

INSPECTION REPORT

CHERITON BISHOP PRIMARY SCHOOL

Exeter

LEA area: Devon

Unique reference number: 113063

Headteacher: D C Edwards

Reporting inspector: Mr Peter Mathias
21945

Dates of inspection: 20 – 23 March 2000

Inspection number: 197106

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Church Lane Cheriton Bishop Exeter Devon
Postcode:	EX6 6HY
Telephone number:	01647 24314
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Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mrs Jane Hancock
Date of previous inspection:	24 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Peter Mathias	Registered inspector	English Physical education Religious education	What sort of school is it? Provision for children under five The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? Equal opportunities
Mr Stuart Munns	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr Terence Payne	Team inspector	Science Geography History Music	Pupils' attitudes, values and personal development How good are the curriculum and other opportunities offered to pupils?
Mr Eric Wilson	Team inspector	Mathematics Information and communications technology Art Design and technology Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is much smaller than the average primary school for boys and girls aged four to 11 years of age. It has 72 pupils on roll, which includes nine pupils who, at the time of the inspection, were under five years of age. Children enter the reception class on a full-time basis in September if they will be five before the end of the following February. Children who will be five between March and August are admitted in the January preceding their fifth birthday. The school is organised so that children under five and pupils in Years 1 and 2 are taught in the same classroom.

Children's attainment on entry to the reception class is about at the national level. There are 15 pupils who are considered to have some degree of special educational needs, of whom four need specific help with their learning. Most of those between Levels 3 and 5 of the Code of Practice have specific learning difficulties. These figures are higher than those in most schools. Pupils come from a broad socio-economic background and 2.8 per cent of pupils are considered eligible for free school meals. This is below the national average. No pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

Cheriton Bishop is a school which has improved since the last inspection. Currently it is well placed to improve further. In the most recent national assessments, standards at the end of Key Stage 2, when pupils are 11, were above average in English and science and well above average in mathematics. Since 1996, results for 11-year-olds have remained above the national trend in English and mathematics. In science they have varied. These statistics are based on the small number of pupils each year who take these tests. As a result, patterns in this school are not so easy to discern as in a larger school. Overall standards across the school are average.

Teaching is successful and pupils make good progress to reach generally high standards when they leave the school. The governors, headteacher and staff are committed to raising standards even further. They know the school well and provide a strong ethos of care and consideration, complemented by appropriate challenge. Evaluation procedures are effective and, although there are gaps in the curriculum related to information and communications technology and the provision for the pupils under five, the school provides good value for money.

What the school does well

- The quality of teaching is particularly good towards the end of Key Stage 2, where some of the teaching is excellent.
- Standards in literacy and numeracy are rising across the school and particularly towards the end of Key Stage 2. Standards in pupils' writing and mathematics at the end of Key Stage 2 are particularly high.
- Standards in art at the end of Key Stage 2 are very good.
- Pupils with special educational needs are well supported and make good progress.
- There is very good provision for after-school clubs and cultural activities.
- The school works very well with parents.
- The governing body works closely and effectively with the headteacher.
- There is a very positive attitude amongst staff, who know their pupils well. There is a strong commitment to raise standards further.

What could be improved

- Standards in science are not as high as standards in English and mathematics.
- Pupils within Key Stage 2 are not taught how to use information and communications technology for monitoring and there is a lack of equipment in this area.
- Provision for the under fives is limited because of a lack of resources and space for their physical development and knowledge and understanding of the world, and teaching in the reception class is not firmly based on regular assessments of what these children have achieved.
- The quality of marking is inconsistent and does not always provide pupils with sufficient help to know what they need to do to improve.
- The pupils' behaviour in the dining room is poor and sometimes in assembly they do not settle quickly enough.
- Standards in music in the classroom are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected in September 1996, Cheriton Bishop was a school with a number of strengths and provided its pupils with a sound education. However, standards and teaching required some improvement.

Since then there has been significant progress and most, but not all, key issues for action have been addressed successfully. The headteacher now regularly monitors the work of teachers and has taken effective steps to improve standards in writing, which the school identified from its own self-review as an area of priority for improvement. By the end of Key Stage 2, standards in writing are now high. Non-teaching staff are used effectively to support teaching, particularly within the reception and Key Stage 1 classes. Commercially-produced worksheets are less evident in most subjects than before. The school curriculum documentation has been slimmed down and schemes of work have now been completed. There has been a considerable investment in hardware and software in information and communications technology but the element of monitoring does not form part of the information and communications technology curriculum. The school maintains a watchful eye when pupils cross the road between the two sites and new arrangements have reduced the number of times this occurs. The school has wisely deferred arrangements to review its curriculum until further national guidance is in place.

Overall results at the end of Key Stage 2 tests are above average when compared to schools nationally. The quality of teaching has improved since the last inspection, with only a very small percentage of unsatisfactory teaching. The quality of teaching towards the end of Key Stage 2 is now a strength. The quality of teaching for pupils in Key Stage 1 is now good. There has been a significant turnover of staff and the subsequent reorganisation of teaching reflects the increased emphasis on literacy and numeracy skills. These initiatives have helped to address the shortcomings in teaching highlighted in the previous report. Work is generally well matched to the needs of individual pupils and is carefully planned. The school is well placed to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	B	D
Mathematics	C	A	A	C
Science	D	C	B	C
all subjects	C	B	B	C

Key

well above average A

above average B

average C

below average D

well below average E

This table is based on the results of the small number of pupils who take these national tests annually. Because of this, care is necessary in interpreting the results. They do show, however, that in the last three years results in science have not been as strong as in English and mathematics, where they have been generally above average. In mathematics at the end of Key Stage 2, results have been well above average for the last two years. At the end of Key Stage 2, when compared with similar schools, results overall were average. Results over the last four years suggest that the school's improvement in all these subjects was broadly in line with the national trends. The school has set realistic targets for improvement based upon an analysis of records and is on the way to reaching them. Comparison of the figures above with the attainment of pupils when they enter the reception class shows significant improvement.

Currently, standards at the end of Key Stage 2 are above average in English and mathematics and average in science. In art they are high; in religious education, design technology, geography, history and physical education standards are at the levels expected nationally; and most children achieve the expected standard in swimming by the age of 11. In information and communications technology there has been considerable improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory – most pupils enjoy coming to school. A few older pupils have a less positive attitude and are difficult to motivate.
Behaviour, in and out of classrooms	Satisfactory – generally good or very good in classes but behaviour varies in assemblies and at lunchtimes, when sometimes it is poor.
Personal development and relationships	Satisfactory – the quality of relationships between pupils, teachers and other adults is sound and there is a strong atmosphere of care and concern. Provision for pupils' cultural development is very good.
Attendance	Good – well above the national average

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Teaching in mathematics is good. Teaching in English is satisfactory overall and it is good towards the end of Key Stage 2. In 59 per cent of lessons it is at least good. In a very small percentage of lessons it is excellent. In only a very small percentage of lessons is teaching unsatisfactory.

Particular strengths of the teaching observed were: the teachers' detailed subject knowledge which made the lessons interesting; careful planning so that resources are readily to hand to support pupils' learning well; pupils are made to feel that their opinions are important and valued; and pupils are given a clear picture of what is expected of them and what they need to do to improve.

