning.
29. Teaching in the Years 3 to 6 is good and it is satisfactory overall in Years 1 to 2. In Years 3 to 6, pupils make good progress during lessons because of the teachers' high expectations of pupils' achievement. Teaching is also good in art and in religious education in Year 3 and 6. No judgement was made on teaching in ICT or geography as not enough direct teaching was seen. There is some good cross-curricular work developing in the school, which helps to make the teaching and learning interesting, for example, in art.
30. During most lessons the teachers make appropriate assessment of the pupils' work by making useful comments about what they are achieving and how the work could be improved. However, the use of this assessment in informing future planning is limited. In some classes teachers set targets for the pupils, which is successful in motivating the pupils to improve, but this is not consistent throughout the school. The progression in the pupils' skills, knowledge and understanding is not supported by the consistent use of agreed schemes.
31. The teaching assistants support pupils with special educational needs appropriately. This is effective in helping the pupils to focus on their work. No specific teaching of pupils with special educational needs was observed during the inspection. Targets in the pupils' individual education plans are realistic, and the best are measurable and precise, clearly indicating what the pupils need to do to achieve. However, there is currently little indication of the planning for pupils with special educational needs in the teachers' lesson plans.
32. The use of homework to support learning is appropriate. Pupils take home their reading books and do other work, which supports the learning in school. There is some helpful marking of work, which is evaluative and helps the pupils realise how they can improve, but this is not consistent throughout the school.
33. The headteacher and deputy headteacher have undertaken some monitoring of teaching and learning and provided useful feedback, which has already had a positive impact on the standards of teaching. However, this area is underdeveloped throughout the school. Subject co-ordinators have not monitored the teaching and learning in their areas to help maintain and improve standards, or to help ensure that agreed policies and schemes are being followed. The very useful teaching and learning policy has ensured that a good start has been made to approaching this with agreement and support from all staff.

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

34. The school provides a curriculum that supports pupils' social, intellectual, physical and personal development. However, there are statutory requirements relating to the National Curriculum, particularly in science and ICT that are not being met. Also, time given to teaching English in Key Stage 1 is very high. These factors detract from the

breadth and balance of the curriculum. The headteacher is aware of the situation and plans a thorough review of the curriculum and its long-term planning. The breadth and balance of the curriculum for the Foundation Stage are good, which is a big improvement since the previous inspection. Another key issue from the previous inspection concerned improving the quality of planning through completion of schemes of work and policies, and using these to ensure progressive development of skills across the school. Progress has been limited over time but recently the pace of these developments has quickened, with good support from staff. There is inconsistency in the use of agreed schemes of work, which impedes the progress in pupils' learning. In science and ICT, there is not a clear progression in pupils' knowledge, skills and understanding, and not all aspects of the subjects are covered. There is still much to do but the school has, sensibly, made its priorities in order that changes should be manageable and corporate. The school meets the statutory requirements for religious education.

35. There is good provision for pupils' personal, social and health education, and the school is currently developing a coherent scheme to bring different strands of the work together. Sex education and drugs awareness are taught as part of the science/healthy living programmes. The school nurse effectively supports the school's work with these initiatives. The school is developing "circle-time" activities where pupils have opportunities to reflect on, and discuss, issues with their teachers and fellow pupils. This helps provide a secure environment and gives pupils both the opportunity to value the ideas of others, and the confidence to discuss feelings and ideas. Older pupils have the chance to represent their classmates on the school council, and accept these responsibilities in mature fashion.
36. The school makes satisfactory provision for pupils with special educational needs and this has a positive impact on their learning. Teaching assistants provide effective support for the pupils, but this support is not always evident in the planning. Parents also provide valuable support, for example, by hearing pupils read. The special educational needs teacher has not yet monitored the teaching and provision for pupils with special educational needs or been able to work with individuals or groups of pupils. This is because other important areas for development, such as setting up an informative and agreed policy, have had priority. This would be a helpful development in order to gain first hand knowledge. There are regular reviews of pupils' individual education plans and a good method of identifying pupils with special educational needs. There is appropriate provision for higher attaining pupils in the majority of lessons. Most lessons have extension activities and pupils have the valuable opportunity of attending special courses, some of which are residential.
37. The curriculum is enriched by the provision of a good range of extra-curricular activities including football, netball, athletics, cycling proficiency, French, drama, recorders and various music groups. These activities are well supported by teaching staff, teaching assistants and parents and make a significant contribution to pupils' personal, social and cultural development. The school also provides a wide range of educational visits, and encourages visitors into school to share experiences and expertise. These include events such as theatre and museum visits, residential visits to Cornwall, trips to Bristol, Cirencester and Bath. Visitors to school include a theatre group, artist, representatives from various charities and churches, and adults to talk about various aspects of the curriculum. These events help to underpin and extend pupils' learning experiences.
38. The contribution made by the community to pupils' learning is very good. The school plays an integral part in the life of both villages and is highly regarded and supported.

There are very close long established links with the church, which is used very effectively as a learning resource by pupils. Regular school services and assemblies are held. Pupils also attend special services including Harvest Festival and its linked charity auction, and the Mothering Sunday service. The headteacher writes in the monthly Parish Magazine, with school events recorded in the parish diary. Both villages support the school very well by attending its fundraising functions, such as the Valentines Ball and in addition fundraise for the school through many different events such as the Fun Run. The Brinkworth Heritage Society and the Brinkworth Recreation Fund are contributing generously to the costs of improving the playground at the upper school, which when completed will benefit the whole community. Whenever the school is in need of volunteers there is an enthusiastic response. During the inspection a member of the village mowed the long grass around the former schoolhouse.

39. The links with the community are very good. Pupils benefit from the clubs and events run throughout the year, some involving parents and community members. Sport and music feature prominently, with pupils enjoying local inter-school events. The school is delighted to have recently received sponsorship for tag rugby equipment and training. Other sponsorship is also keenly pursued if it will broaden and enhance pupils' education. Outside visits are a regular part of school life, often linked to subjects being taught. Very good use is made of the local area, and older pupils have a residential trip to Cornwall, which is much enjoyed. They have recently returned with a stunning piece of slate sculpture now displayed on the wall outside Brinkworth school office. The arts are not neglected; theatre groups visit regularly and an Arts Week has taken place. Parents play a full part in the induction process when their children start school; there are intentions to develop links with other playgroups and nurseries in the area to ensure a smooth transition programme. Pupils have participated in UNICEF's Day for Change raising almost £115. The school is keenly aware of the importance of developing their wider community and multicultural links. Links with other schools are satisfactory.
40. Overall provision for pupils' spiritual, moral, social and cultural development is good. This provision contributes significantly to pupils' personal development. Moral and social development are very good and these elements are particularly relevant because of the recent emphasis that has been given to issues concerning behaviour.
41. Provision for spiritual development is good. There are well-structured acts of worship and pupils have time for quiet reflection. Through assemblies, "circle time" and religious education, pupils develop an understanding of spirituality, and such lessons as science, art and design and music are used to help pupils appreciate that people, nature and the arts can provide "special experiences". Assemblies are enhanced by appropriate music and the lighting of a candle gives a focus for prayer and reflection.
42. Moral development is very good. The school's aims, values and "rules", and the ethos promoted in classrooms and around school are all indicative of the ways in which pupils are expected to behave, and promote a strong sense of right and wrong. The school provides many opportunities for pupils to consider moral values such as caring for others.
43. Very good provision is made for fostering pupils' social development. Adults show considerable respect for pupils and provide good role models in demonstrating polite, friendly, social behaviour and how relationships are sustained. Older pupils are given responsibilities such as representing their classes on the school council, and looking

after playground games boxes. Pupils support various charities and become more aware of others less fortunate than themselves.