Areas for improvement are: making the purpose of the lesson plain; planning activities which match more closely the lesson's objectives; having higher expectations of what can be achieved and making these clear; and inadequate marking and insufficient emphasis given to presentation.

Pupils with special educational needs are taught well. The quality of teaching in the reception class is satisfactory but is not sufficiently focused on a clear understanding and record of what children can and cannot do.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall but provision for children under five in the reception class has some weaknesses. There are insufficient resources and opportunities for these children's physical development and to extend their knowledge and understanding of the world. In Key Stage 2, information and communications technology does not contain all the elements of the National Curriculum. There is a wide range of sporting and other extra-curricular activities offered. Provision for cultural development is very good and a strength of the school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good, well organised. Staff are well aware of the Code of Practice.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and moral development is sound. Provision for social development is good. Provision for cultural development is very good and a strength of the school.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are satisfactory. Procedures for monitoring and promoting good behaviour and personal development are in place. There are some good arrangements in place to help pupils attain better standards in Key Stage 1 and Key Stage 2 but they are unsatisfactory for children under five years of age. Arrangements for monitoring and improving attendance are satisfactory. There are close links with parents, which include a home/school reading link.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher has some strong features. Nearly all the key issues have been addressed successfully. The headteacher has made a success of involving parents well in the life of the school and of encouraging the governing body to become actively involved in making policy and in appreciating the school's strengths and weaknesses. Resources in most subjects are adequate. Resources for children under five are inadequate and there is a lack of large play equipment and constructional and wheeled toys. The school hall is small and space for physical education is limited.
How well the governors fulfil their responsibilities	This is a significant strength of the school. Governors work closely and effectively with the headteacher. The governing body plays a very effective role in shaping the direction of the school.
The school's evaluation of its performance	This is very detailed and rigorous. There are regular review meetings of the governing body to assess the progress the school is making. Careful analysis, by governors and the headteacher, of school results is a strong feature.
The strategic use of resources	The governing body has rigorous procedures in place to judge the success of its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school. • My child makes good progress at school. • I am happy with the way the school handles questions or problems. • The school has high expectations. • The school is well led and managed. • The school helps my child to be mature and responsible. 	<ul style="list-style-type: none"> • The school does not set the right amount of homework. • The school does not keep parents well-informed about progress.

The evidence of the inspection generally confirms the positive views of the parents. There is a policy of setting regular homework and pupils regularly take books home to read, as well as completing work not finished in class. They also have work in mathematics and English. Reports to parents are sound and issued three times a year. There are regular opportunities for parents to be made aware of their children's progress. At a meeting held by the Registered Inspector for parents, they expressed very positive views of the school and they felt the school had improved considerably over the last four years.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards within the school are average overall and there are no significant variations in the relative performance of boys and girls in the work observed. Because there are only a small number of boys and girls who are assessed annually at the end of both key stages, the information these assessments provide has limited use. However, over the period between 1996 and 1999, girls achieved, at the age of seven, average results in reading and above average results in mathematics. Boys achieved below-average results in reading and mathematics. In writing both boys and girls achieved well below average results. At the age of 11 over the same period, boys and girls reached similar above average results in English and mathematics and average results in science.
2. The results of the 1999 national tests for pupils at the end of Key Stage 1 are broadly the same as those of other schools nationally. The proportion of pupils reaching the average Level 2 and above was above average in reading, mathematics and science and slightly above average in writing. The results do not compare so favourably with schools with pupils from similar backgrounds. This is mainly because very few pupils reached the higher-than-average Level 3. Year on year there are variations, which are due in part to the small number of pupils who take the test. The school had identified this pattern as a concern and has recently adopted appropriate new strategies to raise standards in Key Stage 1. These have not yet had time to have a clear impact on standards.
3. In the 1999 national tests at the end of Key Stage 2, standards in comparison with those in schools nationally were above average in English and science and well above average in mathematics. Overall results were well above average. When compared to schools considered broadly similar, results in English were below average and were average in mathematics and science. Overall, the school has results which are about typical for similar schools. Since 1996 results for those aged 11 have remained above the national trend in English and mathematics. In science they have dipped below the national level in 1997 but in 1999 were above. Particularly strong features have been a sustained improvement in attainment in mathematics and a rapid improvement in English between 1996 and 1997. These statistics are based upon a relatively small number of pupils who take the test annually and are less reliable than if they referred to larger numbers of pupils. The school's emphasis on improvement in writing in the literacy hour and in mathematics in the numeracy hour, has helped to raise standards, particularly at the end of Key Stage 2.
4. In general, children enter the reception class with levels of development that are about typical for children of their age. They generally have a sound start in the reception class in most areas of learning considered desirable for children of this age. However, the opportunities for their physical development and greater knowledge and understanding of the world are limited. Notwithstanding these shortcomings, generally they are ready to begin the National Curriculum by the age of five.

5. Standards in English at the end of Key Stage 1 are average and, at the end of Key Stage 2, above average. Standards in speaking and listening are above average at the end of both key stages. In reading, standards are average at the end of Key Stage 1 and above average at the end of Key Stage 2. In writing, standards are average at the end of Key Stage 1 and above average at the end of Key Stage 2. In the last inspection, standards at the end of both key stages in English were broadly average. Since then, as a result of the emphasis given to literacy and particularly the development of writing skills towards the end of Key Stage 2, standards at the end of this key stage have improved.
6. Within Key Stage 1, in speaking and listening pupils listen attentively to their teachers. They ask and respond to questions maturely. They can discuss their ideas confidently. Within Key Stage 2, many can speak expressively, are articulate and use language well.
7. In reading, pupils at the end of Key Stage 1 read reasonably fluently and are able to sound out confidently the letters of the words they do not recognise. They can talk about their favourite characters in the books they are reading. There are sound arrangements for reading at home. Within Key Stage 2, many pupils show an awareness of different forms of literature. They have well-developed reference skills and know which authors they like and why.
8. In writing, pupils within Key Stage 1 are beginning to learn how to form their letters properly and how to use simple punctuation accurately. However, few are able to write with joined handwriting by the end of this key stage. Within Key Stage 2, pupils have very good opportunities to write for a range of purposes and audiences. They express themselves well in a variety of forms including poetry. They use punctuation accurately. However, not enough care is taken in the presentation of their work and insufficient emphasis is placed on neatness and the use of smooth, joined handwriting. There are also good opportunities in other subjects, such as science, history and geography, for pupils to write well.
9. Standards in mathematics are average at the end of Key Stage 1 and above average at the end of Key Stage 2. The standards identified at the time of the previous inspection have been maintained at the end of Key Stage 1 but have improved at the end of Key Stage 2. This improvement is linked to the better structure to lessons which has followed the introduction of the National Numeracy Strategy and greater emphasis on mental work. By the end of Key Stage 1, pupils have a working knowledge of numbers to 100 and are beginning to recognise the importance of place value. Data is displayed well in block graphs and diagrams. By the end of Key Stage 2, pupils work confidently with numbers in excess of 1,000 and have a good sense of place value. They can find equivalent fractions and percentages.
10. In science, standards are average at the end of both key stages and are unchanged since the last inspection. By the end of Key Stage 1, pupils relate their work to their own experiences, for example, in dissolving solids. They understand what plants need in order to grow successfully. At the end of Key Stage 2, pupils have a clear understanding of fair testing. They make good use of diagrams and graphs to record their findings and use computers well to support their work appropriately.

11. Standards in religious education have been maintained at levels expected in the locally agreed syllabus. Pupils have appropriate opportunities to learn about other world religions as well as Christian beliefs. Pupils know some of the stories of the Old and New Testaments, they know about the Christian year and the importance of distinguishing between “right” and “wrong”. The pupils make sensitive comparisons between other world religions and Christianity because they have appropriate opportunities to explore religious beliefs.
12. Standards in information and communications technology are about typical at the end of Key Stage 1. At the time of the last inspection, standards were sound, although a key issue was to ensure that the National Curriculum requirements were met in full in information and communications technology. Since then, the school has made a significant investment in hardware and software to support the subject and is well placed to raise standards. All pupils use computers with confidence. Within Key Stage 1, pupils use computers to handle data and use a programmable toy well. By the end of Key Stage 2, pupils use the word processing capability of a computer confidently in English and in data handling in mathematics. They know how to use a CD-ROM and the Internet for information.
13. In design technology, geography, history and physical education standards have remained the same as at the last inspection and are at expected levels.
14. In art, standards exceed those usually found at the end of Key Stage 1 and Key Stage 2. At the end of Key Stage 2, some work is excellent. This is a real strength of the school and reflects the skilled and imaginative way the subject is organised and taught. At the time of the last inspection, standards were above those usually found, and they have improved further.
15. In music, standards at the end of Key Stage 1, and at the end of Key Stage 2 are below those usually found.
16. Standards have risen in art and fallen in music. There has been a change of staff since the last inspection and there is less musical expertise in the school.
17. The school has set realistic targets for improvement and is making good progress towards them within Key Stage 2. Within Key Stage 1, new staffing arrangements have yet to have their full impact, but a purposeful start has been made.
18. Pupils with special educational needs make good progress across the curriculum towards the targets set for them and all pupils are well challenged so that they build systematically on their previously learnt skills and understanding.

Pupils’ attitudes, values and personal development

19. Attendance at the school is good and is well above the national average; conversely, the level of unauthorised absence is low. Registers are called on time and pupils respond in a quiet and polite way. The registers meet all legal requirements.
20. Most pupils’ attitudes are positive and they enjoy school. They are keen to learn and participate willingly in lessons, contributing ideas and answering questions. Most work with interest and enthusiasm when topics engage them. They listen well, are obedient and generally follow instructions carefully. Many participate eagerly in extra-curricular activities held during lunchtimes and after school and take part in the many visits

organised by the school. Pupils are very enthusiastic about sport. A few pupils, mainly girls in Year 6, show less positive attitudes at times and this reduces their achievements. Teachers have to work very hard to motivate them, organising a broad range of activities such as team-building, drama workshops and behaviour-improvement sessions. They have used outside agencies in an effort to cope with this problem.

21. In lessons, pupils' behaviour is generally good. Most pupils are polite, courteous, friendly and open: they treat each other, adults, facilities and equipment respectfully. Around the school pupils usually behave sensibly within the buildings but behaviour in their dining room is sometimes rowdy and they are disobedient to mealtime assistants. Instances of bullying are rare and usually dealt with appropriately. There have been no exclusions in recent years. Pupils of different ages play well together and boys and girls mix well together.
22. The quality of relationships between pupils, teachers and other adults working in the school is satisfactory overall. Pupils interact well with playground supervisors. Generally pupils respect the rules of the behaviour policy. They respond positively to opportunities to take responsibility as monitors, collecting and distributing equipment in classes, tidying, helping at lunchtime in the dining room, being table monitors, putting on the music in assembly or dismissing pupils after assembly. They enjoy taking responsibility for their own learning, conducting research and organising themselves to work together in groups successfully.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is good overall. This represents a significant improvement since the time of the last inspection when 11 per cent of teaching was unsatisfactory. Now, nearly 50 per cent of teaching within Key Stage 1 is good or very good. Within Key Stage 2, 60 per cent of teaching is at least good and, in a small number of lessons, it is excellent. In 59 per cent of lessons teaching is at least good. This high proportion of good or better teaching is a particular strength of the school and has a good impact on the way older pupils learn and upon the standards they achieve.
24. In all lessons the teaching in literacy is at least satisfactory and often good. It is well planned to meet the structure of the literacy hour. Teachers have a secure knowledge of how to teach reading. They have made a purposeful start to the implementation of the numeracy strategy.
25. The quality of teaching for children under five is satisfactory overall. The reception and Key Stage 1 teacher works hard to meet the needs of a wide range of ages and abilities and is ably helped by a full-time teaching assistant. However, there is no system in place for teachers to record what these children know and can do and to plan carefully using this information to provide the appropriate activities for them to experience in the future.
26. Across the school, where teaching is very good or excellent, teachers show a very good subject knowledge which enhances the depth of pupils' learning: for example, when learning about "Romeo and Juliet", the teacher's knowledge enabled the pupils quickly to grasp and understand Elizabethan language. These lessons are very well planned to enable maximum use of resources. Careful links are made between subjects: for example, work about the ancient Greeks in history is closely linked to the design of Greek pottery. In these instances, the teacher questions very effectively to

test what pupils have remembered from earlier lessons and moves the lesson on almost by accident to the point he or she has planned by the careful but effortless introduction of new ideas. Individual pupils are encouraged sympathetically to reach the high expectations the teacher has for them. They are made to feel that their contributions, for example, in a discussion in religious education, are valuable. As a result, they express themselves confidently and maturely, knowing that their views are taken seriously. Teachers set good examples in the way they speak to and support individual pupils. Pupils are given a clear picture of what is expected of them and what they need to do to improve their work. There are good links with other subjects, for example, between English, history and art. Support assistants are well used to help provide appropriate assistance to individuals and groups while the teacher is working with other pupils. Pupils with special educational needs are taught well and they are given work appropriate to their needs. Able pupils are appropriately challenged.

27. The less successful lessons lacked a clear sense of purpose and the activities planned were inappropriate. Opportunities to raise pupils' levels of performance were missed and the teacher did not have high expectations of what could be achieved. The pace of learning was allowed to slow.
28. All staff are very aware of the individual needs of pupils and are able to provide appropriate help. However, the quality of teachers' marking is variable and does not always provide sufficient guidance about what pupils need to do to improve. At best the quality of marking is very good, recognising individual effort warmly and encouraging pupils to recognise what they need to do to improve. In other cases the marking is brief and cursory. Simple mistakes in grammar and punctuation are left unmarked. Pupils are not given sufficient encouragement and help to improve the quality of their presentation and to ensure that their work is neat and well written.
29. Homework is set regularly in English and mathematics, and in other subjects from time to time. There are well-established arrangements for pupils to read regularly at home. These arrangements are generally effective and help to raise standards.
30. Generally pupils are eager and keen to learn. They wish to please their teachers and work hard. In these circumstances many complete the tasks set in time and look for additional work enthusiastically. Many concentrate hard for long periods. They respond well to the encouraging way in which teachers teach. In a minority of lessons, some pupils do not give of their best and show a reluctance to work hard. The school has recognised this and one of its objectives stresses the importance of positive attitudes. Occasionally, older pupils do not respond as well as they should.