44. Pupils' cultural development is good. There are visits to a range of museums, theatres and cultural sites in Bristol, Bath and Cirencester. Visitors come into school to perform drama, and practise art, and pupils have valuable opportunities to explore, experience and be creative. However, the multicultural element of pupils' experience is fairly limited. The school is aware of the need to extend the provision of experience of other cultures and has addressed this to some extent.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The quality of educational guidance and personal support offered to pupils is very good, and supports the Christian ethos of the school. Procedures for promoting and monitoring behaviour and preventing bullying are good. Assessment and the monitoring of pupils' academic attainment and progress are unsatisfactory, as is the use of assessment information in refining the curriculum to meet pupils' needs. However, the assessment procedures and the monitoring of children's learning in the Foundation Stage are good. The monitoring of pupils' attendance and of their personal development is satisfactory, as are arrangements for child protection and health and safety.
46. Although assessment is unsatisfactory, much steady and considered progress on developing assessment procedures and practices has taken place since September. There is little available evidence of previous assessment information. The headteacher has taken on the responsibility of co-ordinating assessment, which is a major task. Systems and procedures are being put in place for Years 1 to 6, using and incorporating teachers' own good ideas when possible. For instance, colour coding, used in the Foundation Stage has been adopted for the rest of the school to identify if pupils have met key National Curriculum objectives; this is most advanced in numeracy. Other ideas such as the national curriculum level grid are also being developed and incorporated. There are plans for biannual record weeks, with samples of pupils' work in English, science and mathematics, dated, annotated and assessed against the Early Learning Goals for young children or the National Curriculum attainment levels, in order to provide clear evidence of pupils' progress in their Records of Achievement.
47. Assessment on entry to the school is now firmly established. This gives a clear picture of each child's attainment in the autumn term from information supplied by parents, which is a significant improvement since the last inspection. In the reception class good use is made of continuous assessment through notes made of significant "goals" in all areas of learning, by classroom assistants and the teacher. These are then transferred to children's own records so that progress over time is clearly identified; this is made even easier by a further refinement of colour coding with each child having a different colour, used to highlight class or group discussion work.
48. The school makes satisfactory use of assessment information to identify pupils with special educational needs and to set targets on their individual education plans. These are reviewed on a regular basis and new targets are set when necessary. Pupils are added and removed from the register when appropriate. The local education authority provides helpful information with regard to identifying pupils with special educational needs and providing support. There are good links with other

agencies, which offer advice and support. The requirements regarding a Statement of Special Educational Need are met.

49. Assessment is currently focused on literacy and numeracy but there is recognition that further work is required on assigning accurate National Curriculum levels for each pupil. In mathematics, diaries are used well to chart pupils' progress and individual record sheets showing if key objectives have been achieved, are completed. In most lessons learning objectives are shared with pupils and clearly displayed, so that they know what is expected of them. The use of individual or group target setting is not consistent. In classes where it does take place pupils are aware of their own personal academic targets, which are displayed prominently around the classrooms. The quality of marking is variable, some is very good and helps pupils to improve, but this quality is not consistent across the school. The analysis and use of data in identifying areas for improvement are at an early stage but are developing. Last year's national test results have been analysed showing, for example, that more work was needed on boys' writing and on pupils' speaking and listening. Other optional tests were in place but had not been analysed. As yet there is no assessment policy, because the headteacher feels rightly that staff need to be involved and consulted so that a workable, effective document will be produced. Assessment is earmarked as a key priority in next year's school improvement plan.
50. The promotion and monitoring of behaviour are good. The new behaviour policy is positive and offers clear guidance to pupils, staff and parents, about all aspects of behaviour including bullying. The staff follow this guidance consistently and fairly, so that behaviour management is now good. Good behaviour and attitudes are celebrated with every opportunity taken to help pupils overcome any difficulties they may be having, with extensive access and involvement of outside support agencies to resolve particularly challenging behaviours. The school's procedures are inclusive, and it works hard to support pupils having the most difficulties, involving their families at an early stage. Records are detailed and thorough. It is a matter of regret that the school finally had to resort to fixed term exclusion for one pupil with complex and ongoing problems; however, records show that every kind of support was provided before exclusion was used. A racist incident book is kept but there has been no cause to record any incidents.
51. Staff know and care about their pupils very much. The very good relationships enable staff to give pupils much good informal guidance. The formal programme for personal, social and health education provides good opportunities for pupils to develop attributes that consider the needs of others. Although staff know their pupils so well, much of the very useful information they have is not recorded, so it can be shared or used by the pupils' next teacher or by temporary or supply staff. Pupils appreciate what staff do for them.
52. Attendance monitoring is satisfactory, although registers need to be checked more carefully. Enquiries are made about any unexplained or unexpected absence. The education welfare officer visits regularly, contacting parents if there are attendance related problems. The school is to develop an attendance policy.
53. Arrangements for child protection are satisfactory. The designated person and another member of staff are both trained and experienced in child protection matters. The school does not have its own policy but follows local authority guidance. However, the guidance is unsatisfactory because it does not take account of recent changes in child protection practice. The school is aware of these changes from the recently attended training. There are no children on the "at risk" register and there is

one “looked after” child. Records are kept securely and confidentially. Relationships with the local social services office are good, with contact maintained as consistently as possible.

54. Arrangements for health and safety are satisfactory. All staff have received first aid training and records of any accidents are properly kept. Fire drills are held and some risk assessment has taken place, mainly by a governor whose employment involves health and safety. The school has just received a good quality, comprehensive guidance manual from the local authority, containing many useful proformas. The school seeks to ensure that there is safe use of the Internet.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school’s links with parents are very good and a strength of the school, having a significant impact on the school’s work. The quality of information is good as is the contribution that parents make to their children’s learning. Parents have good opinions about the school.
56. There is true partnership between parents and the school, with both working closely together to ensure that the children receive the best education possible. Many parents help regularly in classes, particularly at the lower school. Their support and input are valued and their experience welcomed. Other parents help on trips and the school association is blooming; it organises many well attended events throughout the year, including the Valentine Ball. It is a formidable fundraising force! Whenever the school needs any kind of assistance parents and members of both villages rally round, for example, wheeled toys have been donated to the lower school, and most recently a new television.
57. Parents of pupils with special educational needs are kept well informed through regular formal and informal meetings with the teachers and the special educational needs co-ordinator. They are very supportive and keen to support the school with their child’s education. Parents and pupils are informally involved in setting targets on the individual education plans.
58. The quality of information provided to parents is good. The prospectus fully meets requirements and is a useful document. There are a few required items missing from the annual governors’ report. The monthly newsletters are well written, informative and friendly in tone, providing much school news and including pupils’ achievements. The format of annual pupil reports is much improved and they are of good quality, with detailed individual personal information about pupils’ progress. Targets are provided in many subjects with a summary at the end. There is space for pupils to make comments about their progress over the year; this is a welcome addition. Parents have good formal and informal access to staff at progress meetings and at the end of the school day.
59. Parental involvement in their children’s learning is good. Curriculum meetings are well attended and parents are consulted about and receive copies of school policies, (the latest being the curriculum policy) so that they know what the school is doing for their children. They are about to be consulted about the review of the home-school agreement. Parents sign their children’s reading diaries regularly; older pupils have homework books. The provision of homework is satisfactory, mainly focused on literacy and numeracy.

60. Parents have good opinions about the school. They appreciate the improvements that have been made, the leadership and management of the headteacher, the hardworking staff and the strong sense of community and approachability. They know that their children are happy. A few parents felt that the amount of homework was unsatisfactory but this is in line with that of most schools. Some parents wanted more clubs, and these are now in place. A few parents said they would like more information on school reports which has been put into place in the most recent reports.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The leadership and management of the school are satisfactory, overall. The headteacher provides very effective, purposeful leadership with a very clear vision for the school. The quality of leadership and management is especially important because of the two school sites. Closer links have been established, with the headteacher ensuring that she spends enough time at both sites. The headteacher has developed excellent relationships over a relatively short time with the staff, pupils, governors and parents. This has enabled good progress to take place and several improvements to be implemented. There is a good level of delegation and the senior management team provides effective management support. Staff, governors and parents support the headteacher very well.
62. A key issue in the last inspection was to improve the strategic planning by ensuring that priorities were clearly identified in the school development plan and progress was regularly monitored. It also identified the need to ensure that staff development was linked to the school development plan and that the role of co-ordinators was strengthened. In autumn 2001 the headteacher and governors introduced an interim development plan which addressed several most urgent, outstanding issues. For example, a clear priority was the unsatisfactory behaviour of some pupils; this issue, along with some other issues has now been addressed. Work is now taking place on developing a longer-term strategic plan which has clear financial links and also links with staff development. Performance management procedures are now in place with more regular monitoring of teaching. Targets are linked to whole-school development.
63. The role of the subject co-ordinators has recently been developed, but needs to be strengthened further. Teachers are very keen to develop their management roles. The headteacher and deputy headteacher have undertaken some useful classroom monitoring and evaluation of pupils' work. There has been very little non-teaching time available for co-ordinators to develop their roles or monitor their subjects in order to identify the strengths and areas for improvement. Currently there is not a system for monitoring the teachers' planning and analysing pupils' work on a regular basis. The split site makes monitoring more difficult, but also increases the importance to ensure that there is continuity throughout the school. The management of the Foundation Stage is good, with effective priorities. This has resulted in very good improvement in the Foundation Stage provision which is now good.
64. The headteacher has introduced the most urgent policies in an effective manageable way with full support from teachers and governors. There are plans to review and implement other policies in line with National Curriculum guidance in order to provide consistency in practice and useful guidance. There are agreed schemes of work but these are not used consistently across the school which means there are gaps in the coverage of subjects and the acquisition of pupils' knowledge, skills and

understanding, particularly in science and ICT. The school needs to review and implement the agreed schemes in line with the National Curriculum 2000.