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

31. The school's aims are appropriate and are clearly reflected in the curriculum, which is reasonably broad and balanced. All subjects are taught, and nearly all the requirements of the National Curriculum are met. The full information and communications technology curriculum is not taught as the element of monitoring is omitted. There is a lack of suitable equipment for younger children to develop their knowledge and understanding of the world and their physical co-ordination.

32. The curriculum for English and art is particularly effective. There are effective strategies for teaching basic skills, including literacy and numeracy. Opportunities in music are limited because of a general lack of confidence and subject knowledge amongst teachers. Overall, the curriculum successfully promotes pupils' intellectual, physical, spiritual, moral, social and cultural development. Spirituality is promoted through assemblies and religious education. Pupils experience the wonder of science in experimental work and gasp at the joy of hearing a live musician play in violin tuition. Clear moral messages are given in assemblies as when pupils hear the story of the Good Samaritan applied in different contexts. Drama and drama workshops, team- building sessions, extra-curricular activities, group work in lessons and field trips promote social development well. Cultural education is very effectively promoted through a wide range of opportunities that include pupils studying other cultures and countries, exploring their own local heritage and taking part in trips to concerts, galleries and museums in many parts of the country. The school hosts book fairs, foreign students and theatre groups successfully.
33. There is equality of access for all pupils. Pupils are given opportunities to take responsibility and they are well prepared for the next stage of their education.
34. Since the last report, much effort has been put into introducing the Literacy and Numeracy Strategies and some other curriculum policies have been revised to produce effective working documents with many based on the locally-produced curriculum statements. There are subject co-ordinators and appropriate subject policies, including well-thought-out schemes of work in many subjects, many related to recent national guidance. These provide appropriate links year on year and between subjects. Schemes are now under review with the introduction of Curriculum 2000. Parents are clearly informed about the curriculum in the school's prospectus: information is given about special educational needs provision, collective worship and religious education but not sex education or extra-curricular activities. Curriculum planning forms a large part of the school development plan and the governing body oversees this. There is an appropriate homework policy.
35. Good provision is made for all pupils with special educational needs. Pupils' needs are clearly identified and appropriate action taken. This is achieved through a variety of strategies which includes withdrawal and in-class support. The role of the special educational needs co-ordinator is central to this and the level of co-operation between all members of staff is very good. There are Individual Education Plans which clearly identify targets for learning. The new format of the Individual Plan is clear and easy to use. Their use in day-to-day planning is not yet fully established. Regular reviews of pupils' progress are carried out and notes of these are kept with the individual learning plans.
36. There is a wide range of extra-curricular activities, which enhance the curriculum and which embrace sporting, musical and other activities, including skiing. The school successfully involves parents and other members of the community, such as the church, police and health care staff, in the provision of the wider curriculum. These activities are well supported and are open to boys and girls. Pupils' education is effectively enhanced by a good number of local and more distant visits that form an integral part of schemes of work and learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school makes sound provision for child protection and pupils' welfare. All staff know their pupils well and there are thorough formal and informal procedures in place to ensure that pupils are well cared for. Appropriate health and safety policies are in place and teachers give due emphasis, for example, in design and technology, making pupils aware of hazards to their own and others' safety and welfare. Traffic dangers around the school site are also emphasised.
38. Procedures for monitoring and promoting good attendance are appropriate and effective. Recording and reporting attendance are carried out consistently by all staff and comply with the school's procedures. There are very good formal and informal links with parents which help to foster the importance of maintaining high levels of attendance.
39. There are established procedures for monitoring and promoting good behaviour. For example, recently the school identified difficulties in the behaviour and attitudes of some older pupils and set up arrangements with parents to help these pupils to adjust better to school and to other pupils. This initiative has been only partially successful. A few older pupils do not respond to current arrangements as well as they might and, as a result, these initiatives are not totally effective. Pupils help to draw up school and class rules which are prominently displayed. There are no indications of physical bullying and pupils of all ages generally play and work together appropriately.
40. There are thorough procedures for judging levels of basic skills when children enter the reception class. The results of national tests and other assessments are carefully analysed to see where there are weaknesses in teaching and learning and appropriate action is taken, for example, in raising generally the standards within Key Stage 1 and in raising pupils' attainment within Key Stage 2 in writing. However, there is no system to record what children under five know and can do and to use that information to plan appropriately-challenging work. With this exception, day-to-day assessments are carried out well and are used to plan pupils' future work effectively.
41. The quality of marking is inconsistent. While some teachers mark neatly and give helpful and supportive comments, other marking is brief and unhelpful. It gives insufficient emphasis to the importance of neatness and care in the presentation of pupils' finished work.
42. There is regular assessment of pupils with special educational needs and this is used effectively to plan the next step in their learning. When necessary, there are Individual Educational Plans for these pupils, which set realistic targets for the programme of work which reflect the needs of individual pupils. Overall provision for pupils with special educational needs is good throughout the school.
43. With the exception of arrangements for children under five, procedures for monitoring and supporting pupils' academic progress are generally satisfactory. Evidence of what pupils have achieved is used effectively to set realistic future targets. However, there are no systematic arrangements for the recording of children's progress in the areas of learning considered desirable for children under five.

44. There are good opportunities for parents to be made aware of their children's progress both at regular parents' evenings and through detailed termly reports which set out clearly what pupils should do to improve. Generally the school keeps a careful eye on the academic achievements of different groups of pupils and plans carefully to meet all their needs. However, children under five do not have sufficient planned opportunities to foster their own physical development and knowledge and understanding of the world.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The close partnership which exists with parents is very good and is a strength of the school. Parents feel that there has been improvement in a number of aspects - the welcome they receive in school, the encouragement given to become involved, the information available to them, and the role played by governors. Workshops for parents are well attended and appreciated, and the practice of having interviews each term which involve both parents and pupils in the process of review and target setting is very good. There is still some feeling, however, on the part of some parents that they get insufficient detailed information about exactly how well their child is doing. There is no evidence to support the parents' concerns.
46. The process of consultation undertaken by the school which led to the formulation of home-school agreements was very good. Parents' views have been sought through questionnaires. There has been a good joint initiative with parents to tackle a particular problem relating to behaviour. Parents give valuable help in the classrooms, and contribute considerably to the success of extra-curricular activities. The Parents, Teachers and Friends Association provides both social activities and additional finance. Its efforts greatly enhance the overall provision for pupils.
47. The prospectus, the governors' annual report to parents, and the newsletters are attractive and informative. The school is very much a valued part of the village community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The quality of leadership and management is good. The school has continued to develop well and the influence of the headteacher and governing body has significantly increased. Currently a major strength of the school is the way in which the governing body works closely and effectively with the headteacher. It is very well informed about the strengths and weaknesses of the school and plays an important role in making long-term strategic decisions. The headteacher has made a significant contribution to school development by the skilful way parents and governors have been encouraged to feel that they are important stakeholders in the school, whose views and contributions are valued. For example, parents have been asked on two occasions to complete questionnaires regarding their views of the school. An analysis of these has formed the basis for drawing up the school's priorities. There is a strong sense of community and joint effort in the work of the staff and governors. Parents hold the headteacher in high regard.
49. There has been significant progress on nearly all the key issues of the previous inspection. As a result of additional funding, the headteacher now has time set aside to work with teachers to judge the effectiveness of their teaching. Monitoring visits to review how teachers are teaching are thorough. A detailed record of issues raised is kept. The school is sensibly waiting for further national guidance. Currently, the non-