65. The use of data to measure the effectiveness of the school is at an early stage of development and has yet to be developed in order to identify the progress of different groups, for example pupils, from ethnic origin backgrounds and boys and girls. Inclusion is generally good. The boys outnumber the girls in the school but the school tries to ensure that there is ample opportunity for boys and girls to work and play together. In a few lessons, the provision for higher attainers is not clear enough and consequently their progress slows.
66. The governors have developed their role in strategic and financial management to a satisfactory level. They are very keen, interested and supportive of the school. The headteacher keeps the governors very well informed about what is happening in school. A helpful policy outlines procedures for classroom visits with feedback to all governors. There is a need for the governors to develop a more structured monitoring role in order to strengthen their role as a 'critical friend' of the school, and to gain more first-hand information and experience about the strengths and weaknesses of the school. The governors have allocated areas of responsibility and have had useful meetings with the curriculum co-ordinators. Committees are in place with clear terms of reference. The governors have benefited from helpful support and training from the local education authority. In the pre-inspection questionnaire parents were very supportive of the leadership and management of the school. Statutory requirements are met apart from the inclusion of all necessary information in the governors' annual report to parents.
67. The school has an above average number of teaching and support staff, which is partly due to the split site. The recent increase in mid-day support staff has helped to ensure that there is sufficient cover at lunchtime. The spacious grounds and the building layout require careful supervision. In the past, teachers have had to give extra support at lunchtime. The teachers' qualifications and experience match the needs of the National Curriculum. The teaching assistants work closely with the teachers. The use of "contact books" is very helpful in ensuring that all staff are aware of the tasks and learning intentions, and there is good liaison. Induction procedures are good and ensure that new staff soon settle into school and become part of the team.
68. The management of special educational needs is satisfactory and is developing very well. The co-ordinator has worked very hard to ensure all requirements are met. The necessary paperwork is in place and the school has a register of pupils who are causing them concerns. The register is reviewed regularly to ensure that it is up to date. Written information and resources have been organised so that they are readily available to all staff. The co-ordinator has not yet used non-teaching time to monitor the special educational needs in different classes or to work alongside teachers in classrooms to help develop good practice. The recently agreed special educational needs policy sets out clear roles, responsibilities and objectives. It includes clear criteria for regularly monitoring the success of the policy. There are good links with the local education authority support staff and very good links with parents. One aspect that is underdeveloped is the regular meeting of teaching assistants with the special educational needs co-ordinator to share information and expertise. Grants for special educational needs are spent appropriately.
69. Financial planning has improved recently. The governors now meet regularly with the headteacher and the administrative officer to monitor the budget and agree priorities.

The governors realise the importance of obtaining best value and recent records indicate that the principles of best value are now applied satisfactorily. Extremely careful budgeting and financial management during the past few months have resulted in a potential budget overspend being much less than originally predicted. At the end of the last financial year a small rollover of £1725 was forecast. The school has received and acted upon valuable support from the local education authority during the past few months. Past development plans do not indicate clear financial links and implications. The current longer-term plan, now being developed, has explicit financial links. Areas identified for improvement in the last financial audit have been attended to. The smooth and efficient day-to-day management by the office staff ensures that teachers are supported well and there is minimum disruption to lessons. It enables smooth running of administrative procedures at both school sites. The expenditure per pupil is above average, partly due to the split site school. Taking into account the overall standards and the quality of teaching and learning, the very good behaviour, attitudes and relationships and the school's positive ethos, the school provides satisfactory value for money.

70. The overall range and quality of learning resources are satisfactory. Resources have improved and are now very accessible in the Foundation Stage. In music, there is a good stock of instruments but more tapes or discs of multicultural music would be helpful. Good use is made of the outdoor areas on both sites, particularly for sport, and of external visits and trips, including swimming at a local sports centre.
71. Much work is being done to improve the accommodation on both sites. The new purpose built reception class is ideally suited to the education of young children. The new staff room is much appreciated at the lower school. However, the continued lack of a hall at the lower school is unsatisfactory. This limits the delivery of the physical education; pupils and children have to have lessons in their classrooms which pose a health and safety risk to adults moving furniture and to pupils injuring themselves by colliding with class furniture or fittings. Pupils also have no option but to eat lunch at their class tables, this is also far from ideal. The hall at the upper school is too small for physical education and also contains the library. The grounds of both sites are extensive, with much potential, however, the school ponds require some renovation. Both sites are kept clean and tidy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to build upon the strengths and continue the improvements made, the headteacher, governors and staff should:

- (1) Raise overall standards in science and ICT, and in mathematics by the end of Year 2.
(Paragraphs 10, 11, 12, 98, 121)
- (2) Strengthen the skills of the governors and subject co-ordinators in monitoring and evaluation the school's work.
(Paragraphs 14, 33 and 63)
- (3) Improve assessment in the school by:
 - developing clear and consistent whole-school procedures;
 - increasing the use of information from assessment to make accurate judgements about the pupils' achievements and to use this information to plan subsequent work.**(Paragraphs 45 and 49)**
- (4) Ensure that there is appropriate breadth and balance of time provided for all subjects by:
 - ensuring all aspects of the subjects are covered;
 - reviewing and implementing the agreed schemes of work for the whole school.**(Paragraphs 7, 34 and 64)**

The following areas for improvement have also been identified and should be considered by the school:

- ensure that class registration procedures meet requirements;
(Paragraph 21)
- Improve the accommodation for indoor physical education.
(Paragraphs 6, 71 and 133)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	30	14	0	0	0
Percentage	2	12	59	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	144
Number of full-time pupils known to be eligible for free school meals	6
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	51
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	9	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	13	13	15
Percentage of pupils at NC level 2 or above	School	81 (93)	81 (90)	94 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	12	13	14
Percentage of pupils at NC level 2 or above	School	75 (86)	81 (90)	88 (86)
	National	85 (84)	89 (88)	89 (88)

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

The data for girls and boys is omitted as there were fewer than ten girls or boys.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	6	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	18	18	19
Percentage of pupils at NC level 4 or above	School	95 (87)	95 (83)	100 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	18	18	19
Percentage of pupils at NC level 4 or above	School	95 (91)	95 (83)	100 (87)
	National	72 (70)	74 (72)	82 (79)

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

Data for boys and girls is omitted, as there were fewer than ten boys.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	143
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	18:1
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	5.0
Total aggregate hours worked per week	90

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	2	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.

Financial information

Financial year	2001
----------------	------

	£
Total income	368,465
Total expenditure	411,658
Expenditure per pupil	2,878
Balance brought forward from previous year	44,918
Balance carried forward to next year	1,725

Recruitment of teachers

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	5.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
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

Number of questionnaires sent out	143
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	38	2	0	0
My child is making good progress in school.	45	48	5	0	2
Behaviour in the school is good.	27	61	8	0	5
My child gets the right amount of work to do at home.	29	61	9	2	0
The teaching is good.	58	36	3	0	3
I am kept well informed about how my child is getting on.	32	53	11	3	2
I would feel comfortable about approaching the school with questions or a problem.	82	14	3	2	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	45	47	6	2	0
The school is well led and managed.	65	27	3	0	5
The school is helping my child become mature and responsible.	61	39	0	0	0
The school provides an interesting range of activities outside lessons.	29	52	9	5	6

Other issues raised by parents

Parents valued the leadership and management of the headteacher and the recent improvements in many aspects of the school.

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

73. There is good provision for children in the Foundation Stage in the reception class where they have a stimulating, secure and happy start to their school life. There has been very good progress in this area since the last inspection, when it was identified as a main area for improvement. The areas identified for improvement included enhancing teachers' knowledge and understanding of the youngest children; planning a suitable curriculum based on the recommended curriculum; reorganising the classroom to use space more effectively; increasing resources and increasing opportunities for outdoor play. The current co-ordinator has a thorough understanding of the needs of young children. Links between the two school sites are increasing and all staff are developing their understanding of the Foundation Stage. The curriculum covers all areas of learning and includes learning through purposeful play. The classroom is a new extension and is spacious and attractive, with direct access to the outdoors. Space in the classroom is used very well. Resources have increased including wheeled toys and are now satisfactory. The outdoor area is used appropriately and children have more opportunity to use large climbing equipment.
74. Evidence from records and discussion indicates that when most children enter reception their achievements are mostly in line with standards usually expected, although there is a wide range of ability. Most children have had some pre-school experience. During their time in reception most children make at least satisfactory progress and many make good progress particularly in speaking and listening, reading, number related activities and personal and social development. Most children are likely to achieve the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development by the time they join Year 1. A significant number are in line to achieve above the standards expected in each area. In personal, social and emotional development many children are likely to exceed the Early Learning Goals, and also with reading, speaking and listening and some aspects of mathematical development.
75. The quality of teaching is good in each area of learning, with some very good and excellent teaching. Consequently the children make good progress. This includes children with special educational needs and also higher attaining children. No teaching was less than satisfactory. There is an appropriate mix of direct teaching and self-chosen activities including imaginative play which is currently "Shoe Shop". The play helps to reinforce the learning through independent writing and number activities, in addition to developing important speaking and listening and creative skills. Planning is usually thorough and ensures all children are sufficiently challenged. In the most successful lessons there are very high expectations of the children's behaviour and attainment and the children respond very well. Time and resources are used well to support the learning. The teaching assistants and voluntary helpers are also used well to support the learning; there are good communication and liaison, which ensure everybody understands the learning objectives. Relationships are very good, which enables the children to settle into school quickly and to feel secure. A very useful early years policy has just been completed which sets out how the school will provide high quality provision. It includes details about how the policy will be monitored.

Personal, social and emotional development

76. The children make good progress because of the effective teaching. The staff use all opportunities well to develop the children's personal and social skills. The classroom is very well organised to help children become independent; everything is labelled clearly and children quickly learn where everything belongs. They are given responsibilities such as giving out the morning snacks and helping to tidy up. Children quickly become independent at changing for physical education or at putting on their coat at playtime. The children know the procedures and respond quickly to the teacher when asked to do so.
77. In group and class time they show respect to each other and listen when other children are talking, for example, about their favourite books. They take turns politely and are thoughtful to each other. They talk about special people, places and celebrations. They realise why it is important to have some rules and discuss and decide some "golden rules" for their own class. There are good opportunities for sharing, for example, when children bring in a toy from home for a "show and tell" session. The children show a range of feelings when talking about stories they like or when going on "welly walks" around the school grounds. The teacher and teaching assistant provide very good role models for the children. They help the children to feel confident and to feel special. The children develop respect for the culture and beliefs of themselves and of others.

Communication, language and literacy

78. Speaking and listening skills are developed well because of the good opportunities which are planned to develop listening in each area of learning. Most children listen well because of the interesting activities and the reminders from the teacher about how they should listen and also how they should speak in order to interest the other children. They do not interrupt and they listen well to the teacher, other adults and to each other. They speak clearly about their favourite books and ask each other sensible questions. They enjoy a range of stories and books and several children can identify their favourite. Many children can read simple words correctly and they can retell a story in their own words. The teacher encourages the children to talk in sentences and most of them do. When playing in the "Shoe Shop" they take on different roles and discuss the different types of shoes. Many children write their name correctly and can also write other simple words. They form the letters correctly and know the initial sounds. The staff help children to feel confident by valuing their work and giving the children appropriate praise and encouragement. Most children make good progress and they are likely to exceed the Early Learning Goals in speaking and listening and reading by the end of the reception year.

Mathematical development

79. The good quality teaching has a positive impact on the learning and most children make good progress. The teacher has very good subject knowledge and ensures that lessons are interesting and challenging. Consequently the children enjoy their work. They develop their understanding and their ability to count and sort through a range of activities, including purposeful play in the "Shoe Shop". Mathematical work is often linked to practical activities such as making a box and making sandals. These activities motivate the pupils and hold their interest well. Children develop a thorough understanding of mathematical language such as "longer", "shorter", "more" and "less". The teacher ensures that there is a final "re-cap" of the learning, which helps to ensure that the children have a clear understanding and consolidate their learning. The staff use correct mathematical language which reinforces effective learning.

Many children can estimate sensibly and they sequence numbers to 20 in the right order. They gradually develop practical understanding of addition and subtraction.

Knowledge and understanding of the world

80. Most children make at least satisfactory progress in understanding the world around them through a range of interesting topics and activities such as the “Welly Walks”, which take place each term. They notice and contrast changes which are taking place and discuss the similarities and differences. They observe and record the changes in the weather. The staff use opportunities well to help the children understand about the world in which we live. The children follow the travels of “Barnaby Bear” as he travels with children on their holidays. Books are used well to help reinforce their understanding, for example, “Rosie’s Walk” for making maps of the countryside. The children think about how they can make their school grounds safer and share their ideas. They talk about aspects of the environment that they like. They talk about how they have grown and their families. They develop an understanding of old and new by comparing old and new teddy bears and thinking about toys in the past. They make appropriate use of ICT to support their learning. The children build and construct for different purposes, selecting appropriate tools and materials to fix and join, for example, when making their slippers.

Physical development

81. The teaching during the inspection was of very high quality and in the lesson the children made very good progress with their physical skills. A very clear explanation from the teacher helped the children to develop their catching skills to a good level. The children move confidently in different ways, directions and at different levels. They have a good awareness of space and stop immediately when they are asked to do so. The good teaching ensures that they are clear about rules and procedures. The children ride large wheeled toys with confidence and show that they are aware of each other. The school has increased resources in this area and there is now an appropriate number of toys. The outdoors is now used appropriately for learning. The lack of a hall at the lower school does impede the learning which can take place in physical development but, overall, the children are in line with the standards that are expected by the time that they join Year 1. Their fine manipulative skills are developed appropriately through regular opportunities to use scissors, small construction equipment and pencils and crayons.

Creative development

82. The teacher ensures that there is a rich stimulating environment for the children and this is reflected in the quality of their work. The children experience a range of techniques and use media with increasing skill and dexterity. They explore texture and colour through paint, collage and observational drawings. Opportunities are used well to reinforce understanding of colour, for example in physical education children understand that a red signal means stop. Their self-portraits and their drawings show that they have observed carefully and thought about their work. The provision for imaginative play is good. The “Shoe Shop” is attractive and stimulates good quality play, much enjoyed by the children. They take on different roles, acting out the parts with enthusiasm. Computer programs are used appropriately to support creative work. They enjoy singing and responding to music, for example, when pretending to be clowns. Most children are at least in line to achieve the standards that are expected by the time that they join Year 1; many will achieve above this because of the good progress that they make.

ENGLISH

83. By the end of Year 2 pupils' overall standards in English are broadly average but with some variations in different aspects of the subject. By the end of Year 6 overall standards are above average. For seven year olds, national test results for 2001 showed a decline, after the previous three years' results had shown standards broadly above average. For 11 year olds, national test results for 2001 showed a big improvement and were well above average, but results have fluctuated since the previous inspection. Because of the small numbers of pupils taking the national tests at seven and 11, there are often considerable variations in the school's results. The percentage of pupils with special educational needs is also above average. The National Literacy Strategy has been introduced well and adapted effectively to the needs of the school. The increase in the number of classes has made the planning for the strategy easier this year as the programme for each year group has been followed separately. At the time of the last inspection standards were above average at the end of Year 2 and Year 6. Standards remain above average at the end of Year 6, and are broadly average at the end of Year 2. The standard in teaching remains satisfactory overall for Year 1 to 2, but is good for Years 3 to 6.
84. There is some good teaching of speaking and listening across the school and many pupils make good progress. Teachers create many opportunities for pupils to talk, discuss, put forward their ideas and relate their experiences. The ways in which adults listen and value pupils' spoken contributions increase confidence and encourage pupils to express ideas. Some pupils in Years 1 to 2 still find it difficult to listen over a sustained period and need more "short burst" activities. Teachers recognise this and adapt the pattern of their lessons well. In Years 3 to 6 many pupils develop good speaking and listening skills. They speak with confidence and clarity and are well able to express ideas. Pupils in Year 3, when considering the conventions of letter writing, confidently asserted that "Yours sincerely - a good ending for business letters!" Generally pupils listen attentively, concentrate well and speak clearly and audibly. After an upper school assembly, one of the older pupils, a member of the school council, spoke confidently, without notes, to all the pupils, offering a reminder about the correct use of the recently purchased playground equipment. In a number of lessons pupils reflected maturely on what they had learned, and shared this with the class.
85. For pupils up to the age of seven, writing is mainly sound and the higher attaining pupils write well. Verses on the theme of "In Bed at Night" showed imagination and the composition of some well sequenced phrases and sentences, for example,
- "In bed I feel
teddy fluffy
mum cuddle and
hot water bottle warm".
86. By the end of Year 2, most pupils cover an appropriate range of writing experiences including writing instructions, writing endings for stories, composing verse and producing lists. Spelling and presentation are variable, although some pupils make good progress in improving these when teacher expectations are appropriately high. Punctuation is taught regularly and many pupils make satisfactory use of capital letters and full stops, although some are more confident than others in using speech marks. Much of the pupils' writing is printed although some pupils have the confidence to join letters and produce a legible script.