teaching assistant is used effectively to support the work of the teacher with responsibility for the reception and Key Stage 1 class. The school has rationalised its use of commercially-produced worksheets and these are less evident than before in most subjects. School schemes of work have been completed, although these are due for review in the light of new national guidance. There has been a considerable improvement in the school's ability to meet the requirements of the National Curriculum in information and communications technology. The range of hardware and software has been substantially increased and now all pupils have easy access to this subject. Currently, however, there is no equipment to measure changes for Key Stage 2 pupils to use. Because of this, the school still does not meet in full all the requirements of the programmes of study in this subject. This weakness should be set against the good progress made in addressing other aspects of this key issue. The school maintains a watchful eye when pupils cross the road between the two sites.

50. Currently there is a strong sense of direction and purpose which is shared amongst staff and governors. There is a positive attitude to raising standards. As a result the school is well placed to improve further. For example, the school has identified the need to raise standards within the reception class and Key Stage 1. It has made arrangements which have been put in place, following staff changes, to provide pupils in this part of the school with experienced teaching. This initiative is just beginning to have a positive effect upon standards. There are good procedures in place to judge the progress pupils are making towards the targets the school is setting for itself. The headteacher and staff worked hard to achieve these targets.
51. The governing body is also very well informed about the progress pupils are making as a whole and individual governors have made a significant contribution to a analysis of the school's performance. There are termly reviews by the governing body of the curriculum against agreed success criteria. Governors visit the school regularly and have purposeful agendas for each visit. For example, recently the school highlighted the need to look critically at its provision for pupils' personal and social education. This was to be the focus of one governor's visit. Subsequently the governor submitted a detailed evaluation of the situation and recommendations to the governing body for further action.
52. There are well-established arrangements for the appraisal of staff against their detailed job descriptions and governors review the headteacher's performance against agreed personal targets. There are good arrangements for the induction of new staff and to support students in training.
53. The headteacher has successfully encouraged all staff to feel that they have a significant contribution to make. Curriculum co-ordinators have a heavy workload, with several areas of responsibility. They have a good understanding of where the strengths and areas of development in their subjects lie but lack opportunities generally to work alongside other teachers. Exceptions to this have been in the successful introduction of the National Literacy and Numeracy Strategies where the relevant co-ordinators have been able to provide good support and advice to teachers in their lessons. The provision for pupils with some degree of special educational needs is well managed and funds set aside for these pupils are used appropriately.

54. Overall, there is a good match of teachers to the number of pupils in the school. In all classes there is a range of ages and abilities. In the class for under fives and pupils in years 1 and 2, this is particularly wide and problematic: for example, there is a majority of pupils in that class who are of reception age. They do not always have appropriate access to all the areas of learning considered desirable for children under five. Generally resources are good. However, resources for children under five are inadequate because there is an insufficient range of large-wheeled toys and constructional apparatus and space for them to use for their physical development and to extend their knowledge and understanding of the world. The school has identified this as a priority. The hall is small and space for physical education is limited. Pupils generally cannot move freely in gymnastics.
55. The financial management of the school is good. The finance committee of the governing body works closely and effectively with the headteacher in predicting the school's financial needs for the year ahead. Arrangements for governors to be involved in drawing up the school development plan are good. This plan is regularly updated and reviewed against detailed success criteria and costs are contained within it. The day-to-day administration is unobtrusive and efficient. A recent auditor's report was positive and no significant issue was raised.
56. The governing body has a good understanding of how to judge the effectiveness of its spending. There are rigorous procedures in place for the governing body to do this.
57. Pupils enter the reception class with levels of attainment that are about typical for children of their age. By the time they leave at the age of 11, most attain above-average standards. They make good progress, particularly towards the end of Key Stage 2. Taking this into account, and notwithstanding some shortcomings in the overall quality of education provided, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The headteacher, staff and governing body should:
- (1) raise standards in science at the end of both key stages so that standards match those in other subjects and review resources for the teaching of the National Curriculum;
(Paras 10 and 93)
 - (2) ensure that the effective marking in some classes provides a model throughout the school and that all teachers follow the agreements made about marking, regularly monitoring marking and its impact on standards; and place greater emphasis on the presentation of work and giving pupils time to reflect on what teachers have written;
(Paras 28 and 41)
 - (3) strengthen the provision for children under five by:
 - a) making sure the curriculum reflects the requirements of the Early Learning Goals and includes better opportunities for the children's physical development and knowledge and understanding of the world.
 - b) ensuring that assessment and recording of the children's progress is systematic and is used to inform the next stages of teaching and learning;

- c) putting in place procedures to assess and record what these children know and can do and complete them regularly so that teachers' lesson planning is based on the information these records contain.
(Paras 4, 25, 31, 40, 60, 66, 68, 70, 71)
- (4) review, and make more effective across the school, the procedures and policies for promoting and recording good behaviour and positive attitudes.
(Paras 20, 21, 30, 39)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

59. In the light of new national guidance, the school should

- review the music curriculum and the way that it is taught to raise standards in music.
(Para 116)
- provide a curriculum in information and communications technology for pupils in Key Stage 2 which addresses the area of monitoring as set out in the National Curriculum.
(Paras 4, 31, 115)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	74

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2.9	23.5	35.2	35.2	2.9		

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		72
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register	1	15

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4
National comparative data	5.4

Unauthorised absence

	%
School data	0
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	7	6	7
	Total	14	13	14
Percentage of pupils at NC level 2 or above	School	93 (75)	87 (60)	93 (60)
	National	82 (86)	83 (86)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	7	7	7
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	93 (86)	93 (86)	93 (86)
	National	82 (86)	86 (86)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	10	5	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	3	1	2
	Total	10	8	11
Percentage of pupils at NC level 4 or above	School	71 (78)	57 (78)	79 (78)
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A	N/A	N/A
	National	68 (88)	69 (78)	75 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	72
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	20.6
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	26

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1998 - 1999
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	£
Total income	145,757
Total expenditure	136,703
Expenditure per pupil	1,943
Balance brought forward from previous year	- 2,173
Balance carried forward to next year	6,352

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	72
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	50	2	0	0
My child is making good progress in school.	30	52	6	0	7
Behaviour in the school is good.	39	44	7	0	6
My child gets the right amount of work to do at home.	7	56	19	4	6
The teaching is good.	41	43	11	0	2
I am kept well informed about how my child is getting on.	30	48	15	0	4
I would feel comfortable about approaching the school with questions or a problem.	57	33	4	0	2
The school expects my child to work hard and achieve his or her best.	52	33	6	2	4
The school works closely with parents.	50	31	9	0	4
The school is well led and managed.	43	50	4	0	0
The school is helping my child become mature and responsible.	44	39	6	0	7
The school provides an interesting range of activities outside lessons.	28	57	9	2	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Children enter the reception class on a full-time basis in September if they will be five before the end of the following February. Children who will be five between March and August are admitted in the January preceding their fifth birthday. Currently, there are 16 pupils in this class, of whom nine are rising five. Children's basic skills are assessed soon after they begin school. Assessments on entry show that the children's attainment is at levels expected of four-year-olds when they start school. Children under five are taught in the same classroom as a smaller number of pupils in Years 1 and 2. By the age of five they make satisfactory progress in all the areas of learning considered desirable for children of this age, with the exception of their physical development and their knowledge and understanding of the world, and are ready to begin the National Curriculum. Overall, the provision for children under five is sound.
61. At the time of the previous inspection, children were provided with a range of experiences for the development of skills in most areas of learning considered desirable for children of this age. Standards achieved by children under five were generally sound overall. However, there were insufficient opportunities for children to make choices, develop independence and take responsibility for their learning. Imaginative play was not sufficiently developed. These weaknesses remain.