87. Standards in writing are above average by the time pupils are 11. Teachers have good subject knowledge and there is very effective teaching of word and sentence work. The teaching of writing is precise and pupils are given clear guidance on how to improve. Pupils are encouraged to review their writing with the teacher and with other pupils, looking at clarity and style. When marking writing teachers often seek to highlight the features that contribute towards the higher levels of attainment - "A good try at writing this eyewitness account. Try not to start sentences with "Then" think of other ways to make them more interesting". When teachers stimulate pupils' imagination, pupils develop ideas well and choose words imaginatively and for effect. Pupils in Year 6 use ideas from their work in geography on rivers. They had the task of comparing pupils going out at playtime to the activity of a river. One pupil wrote "They all weave in and out of each other like water meandering in and out of pebbles". Another said they (the pupils) are "flowing down the ramp and gushing onto the field". Pupils use different forms of writing appropriately such as when presenting an argument in "official" language, writing an obituary for Isaac Newton, searching for "fact" and "opinion" and writing detailed instructions for making beans on toast. Handwriting skills are good with many pupils taking a pride in producing well formed letters in a neat cursive style. By the end of Year 6 punctuation, grammar and spellings are usually correct.
88. The school gives a good emphasis to the teaching of reading, both through the literacy hour and through extra English lessons. Pupils also take reading books home to parents or other adults. This results in an above average level of word recognition for many younger pupils. Year 1 pupils were able to identify "flustered" as rhyming with "custard" and then asked "What does flustered mean?" By the age of seven, many pupils are able to read simple texts with some accuracy. There is a good focus on teaching a range of strategies for understanding words and longer stories. Higher attainers read texts fluently and are able to talk about the main points of the stories they have read. By the age of 11, pupils read with improving fluency and accuracy, and have encountered a range of fiction and non-fiction texts including biography and autobiography, myths and cultural stories such as "Erik the Viking" and "Romulus and Remus", poetry and verse from narrative to limerick, and Shakespeare. This raises their awareness of differences in layout and style of vocabulary needed when writing for different audiences. By the end of Year 6, many pupils demonstrate understanding of significant ideas and can refer to the text when explaining their views. Higher attainers enjoy discussing themes and characters in the books they have read. Pupils refer to established authors such as Roald Dahl, J K Rowling and J R Tolkien. Many pupils have developed good information retrieval skills with some showing good understanding of how to "skim" a text to find essential information.
89. Pupils with special educational needs receive good support. Their tasks are specifically targeted and good support from teaching assistants ensures that they are included within the tasks set for others. Higher attaining pupils make good progress in most lessons and are sufficiently challenged. Teachers ensure that there is good inclusion and all pupils, including boys and girls, have opportunity to contribute.
90. Teaching is satisfactory overall for pupils in Year 1 to 2, and there is some good teaching of basic skills. Overall, teaching is good for pupils in Years 3 to 6. As part of their everyday practice teachers share what they want pupils to achieve in lessons. As pupils are clear about what is expected they approach work confidently, engage well with their tasks and make good progress with their learning. In the majority of lessons the teachers' good subject knowledge, clear understanding of the literacy strategy and good awareness of the needs of different pupils enables them to teach the subject very effectively. Teachers are increasingly developing the confidence to

adapt the literacy strategy and its learning programmes, to meet the specific needs of their pupils. They are also becoming increasingly resourceful at using other subjects such as art, history, geography and personal, social and health education to put into practice and extend skills learned in English. Pupils research and record biographical details of Isaac Newton, they write a "manifesto" outlining qualities needed to be a school council member and compile "diary" extracts showing the life of children at work during Victorian times. As a result of this varied, confident, often challenging teaching, pupils enjoy their work and are eager to learn. They respond enthusiastically and answer questions willingly and appropriately. Some of the Year 6 pupils have developed a clear enthusiasm for exploring the potential of words to create vivid "pictures".

91. The co-ordinator is experienced, knowledgeable and hard working. She has been successful in ensuring that the literacy hour has been well understood and introduced and has established a good level of resources for the subject which is constantly being enhanced. There is now a wider provision of good quality reading materials helping to set a good model for pupils' writing. There are two libraries which are well stocked. However, although staff and pupils make good efforts to utilise the upper school library, its position at the back of the school hall limits its accessibility. The use of ICT to support literacy is underdeveloped. Homework supports the learning appropriately. As yet, there has been little opportunity for monitoring and evaluating the teaching and learning, particularly at both school sites, to help ensure that standards are improved and maintained, and this is now a main priority. The use of target setting and assessment is not consistent and this has impeded the pupils' progress, for example, in Year 2.

MATHEMATICS

92. Current standards at the end of Year 2 are below average. These are also below the standards found in the previous inspection. Standards at that time were above average. Standards during the recent years have been well above average in comparison with all schools. In 2001 these were average in comparison with similar schools. Variation in the characteristics of the year group, staff changes, and weaknesses in curricular provision have caused the current decline. During the years 1999 to 2001, girls made significantly more progress than the girls nationally. During the same year, the boys also made more progress than their national average. The earlier gap between the progress of girls and boys within the school disappeared in 2001 and remains so during the current year. Pupils with special educational needs make satisfactory progress as a result of sound support. The pupils' overall achievement and progress are satisfactory, although a few higher attaining pupils are insufficiently challenged.
93. The previous inspection found the standards at the end of Year 6 to be above average. Analysis of a sample of pupils' work and lesson observations show that current standards of these pupils are broadly average. This decline in standards has been caused by changes in the characteristics of the year group and pupil mobility. Furthermore, the results are likely to vary significantly because of the small size of the year group and gender imbalance between year groups. These factors partly explain the decline from the pupils' well above the national average attainment during the recent years. In 2001, pupils' attainment was very high in comparison with the national average, well above average in comparison with similar schools and above average in comparison with their attainment at age seven. During the years 1999 to 2001, the girls made significantly more progress in comparison with the girls

nationally. During the same period, the boys also made better progress than the boys nationally.

94. In the two observed lessons, pupils in Year 1 and 2 made good progress in their learning. They have positive attitudes and behave well with good relationships. These attributes contribute to a positive learning atmosphere for all pupils. Pupils sequence numbers to 100. They add and subtract two-digit number with answers up to 100. They count accurately in tens and fives up to 200. Pupils are less confident when solving problems using mental calculation and in handling data. Higher attaining pupils name three-dimensional shapes such as cubes, cuboids, pyramid and spheres. They know the number of faces and name the shape of the faces, for example, a cube has six square faces. Lower attaining pupils also know the names of some three-dimensional shapes and their understanding of the properties of these is developing. They cannot yet count in fives beyond 100. Some of the pupils with special educational needs are not yet able to write numerals correctly. Analysis of pupils' work shows very little work at National Curriculum Level 3 in all aspects of mathematics.
95. Pupils in Years 3 to 6 are very well behaved and are very keen learners. Relationships among pupils and between pupils and teachers are very good. Consequently, the ethos for learning is very good. Standards achieved by pupils in Years 3 and 4 are average. Year 3 pupils are beginning to tackle sorting of two-digit numbers using Venn and Carroll diagrams. Higher attaining pupils apply two criteria when sorting numbers in these diagrams. Year 4 pupils show sound understanding of place value in numbers up to 1000. They add and subtract three-digit numbers and count on and back in tens from any number to about 1000. They are familiar with metric units of length capacity and mass. They have sound grasp of properties of three-dimensional shapes. Year 5 and 6 pupils know multiplication facts up to 10×10 and some higher attaining pupils up to 12×12 . They use and interpret co-ordinates in the first quadrant. Higher attaining pupils do the same in all four quadrants. They have sound strategies for solving problems mentally. Their understanding of factors is weaker. Their division of whole number by ten and 100 is also weak. For example, they can divide 27 by 100 but cannot divide six by ten or 100. Higher attaining pupils, however, have a better grasp of these. They also know the angle sum of a triangle and beginning to apply this knowledge to work out the third angle. Pupils' problem-solving skills are sound. Data handling is well developed. Pupils gather weather data daily and integrate information for monthly comparisons.
96. The previous inspection found teaching to be satisfactory. Weaknesses found were lack of matching tasks to pupils' learning needs. Occasionally, management and use of time were unsatisfactory. The overall quality of teaching and learning is good in Year 1 and satisfactory in Year 2. It is good overall in Years 3 to 6. The implementation of the National Numeracy Strategy has had a positive impact. The management of pupils is good throughout the school, as is the teaching of basic skills. The teachers' knowledge of the subject and methods they use are good. They apply these effectively to develop pupils' skills in mathematics. For example, judicious use of questioning and support material helped the whole Year 3 class to sort numbers in Venn and Carroll diagrams. The lesson ended with high level of activity when all pupils were given a number to sort on a two-way sorting Carroll diagram on the board. Nearly all succeeded in doing so and enjoyed the activity very much. Teachers are conscious to include all pupils in discussions. Occasionally, teachers do not structure lessons sufficiently well to promote productivity and independence. At times the explanations are unclear and pupils are unsure what precisely they are supposed to do. Teachers do not always use mathematical

vocabulary when trying to overcome pupils' difficulties. The use of precise learning objectives and recording these at the start of each lesson is inconsistent. This leads to uncertainty about what pupils are to learn in each lesson and what work was done when. The use of ICT in mathematics is insufficient. Teachers ensure that there is appropriate inclusion for girls and boys, and different groups of pupils.

97. The leadership and management of the subject have developed well recently. The co-ordinator has a clear vision and has begun to monitor teaching and pupils' work to develop the subject and improve the quality of teaching and learning. Pupils with special educational needs are well integrated. The curriculum is good; the multicultural dimension of mathematics in Year 6 is a particular strength, for example, mathematics in ancient Egypt. Assessment procedures are thorough but the information for setting targets is at a very early stage of development, as is the use of assessment information to inform planning. Homework is used appropriately to support the learning.

SCIENCE

98. Standards of work at the end of Year 2 are below average and at the end of Year 6 are slightly below average which shows a fall from the previous inspection. Standards of both age groups at that time were above average. During recent years, pupils' attainment at age 11 has been inconsistent. For example, it was well above average in 1998 and 1999 and 2001 but average in 2000. In 2001, 11 year olds made good progress. Their results were also well above average in comparison with similar schools. It is important to note that as the number of pupils in each year group is very small there is a potential for significant variations in the school's results.
99. Pupils in Year 1 learn and achieve well as a result of good teaching. They have clear understanding that push and pull are forces that make things move, for example, toy cars and walking. Although the teaching and learning observed in Year 2 were satisfactory, pupils' overall progress during the year is unsatisfactory. They do not receive enough opportunities to learn science. Furthermore, analysis of their work indicates that they do not record enough of what they have learnt. A discussion with them indicated that their knowledge and understanding of life processes and living things are average. In all other areas of science, their skills, knowledge and understanding are below average. Staffing and co-ordination instability have also contributed to the pupils' below average standards and unsatisfactory progress.
100. Pupils in Years 3, 4 and 5 achieve well as a result of good teaching and learning. For example, careful planning and effective methods promote the pupils' scientific enquiry skills. They choose different ways to investigate hardness of rocks. Higher attaining pupils show greater awareness of fair testing and use of scientific vocabulary, for example, applying equal force and using the same object to scratch different rocks. They also compare the amount of scraped material from different rocks. Good support from the teaching assistant to lower attaining pupils and pupils with special educational needs, helps them to record their observations and to learn effectively. Good questioning, effective demonstrations and clear explanations result in good inclusion of all pupils and increases their understanding of the difference between solids and liquids and of the properties of liquids. Pupils in Year 6 achieve satisfactorily in lessons as a result of sound teaching and learning, for example, in their work on useful and harmful roles of micro-organisms. They name some of the diseases they cause, such as tuberculosis and there is a growing understanding of the importance of personal and general hygiene in preventing spread of diseases.

Higher attaining pupils negotiate more demanding texts to answer questions. Most pupils understand the useful role of micro-organisms, for example, in making yoghurt and in decay in nature. Overall standards and achievements in life processes and living things are average, though pupils' knowledge and understanding of some elements such as characteristics of living things are limited. Overall progress in Year 6 is limited because of the gaps in the curriculum. Standards and achievements in scientific enquiry, materials and their properties and physical processes are variable and overall slightly below average. This is mainly due to the weaknesses in the planning of the curriculum. It does not develop and build on pupils' previous learning consistently. For example, Year 6 pupils' work on how the stretching of an elastic band changes the pitch of the sound that is made when plucked is very similar to the work pupils do in Year 4.

101. Most pupils in the school are enthusiastic learners. They listen to their teachers attentively and engage in tasks very positively. Their attitudes, behaviour and relationships in lessons are very good and contribute to good atmosphere for inclusive learning for all pupils.
102. The quality of teaching and learning in lessons is good in Year 1 and satisfactory in Year 2. Teachers' knowledge is secure, pupils' expectations are sound and methods used are satisfactory. Effective management of pupils creates an inclusive learning environment for all pupils and good teaching of basic skills effectively develop pupils' literacy. However, there is not enough focus on recording work and systematic development of pupils' scientific enquiry skills. Teaching and learning in lessons in Years 3, 4 and 5 are good. Teaching in Year 6 is satisfactory overall. In the most successful lessons a combination of effective class management and high expectations promotes good acquisition of skills, knowledge and understanding. The quality of lesson planning is variable. Some lessons have clear learning objectives that prepare pupils well for learning. However in some lessons, these are not specific enough to develop a framework of ideas systematically and the planned work does not stretch the higher attaining pupils enough. For example, in a lesson, all pupils were given the same challenge to investigate the heat insulating properties of various materials. Often teachers do not set time or task targets to accelerate the pace of learning. The focus on developing pupils' scientific literacy is variable and the use of information technology is not fully effective because there are not enough computers available for pupils to use, or the use of computers is not included in lesson planning.
103. Current caretaking leadership and management of science are satisfactory. However, the monitoring of teaching and learning is not fully developed to raise standards. There has been very little monitoring of the teaching and learning, and this is now an urgent priority for development. Curriculum planning is not effective to secure systematic and progressive development of pupils' skills, knowledge and understanding. This is evident from inspection evidence and the variation in Year 2 national test results for different strands of science in 2001. Procedures for assessment including the use of optional test materials have improved and are now good. However, assessment information is not used enough for target setting and improving learning and achievement. Resources for science are satisfactory and managed well.

ART AND DESIGN

104. The standards in art are above those expected nationally at the end of Year 2 and Year 6. Pupils, including those with special educational needs make good progress in

their art work. There is much expertise amongst the staff and the subject has a high profile in the school. It has just been a main focus of development with a very successful week focusing on art activities. At the time of the inspection one temporary teacher was a professional artist and this had a very positive impact on the standards of art work in the school. Standards have improved since the previous inspection when they were judged to be in line with expectations. Teaching has improved and is now good. During the inspection two lessons were observed, one in Year 2 and one in Year 6. Scrutiny of planning and pupils' work, together with discussions with pupils and teachers enabled judgements on standards to be made.

105. By the end of Year 2, pupils have used a wide range of materials and processes. In Year 1 there is some good quality cross-curricular work, for example, textured tiles based on natural materials found outside. Pupils use the computer to create repeating images of houses. During art week, the pupils in reception and Year 1 and 2 worked on the theme of a dragon story, which inspired their interest and concentration and resulted in good language and art work. They used texture and mixed media to create individual and a large collage dragon, which show a good level of dexterity and the effective use of a range of materials. In Year 2, pupils used tie and dye to make a very attractive wall hanging, which demonstrates a good understanding of the use of different colours. They made their own designs and improved and adapted these to create a very attractive piece of work. The pupils have created very thoughtful and evocative landscape paintings stimulated by the work of their teacher, and using computer images. Their drawings of a hamster show how they have carefully investigated different materials to make lines and marks. Their three dimensional models of dragons show that they have made improvements to their models, resulting in above average standards.
106. Pupils in Years 3, 4 and 5 have produced some good quality landscape work. The work shows increasing skill in blending colours and using different methods to create the desired effect. In Year 6, pupils make careful sketches which are improved by the teacher's thoughtful and evaluative marking. There is a wealth of attractive work resulting from the recent residential visit, which includes a slate sculpture in the style of Andy Goldsworthy. Many pupils use different techniques to give their work texture and depth, for example, shading in observational drawings of flowers. Pupils understand about perspective and have created some good landscape drawings showing careful use of line. They develop the technique to preserve and reproduce an original drawing and use pen and ink with as a drawing medium, showing good control. Opportunities to evaluate and improve their work are well developed. There are good links with other subject areas, but links with ICT are underdeveloped.
107. The teaching in the two observed lessons was good, and throughout the school pupils, including those with special educational needs, make good progress with their learning. Teachers provide helpful encouragement to support the learning during the lesson. At the end of the lessons learning is supported well by questions which encourage the pupils to evaluate and improve their work. There is time for reflection on what has been learnt and to celebrate achievement. The teachers' own enthusiasm and expertise stimulate the pupils' confidence and interest. Most pupils concentrate very well on the activities, which they much enjoy. Behaviour is very good, with sensible use of resources. The use of professional artists' work to emphasise the main aim of the lesson and to stimulate high quality work is very successful.
108. The co-ordinator is knowledgeable and enthusiastic about the subject. The school is currently adapting schemes to suit their own needs. Assessment is underdeveloped;

the samples of pupils' work that are saved are not sufficiently annotated to provide information about progress. There is an interesting range of work from different cultures, for example, Islamic pattern work, Japanese and Chinese drawings and Egyptian art work. This has a positive impact on the provision for cultural development. There is a satisfactory range of resources and these are used well.