Personal and social development

62. Children respond well to their teachers and other adults. They are polite, behave well and enjoy coming to school. They settle into the school's routines quickly and know what is expected of them. They form very good relationships with their teacher and the teaching assistant. They are beginning to solve practical problems on their own, such as putting on and taking off their coats when going out or coming in from play. They enjoy working together, for example, in making scones and in sharing what they have cooked.
63. The quality of teaching is good and all staff set good examples of how to work well together and share responsibilities.

Language and literacy

64. Children make good progress in this area of learning and attain well. They are well supported in this by the way the teacher emphasises the skills necessary to make the sounds of letters and to record them accurately. By the age of five they are well on the way to beginning the National Curriculum. They talk with increasing confidence to adults and amongst themselves. They can follow text in reading activities and are able to recognise simple words. They know how to hold a book properly and the order in which words should be read. They enjoy their reading, and listening to stories. They are beginning to use pencils with increasing confidence to write their names independently.
65. The quality of teaching is satisfactory. The teacher encourages the children to work enthusiastically and to concentrate hard when they are practising new skills. Staff intervene with perceptive questioning and tell stories expressively.

Mathematical development

66. Children know how to use words about their daily routines. They can explain what they did “last night” and what they hope to do “tomorrow”. They know when in the day they have certain routines to complete. They are able to recognise the figures on the face of a clock and some, but not all, are able to tell that the hand indicates minutes to or past the hour. They have a sound understanding of “full” and “empty”, they confidently count to ten and can add on one within ten. They are developing the ability to subtract accurately. They recognise a sequence of activities and record them in an appropriate order.
67. The quality of teaching is satisfactory. The teacher encourages children to think out answers for themselves and to work diligently. However, teachers do not record what children know and hence cannot use such information to plan ahead.

Knowledge and understanding of the world

68. Children enter the reception class with a wide range of experiences and some children have a good general knowledge. Some can predict what will happen if jelly is put in a cold place and are able to say why some substances dissolve and others remain the same. They know about their immediate surroundings and are developing a sense of location. They use their senses to explore different materials. However, their opportunities to experiment and test things for themselves are limited both by lack of space and the presence of two other groups of pupils within the same room.
69. In the small number of lessons seen the quality of teaching is good. The teacher has a lively and expressive way of explaining what is required and of involving pupils in discussing what they observe. They are encouraged very warmly to think for themselves and to believe that their ideas are important.

Physical development

70. Children are given limited opportunities for physical development. The school has recognised this but has experienced difficulties in setting aside sufficient space for children to have free access to large play apparatus and wheeled toys. There are opportunities for these children to take part in physical activities with other pupils who are older and are in Key Stage 1, for example, in physical education lessons. In these, children can dress and undress quickly with little help and respect the apparatus they use. They know how to skip fluently and to catch and throw accurately.
71. In the small number of lessons seen the quality of teaching is good. The teacher demonstrates well what is required and encourages children warmly to take part and try their best. However, while the structure of these lessons is sound, little use is made of the teacher’s own observations on what children can and cannot do in order to plan more challenging activities for the future. No record is kept of areas of physical development which are proving difficult for some children.

Creative development

72. Children use paint well. They use pencils and crayons to make good representations of themselves and others. They use materials to make models. They cut and stick accurately. They have increasing dexterity to interpret their thoughts and to express

them in their paintings. They are learning how to repeat rhythms and how to play un-tuned percussion instruments.

73. The quality of teaching is satisfactory. The teacher emphasises the value of the work the children produce by the effective way in which this work is displayed. This fosters positive attitudes in which all children feel that their efforts are recognised.

ENGLISH

74. Standards in English at the end of Key Stage 1 are average and they are above average at the end of Key Stage 2. In the 1999 tests for seven-year-olds, attainment in reading was above average and, in writing, was below average. When compared to schools considered to be broadly similar, results in reading were below the average for these schools and in writing they were well below. Trends over the last three years have been erratic in reading. In writing they have been consistently average or below when compared to schools nationally. The school has recognised the need to improve standards in English at the end of Key Stage 1. A purposeful start has been made. In the national tests for 11-year-olds in 1999, results were above average when compared to schools nationally, but below average when compared with similar schools. Results over the last three years have been above the average for schools nationally. The rate of improvement is broadly in line with the pattern shown by schools across the country. However, because only a relatively small number of pupils takes the tests, care should be taken in interpreting the school's National Curriculum results.
75. The previous inspection found that standards were average and higher attainers were insufficiently challenged. Standards in speaking and listening were satisfactory in Key Stage 1 and good in Key Stage 2. In reading, standards were sound and older pupils in Key Stage 2 read well. Standards in writing were sound in Key Stage 1 and sound or better in Key Stage 2. There were, however, limited opportunities for extended writing and handwriting was neglected. Since then, there have been notable improvements in some, but not all, aspects of English. For example, standards in speaking and listening are now above average at the end of both key stages and the quality of writing at the end of Key Stage 2 is now above average. The range and quality of writing is now a strength of the school and it reflects the attention that teachers have given to this area of English both in the literacy hour and in other subjects. Standards in handwriting are still below average and insufficient attention is given across the school to teaching pupils how to develop well-formed and legible handwriting.
76. Within Key Stage 1, pupils listen attentively to their teachers. They ask questions and respond to their teachers and other pupils maturely. They discuss their ideas for a story confidently. Older pupils within Key Stage 2 speak expressively, for example, when acting out a scene from "Romeo and Juliet" in a drama lesson and are confident when performing to other pupils. They have a mature attitude to their tasks and can convert Elizabethan expressions into modern equivalents. Some pupils are particularly articulate and use language well.
77. Standards in reading are average at the end of Key Stage 1 and above average at the end of Key Stage 2. Most pupils read reasonably confidently and can correct mistakes for themselves. They are making appropriate progress, both in the literacy hour and in other lessons, in learning how to build up the sounds that letters make. They enjoy taking books home to read regularly and there is a good range of reading

books at Key Stage 1 to help in this. At the end of Key Stage 2 many show an appreciation of a range of books and types of fictional and factual writing. They have well-developed reference skills, including the use of CD-ROMs and Internet to retrieve information. They generally read fluently with expression and have clear views about which authors they like and why. The school has a good library to which all pupils have easy access and appropriate emphasis is placed on the value of books as sources of pleasure and information.