DESIGN AND TECHNOLOGY

109. Seven and 11 year olds attain broadly average standards. No teaching was observed but an analysis of pupils' work, curriculum planning and discussion with teachers indicates satisfactory achievement and progress in Years 1 to 6. These judgements are similar to those made in the last inspection. As the subject was not being taught during the inspection it is not possible to make judgements on any difference in the attainment of different groups of pupils including boys and girls.
110. By the end of Year 2, pupils' learning and achievement are satisfactory. They investigate mechanisms and design and make moving toys. They compare the working of mechanical and remote control toys. They develop satisfactory skills and techniques. However, there is room for improvement in the range of tools and techniques and in the use of greater range of materials.
111. Satisfactory learning and achievement in Years 3 and 4 are seen in the sound range of materials, tools and techniques. They team up with Years 5 and 6 pupils and design and make an egg-carrying machine. They review and modify their design. Pupils use a range of materials such as cardboard, sticks and wheels and use appropriate joining techniques. Pupils also use different propulsion techniques, for example, balloon in their effort to meet the specified criteria to propel the machine as far as possible in 15 seconds. The quality of decoration of the finished products is satisfactory.
112. Year 5 and 6 pupils develop satisfactory knowledge, understanding and skills through assignments such as biscuit making, packaging, moon buggy and fairground ride and egg-carrying machine. They are conscious of their design specifications, for example, for fairground ride and moon buggy. Pupils also learn from sharing the evaluation of their own products and other pupils' products.
113. The curriculum is not organised well to develop the pupils' skills, knowledge and understanding of a wider range of materials and components. The agreed scheme of work is not used consistently to ensure development of the pupils' knowledge, skills and understanding, and to help ensure all aspects are covered. Assessment procedures and use of assessment information are unsatisfactory which impedes the learning that takes place. There is little evidence if ICT being used to support work in design and technology. Discussion with pupils indicates that they enjoy their work and are proud of their models.

GEOGRAPHY

114. During the inspection it was only possible to observe lessons in Year 3 to 6. From these lessons, from scrutiny of pupils' work and teachers' planning, and from talking to pupils and teachers, it is evident that overall standards are in line with those expected. At the time of the previous inspection standards were judged to be in line

with those expected by the time pupils were seven and above those expected for 11 year olds.

115. During Years 1 to 2 pupils widen their knowledge and understanding of their local area. Extensive use of the school grounds for “welly walks” helps the younger pupils develop a sense of place and they develop simple map making skills, using appropriate symbols. Later, Year 2 pupils study a contrasting location in the British Isles when they learn about Katie Morag living on the Isle of Struay. They come to understand the importance of the “boat” and the “jetty” as most goods are brought to the island from the mainland. During Year 3 to 6 pupils extend their map using skills and increase their knowledge of places and environments much further away from their own locality. In one lesson seen, for Year 4 and 5 pupils, very effective planning of challenging tasks enabled pupils to discover more about the Andean rural village of Pampagrande. Year 6 pupils develop work on “Rivers”. They show good understanding of the parts of the river system such as “source”, “tributary”, “gorge”, “mud flat” and “estuary” and this work is effectively underpinned by a residential visit to Cornwall where pupils have the opportunity to undertake a “river walk”.
116. No judgements can be made about teaching in Years 1 to 2, but the teaching seen in Years 3 to 6 was good and pupils made good progress in lessons. Strengths include the good management of classes, inclusion of all pupils, good use of resources and the use of various teaching methods including fieldwork. Teachers have a clear learning focus for the lesson, question well, and set challenges. Consequently, pupils display good levels of interest and enthusiasm and are well motivated. Geography makes a good contribution to pupils’ social and cultural development, and good use is made of fieldwork and visits to such places as Brinkworth Church Farm, Weston-Super-Mare and the Bluff Field Study Centre at Tintagel. Learning is also enriched by good cross-curricular links including those with English and history, although there is limited evidence of the use of ICT to support learning in geography.

HISTORY

117. Two lessons in Years 1 and 2 and one lesson in Years 3 to 6 were observed during the inspection. From the evidence of these lessons, scrutiny of teachers’ planning and pupils’ work, standards in history are as expected at the end Year 2 and Year 6. In the previous inspection standards were in line at the end of Year 2 and above expectations in Year 6.
118. Pupils in Years 1 and 2 develop an understanding of change over time by comparing “old” and “new” toys. Year 1 pupils look at Victorian toys and especially “Bears”. They identify the “old” bears because they have “missing bits”, they are hard with no fur and are often “dirty”. By contrast “new” bears are “cuddly and fluffy”, they “have a label” and are “clean”. Teachers exploit effective links with literacy through using such stories as “The Bear” by Raymond Briggs and “Threadbear” by Mick Inkpen. Pupils in Year 2 look at a wider range of Victorian toys and are able to classify them into such groups as “pretend toys”, “flying toys”, “push along toys” and “sound toys”. Very good use of a range of artefacts, photographs and musical themes such as “Down at the end of the Pier” and “The Fantastic Toyshop” help to make the subject more vivid, and fire pupils’ enthusiasm.
119. Pupils in Year 3 to 6 continue to build their chronological understanding and develop skills of research and enquiry. Pupils in Year 3, studying “Invaders and Settlers” look at aspects of life of the Celts, Romans, Anglo-Saxons and Vikings. They have

access to a good range of primary and secondary sources of evidence and are encouraged to use these to unearth “clues”. On looking at a picture of a tutor with pupils in ancient times pupils today commented “They are using rolls of paper not books”, “There are only two pupils” and one pupil observed “The teacher seems to be teaching with his hands”. Year 4 pupils use their literacy skills to compose “diary” extracts as though they were children evacuated to the countryside during World War II. Year 6 pupils studying ancient Egypt know about the religious practices of the Pharaohs and describe “the afterlife” as seen by Egyptians, intelligently and thoughtfully. They use mathematical skills to study Egyptian number systems, art skills to draw figures in the “Egyptian style” and literacy, historical and “imaginative” skills to create their version of “The Discovery of Tutankhamun’s Tomb”. This has a positive impact on the provision for cultural development.

120. Teaching in the lessons that were observed was good in Years 1 and 3 and satisfactory in Year 2. The most successful lessons were well organised, used a variety of teaching strategies and primary sources of evidence. Consequently, pupils, including those with special educational needs, responded enthusiastically and enjoyed their history, making good progress. The school provides an interesting programme of visits and practical activities. The use of ICT is at an early stage, but the school is developing the use of ICT to support history teaching. Assessment in history and geography is underdeveloped and does not support the learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Seven and 11 year olds attain standards that are below average. Pupils’ standards of attainment have declined in comparison with the previous inspection. At that time these were broadly average. Only one lesson was observed. In this lesson, boys and girls made similar progress. Limited access to computers with only two for the class, did not permit observations of full ability range of pupils. The use of ICT in other subjects is too limited.
122. No teaching and learning was observed in Years 1 and 2. Analysis of pupils’ work and discussion indicates unsatisfactory achievement. Pupils do not know enough of how to find things out, develop ideas and make things happen, reviewing, modifying and evaluating work as it progresses. They do not explore a variety of ICT tools sufficiently. Some pupils word process showing average standards and communicate these through fax.
123. Analysis of Years 3 and 4 pupils’ work show that they plan and present poems using different fonts, font sizes and colours, control a floor turtle step by step through a route, and use repeated patterns to design a wall paper. Overall standards are below average and pupils’ achievement is unsatisfactory. Years 5 and 6 pupils use the Internet to gather information, for example, feeding habits of bats. They draw bar charts of weekly temperatures that they collect regularly along with rainfall, cloud cover and wind direction. Four Year 6 lower attaining pupils were observed learning additions of two-digit numbers satisfactorily.
124. Only one lesson was observed. Insufficient information on direct teaching and learning of the subject does not permit detailed judgements on the quality of teaching and learning. Discussion with pupils indicates that they enjoy working on the computers. Nationally specified training is in progress and improving teachers’ confidence in teaching the subject, for example, the use of some numeracy programs for lower attaining pupils. Planning for the subject is sound. Teachers do not spend

enough time teaching the subject to develop pupils' ICT capability systematically across all areas of the subject. Furthermore, there are too few modern computers for whole class direct teaching and for all pupils to practise to develop their subject skills and benefit from whole-class sharing of successes and difficulties to improve their own learning. As a result, the subject falls short of meeting the legal requirements. Assessment procedures and use of assessment information also need attention so as to attend to gaps in pupils' skills, knowledge and understanding of the subject. The management of the subject has a clear vision but the management role is not developed as well as it should be in order to monitor the school's work and secure improvement in standards and in the quality of teaching and learning.

MUSIC

125. In the last inspection standards in music were in line with expectations at the end of Year 2 and were above expectations at the end of Year 6. At that time all music was taught by a peripatetic music specialist, whereas it is now taught by the class teachers in the school. During the current inspection two lessons were observed one in Year 2 and one in Year 6. In addition, music took place in assemblies, in recorder club and in instrument lessons. Individual pupils have lessons in guitar, violin and brass. It is not possible to make an overall judgement on music as not all aspects were observed during the inspection. In singing, standards in Year 2 and Year 6 are in line with expectations; pupils in Year 2 sing tunefully with a sense of the melody's shape. In Year 6 pupils are aware of the need to achieve a good overall effect and they have a lively sense of rhythm.
126. Pupils who play the recorder in Year 4 recognise different notes and improve their playing. Guitar playing is very popular in the school and some pupils are becoming very proficient in their playing. In assemblies the pupils listen well to music as they enter and leave the hall and are becoming familiar with the music of different composers.
127. The teaching during the inspection was good, resulting in an enthusiastic response from the pupils. The quality of learning was good due to the teachers' expectations of pupils' behaviour and attainment. Pupils, including those with special educational needs, made good progress during the lessons. Boys and girls enjoy singing and they behaved well in the lessons. In assembly they sing tunefully and enthusiastically. In Year 6 the cross-curricular links with "A Midsummer Night's Dream" help to inspire enthusiasm and pupils join in with gusto at the appropriate moments. Occasional visitors to school help to enhance the curriculum. For example, a flautist performed in the upper school. The co-ordinator has taken on the role fairly recently and is developing the role well. The main aim is for pupils to enjoy music and for staff to develop their expertise and confidence in teaching the subject. The Christmas performance in the local church involved all pupils from the lower school who were supported by musicians from the upper school. A useful policy has been agreed in order to establish continuity and to provide support. As yet, this has not had time to have an impact. Assessment has not taken place and it is evident from discussion there has also been a lack of continuity in the pupils' skills and understanding, which is now being rectified.
128. There is a good range of instruments in the school, including multicultural instruments. There is not enough recorded music from different cultures, or CD-ROMs in order to develop music skills through ICT. Music is an area that is developing in the school. The co-ordinator is very aware of the need to support

colleagues and to ensure that all aspects of the subject are covered. She has made a good start by introducing the helpful policy and by increasing the enjoyment and confidence of staff and pupils in the subject.

PHYSICAL EDUCATION

129. It was not possible to see all aspects of the physical education programme during the inspection. In those aspects seen, games and gymnastics, standards are in line with those usually found. The previous inspection found that standards were in line with expectations at the end of Year 2 and above expectations at the end of Year 6.
130. By the age of seven many pupils have improved their performance through practice. In gymnastics they show sound control and are developing awareness of space and of others in it. This is particularly important, as indoor physical education activities for younger pupils have to be carried out in the Year 2 classroom. Pupils enjoy performing for others and appreciate each other's efforts.
131. The quality of teaching in the lessons which were observed was mainly satisfactory, with some good teaching. Pupils in Years 3 to 6 make sound progress, including pupils with special educational needs. In games, pupils make satisfactory progress because they are taught skills and techniques systematically. In a lesson with Year 4 and Year 5 pupils, the teacher clearly and confidently modelled bowling and fielding techniques, and appropriate time was given for pupils to practise. They concentrated well and generally worked hard. The teacher gave some pupils opportunities to demonstrate their good practice and ideas. However, in this and other lessons, opportunities for pupils to comment constructively about what they had seen, to identify good elements and also to comment on what might be improved, were sometimes missed.
132. Pupils have good opportunities for swimming and by the age of 11 all pupils can usually swim a minimum 25 metres, and many do much more. Many pupils also gain experience of water safety techniques, both for themselves and for helping to save others.
133. The co-ordinator is enthusiastic and provides a varied programme for pupils. Extra-curricular activities such as netball, football, summer games and athletics are open to pupils from the age of seven, and the school plays "friendly" matches in netball and football against other local schools. Pupils take part in District Sports Days and links are being developed with a local rugby union club, with a view to providing coaching sessions for older pupils. These opportunities enhance not only physical skills and well-being but personal and social skills as well. In order to improve standards further and develop the learning, the co-ordinator should develop the monitoring and evaluating of the teaching and learning, with useful feedback to staff. Assessment is also an area which requires development. Equipment for indoor and outdoor activities is satisfactory and the school has good-sized grassed areas for games and athletics. However, indoor facilities at both school sites are unsatisfactory. Pupils in reception and Years 1 and 2 have to use a classroom for indoor physical education, with all the consequent disruption and safety implications, and the upper school hall is small, restricting the space for older pupils especially, to develop gymnastic and dance skills.

RELIGIOUS EDUCATION

134. Standards of attainment in religious education by the end of Year 2 and Year 6 are broadly in line with the expectations of the locally agreed syllabus and pupils, including those with special educational needs, make satisfactory progress in their learning. Standards have been maintained since the last inspection.

135. By the end of Year 2, pupils begin to understand the significance of some of the important beliefs and practices of the Christian and Islam religions. In assembly pupils in Year 1 and 2 show that they understand the importance of Saint Francis to Christians and the rules by which he lived. They realise that he set a good example to others by the care and love that he showed. Pupils understand the importance of Christian festivals such as Christmas and Easter. Pupils in Year 3 have a thorough understanding about the importance of baptism and what it means. One pupil stated that making the sign of the cross was important because Jesus died on the cross. The pupils develop their work on baptism with an interesting discussion about “welcoming ceremonies” in other cultures.
136. By the end of Year 6, most pupils have a broader understanding about Christianity and are satisfactorily developing their understanding and knowledge of other world faiths. They begin to compare and contrast Christianity, Islam and Judaism. For example, they realise that there are celebrations in each religion, that people pray and worship together, that each religion has a place of worship. Most pupils can recall stories from the Old and New Testaments, and they understand about the life of Jesus. In Year 6 pupils develop thoughtful and sensitive attitudes to each other, and show respect for other religions. This is greatly supported by the teacher who explains that the Koran can not be brought into the class during the lesson because the custom is to treat it with great respect. During discussions the pupils demonstrate a significant depth of feeling and understanding. They empathise with others and think about what it feels like to be misunderstood.
137. Three lessons were observed during the inspection. In Year 2 the quality of teaching was satisfactory overall. Planning is not always sufficient to ensure that all pupils are challenged and that there is sufficient progression in the pupils’ skills and understanding. The quality of teaching was good in Year 3 and Year 6. In these lessons the planning ensured that pupils were challenged, motivated and interested and all pupils, including those with special educational needs, made good progress. In both lessons the teachers asked thoughtful and skilled questions, which probed the pupils’ understanding and reinforced the learning. Strategies are used well to support the learning, for example, by using a video, or having a class discussion. The teachers had a thoughtful and sensitive approach, for example, when handling resources from different religions, which has a positive impact on the pupils’ attitudes. In Year 6 the teacher asked the pupils why they felt it was important to learn about different religions. Several pupils quickly answered “so that we understand more and respect people with different religions”. Teachers make good use of visits to the local church. For example, the oldest pupils visited the church at Easter and had an informative talk from the vicar about Good Friday customs. There is some interesting cross-curricular work, which supports the learning in religious education. Examples of this are the Year 6 designs for a prayer shawl, and careful illustrations of some symbols of God, such as doves as a sign of peace, flowers meaning new life and a rainbow representing light.
138. The co-ordinator has been in role for just over a year. Staff have agreed to follow the Wiltshire scheme, but from discussion this is not yet fully embedded and there is not always continuity and progression in pupils’ skills and learning throughout the school. There is not enough recorded evidence to support the work that takes place, especially in Year 2. Although speaking and listening skills are supported well in religious education, the use of literacy and numeracy skills overall is limited. There is very little evidence of the use of ICT to support the learning, for example, by research. The co-ordinator has had very little time to monitor the teaching and learning in the

subject. In order to improve the standards further this needs to be developed as soon as possible. Assessment procedures are in the very early stages of development. The co-ordinator has recently attended a useful local education authority course on the subject, shared the information with staff and governors and also produced a useful development plan. Resources are satisfactory and are very well enhanced by the local education authority resource scheme.