78. The standard of writing is average at the end of Key Stage 1 and above average at the end of Key Stage 2. The attention the school has given to raising standards in this area is evident in the wide range of written work undertaken by older pupils. However, recent initiatives to raise standards within Key Stage 1 have yet to have their full effect. Expectations of what these younger pupils can achieve are now higher. Pupils have yet to reach them. Pupils in Year 1 are beginning to learn how to form their letters appropriately and to associate the shape of letters with the sounds they make. Older pupils in Key Stage 1 are able to use simple punctuation and recognise the purpose of speech marks. They write longer stories, for example, "Mrs Bee's Surprise", and are beginning to appreciate how to plan a story before they write it. Some have good vocabularies to express themselves clearly but others are reluctant to give of their best and do not write as much as they could.
79. Within Key Stage 2 pupils have very good opportunities to write for a range of purposes and audiences as, for example, when they were asked to organise their ideas about a proposal to extend the rights of a fictitious powerboat club to use a local waterway. Pupils express their arguments well in a lively and committed style. They use their skills in information and communications technology effectively in a "My Time Slip" story and write imaginative radio plays. They know how to plan a story logically and link the writing to work in other subjects, for example, in a lively account of "Murder at the Museum" following a visit there. They compose lively sketches and can write in a variety of active and passive styles. They can retell well-known plots of plays and poems, such as "Macbeth" and "The Pardoner's Tale", using rhyming couplets and blank verse confidently.
80. However, while emphasis is placed on the importance of presenting their work neatly, some pupils in the early part of Key Stage 2 do not, on some occasions, take sufficient pride in writing neatly. These skills are not taught effectively and pupils do not write in a fluent joined style.
81. Pupils with some degree of special educational needs receive good support and make good progress. They receive work appropriately targeted to meet their particular needs. Pupils within Years 5 and 6 who have the potential for higher attainment, are given appropriately-challenging work to develop their abilities further.
82. The quality of teaching towards the end of Key Stage 2 is good and has a significant impact on standards achieved by the time pupils are 11 years of age. The quality of teaching is satisfactory overall and no unsatisfactory teaching was seen. The introduction of the National Literacy Strategy has been effective and now all teachers plan their work systematically. They give appropriate attention to developing an understanding of how to build up words from the sounds they make. Within Key Stage 1, a particularly strong feature is the emphasis given around the classroom to words which are grouped according to particular rules of spelling and pronunciation.
83. Where the teaching is at its best, there is a very strong subject knowledge and enthusiasm for the subject. This is passed on to pupils very effectively. Lessons are

well resourced so that, for example, prompts and guides to help pupils plan and develop their work are readily to hand and effectively introduced at the right moment, as in a Year 5 and 6 class drama lesson. As a result, pupils' interest is maintained and they learn very effectively because they understand the purpose of what they are doing. Pupils are challenged to give of their best and the subject is brought to life vividly by the tone in which questions are asked and explanations given as, for example, in a discussion about the Elizabethan view of marriage in the study of "Romeo and Juliet". Pupils are encouraged to look carefully at the meaning and sound of words, for example, in comparing poems. They are taught that word play can be fun. Work, including homework, is carefully marked and teachers' extensive comments recognise strengths as well as areas for development. Pupils are encouraged enthusiastically to set their own targets and to achieve them.

84. Where teaching is less successful, insufficient attention is given to accuracy in handwriting and punctuation. Marking is superficial and mistakes are not consistently corrected. The time set aside for individual activities is not followed, so that not all the lesson's intentions are met or the pupils' learning assessed.
85. The co-ordinator is very well informed and teaches the subject well. Following the previous inspection, effective action has been taken to improve the quality of pupils' writing by the end of Key Stage 2. Appropriate targets for individual pupils are in place. The marking policy has been reviewed and guidance given about how to mark pupils' work. However, this is not systematically followed across the school. A shortage of resources for the literacy hour has been successfully addressed and the co-ordinator has begun a process of regularly visiting classes to look at how well these resources are used and evaluate the quality of teaching and learning taking place.

MATHEMATICS

86. Standards in mathematics are average at the end of Key Stage 1 and above average at the end of Key Stage 2. The results of the statutory assessments in 1999 show that the proportion of pupils reaching the average levels of attainment at the end of Key Stage 1 (level 2 or above) was close to the national average. However, when these results are compared with those of schools considered to be broadly similar, they are below average. Steps have been taken to improve these results for pupils in Key Stage 1. There has been an improvement in standards at Key Stage 2 since the previous inspection. This is mainly due to good teaching and smaller teaching groups. Higher standards have been achieved by a better structure of lessons, following the guidance provided in the National Numeracy Strategy and more emphasis on mental work.
87. Statutory assessments in the 1999 national tests for pupils at the end Key Stage 2 show that the proportion reaching the expected standard is well below the national average, while the proportion reaching above this level is well above the national average. Overall, attainment is well above the national average. Compared with schools in similar contexts these results show that the school is close to the average. Standards are still rising and the school has set a target of 100 per cent at level 4 or above for this year. Over the past four years there is no overall significant difference in attainment between boys and girls at the end of Key Stage 2. Over the last three years the school has maintained steady improvement.
88. Currently, standards at the end of Key Stage 1 are average. Pupils have a working knowledge of numbers to 100 and are beginning to recognise the importance of place value. They recognise simple number patterns, for example in 2s, 3s and 5s, and

perform number operations of addition and subtraction of numbers to 20. High attainers use their knowledge of numbers in solving problems in function machines and use their own measurements with confidence in measuring length. Pupils display their work in block graphs well, and classify sets through Venn diagrams. At the end of Key Stage 2, pupils' attainment is above average. They are working confidently with numbers in excess of 1000 and understand position value up to one million. They find equivalents in fractions and percentages and understand decimals to two places. High-attaining pupils calculate volumes and areas and express the results in the correct mathematical way. They are using their numeracy skills to solve problems and record the method accurately as an algorithm.

89. Progress of pupils in Key Stage 1 is satisfactory. They use numbers to 20 with increased confidence, measure accurately using non-standard measures and use number skills to solve simple problems. They recognise some everyday 2D shapes and can name some 3D ones, for example cube and cuboid. They are developing the appropriate language and use it well when working with mass and comparing heavier/lighter.
90. Progress of pupils in Key Stage 2 is good. Progress is steady in learning the four rules of number, with older pupils working confidently with numbers in the hundreds. They convert fractions into decimal equivalents and percentages accurately. Pupils in Year 4 use position value to 1000 and they can recognise and name acute, right and obtuse angles and know about degrees. The youngest pupils use numbers to 100 confidently and use decimals to two places in money. An important element of the school's provision is in the work on problem solving, where pupils are able to use their numeracy skills and apply them in new contexts. Good examples are seen in the way they explore the relationships between the radius and diameter of a circle and in the permutation of squares to make a net for a cube. All pupils collect and record data in a variety of forms including line and block graphs and pie charts, and there are good links with other subjects, for example, when expressing their findings in science.
91. The quality of teaching is always at least satisfactory, and good or better in about two-thirds of the lessons seen. Lessons are always well planned, have a consistent structure with clear objectives and are well linked to previous work. Teachers make skilful use of questions, listen to pupils' responses and use resources well. They have a good grasp of the subject and use their knowledge well to provide some stimulating activities for their pupils. In the very best lessons there is a high level of challenge and expectation, the pace is lively and extension activity used well. A good example is when pupils work with square and triangular numbers and are excited when they find a pattern emerging. Teaching is less successful when over-long introductions give pupils less time to work independently and sustain their effort for a significant length of time. Marking of pupils' work is carried out regularly and sometimes provides guidance for future learning but the practice is inconsistent. There are, however, too many instances of mistakes left uncorrected, for example when numbers are incorrectly formed and spelling of mathematical words is wrong. Pupils are regularly assessed and the information used effectively to guide future planning. Pupils' attitudes to mathematics are satisfactory. They respond well in the lessons but do not always produce work of the highest quality. Pupils' response to their lessons is better in the later years of Key Stage 2, when work is challenging and they are able to work for a sustained period of time.
92. A clear policy is in place and a well-structured scheme ensures full coverage of the National Curriculum based around a commercial scheme. The co-ordination of this subject is good. There are clear plans for the development of the subject. The arrangements for assessing and recording pupils' progress, particularly in Key Stage

2, are good and the information is used well in planning for future learning. The level of resourcing is satisfactory, with equipment readily available and of good quality.

SCIENCE

93. Attainment in science is broadly in line with the national average at the end of Key Stages 1 and 2. At Key Stage 1 results of the 1999 national assessments were just above, but not significantly different from, the national average. Pupils are able to relate their work to domestic or environmental contexts, for example, in studying how substances dissolve faster in hot liquids. Pupils show an appropriate knowledge of how plants grow. At Key Stage 2, the 1999 Standard Attainment Test results were slightly above, but not significantly different from, the national average. Results between 1996 and 1999 have been close to the average. By the end of Key Stage 2, pupils further develop their capacity to predict outcomes, carry out investigative work and record their findings, for example, in experiments to test which materials dissolve or to understand the notion of a saturated solution. Pupils show a clear understanding of the importance of fair testing. They make good use of diagrams and graphs to record their findings. They speak confidently when discussing their work. Some pupils use computers as a resource to support work and to assist presentation.
94. Most pupils make good progress in relation to what they have learnt before. In lessons there are clear advances in learning, for example where pupils understood the domestic uses of their work on materials when dissolving jelly in Year 2, or where pupils applied prior knowledge about expansion in the Years 5 and 6 class. High-attaining pupils are often suitably challenged by harder work. Pupils are increasingly aware of scientific issues and use more scientific vocabulary as they progress through the school, for example when pupils in Years 1 and 2 discussed the properties of different types of materials. Pupils who work more slowly also make good progress, supported by teachers, a classroom assistant and parent helpers, in meeting targets set for them.
95. Pupils show very positive attitudes and enjoy science: they are keen to participate in lessons and answer questions, follow instructions and sustain their concentration in individual or group work. They concentrate hard and work with interest and enthusiasm. Most pupils behave well, being open and friendly. They treat resources and each other respectfully. Often, they praise each other's efforts and work. Relationships between staff and pupils are very good. Most pupils are hardworking and complete tasks in school and for homework when appropriate.
96. All teaching seen during the inspection was satisfactory and teaching in Years 5 and 6 was good. The most effective teaching is characterised by good subject knowledge in well-organised lessons. Resources are well prepared. Lessons are well planned. The approach and content relate to pupils' needs and objectives are clear but sometimes introductions are too long. Class management is good with skilful use of praise, questioning and encouragement. In the better lessons, pace is brisk and expectations are appropriate. Homework is set when appropriate.
97. The new co-ordinator is enthusiastic and has clear ideas about the development of the subject and about judging standards.

ART

98. Standards in art at the end of Key Stage 1 are higher than expected and well above

the expected level at the end of Key Stage 2, where there are examples of some excellent work. The subject is a strength of the school. There is an improvement on the standards identified in the previous report. Pupils in Key Stage 1 use a variety of media with confidence. They model with clay to make fish and with salt dough to make letters and numbers. They use pastels well to mix colour and to create the effects achieved by Turner in his paintings. They combine painting and fabrics for their clown and use crayons and pencil colours with confidence.

99. Pupils in Key Stage 2 build well on these earlier successes and pupils make very good progress in developing their skills in art to a high standard by the end of the key stage. They use a wide variety of techniques for their work, for example in "The Creation" and "The Miracle of Feeding the Five Thousand." This work is of a particularly high standard and formed part of a display in Exeter Cathedral. Their work in painting includes studies of the style of famous painters, such as Kandinsky and Van Gogh, and attempts to recreate the effects these painters achieved. The pupils' work with scraper-board techniques to decorate Greek vases is again of a high standard. They also work well with printing and weaving techniques. In these lessons the planning is very effective.
100. The quality of teaching overall is at least good and, in a very small number of lessons, it is excellent. A high level of expectations is set. The teacher's personal enthusiasm and knowledge inspires the pupils to work hard and produce good results. Pupils are able to settle quickly to their tasks and know exactly what is expected of them. Regular monitoring and support during the lesson maintains the pace and keeps pupils on task. Good levels of support are given to all pupils and their efforts are always appreciated. The work they produce is very well displayed and makes a very good contribution to the aesthetic appearance of the school. All pupils enjoy the work they do and take a pride in producing good-quality art. They listen carefully to their teachers and collaborate well, sharing palettes and discussing their work sensibly and constructively. They are encouraged to evaluate their own efforts and respond positively, making good suggestions about how it might be improved.
101. The co-ordination for art is good. The co-ordinator provides strong leadership and expertise in the subject. There is a clear policy and a good programme which provides a detailed breakdown of the skills to be taught. Planning for the subject has been improved and is regularly monitored. There is a broad curriculum which is well linked to other subjects, for example, religious education and history.
102. Art makes a very good contribution to the provision for cultural development through the study of artists, and to the pupils' social development through opportunities to share equipment and to work co-operatively.

DESIGN AND TECHNOLOGY

103. Only a very small number of lessons was observed during the inspection. The standard of work at the end of both key stages is about the same as that expected for the age group. Standards have been maintained since the last inspection.
104. Pupils in Key Stage 1 enjoy making pizzas in food technology and are fully aware of the need for hygiene. They use levers to make moving parts, for example in pirates and in crocodiles with moving jaws. Their work with fabrics includes weaving and skills are well used in the making of crackers at Christmas time. Pupils in Key Stage 2 use their skills of designing and making well and apply their skills to a variety of projects. Their work in history provides them with the opportunity to apply their knowledge of levers and joints to make models of Roman catapults. In science they use their knowledge of circuits to make an electronic quiz game, cars with lights and a windmill with working sails. Pupils' ability to evaluate their work is well developed by the end of Key Stage 2. They discuss their work critically and suggest improvements. In some work on decoration for Greek vases they chose the decoration carefully and adapted it to their needs. All pupils use a range of tools and materials safely. The tasks the pupils undertake clearly build on work in other areas of the curriculum. This enables them to use their knowledge and skills across a wide range of activities and to solve problems, for example, in planning the circuitry in the games they design. The pupils work well together and share materials sensibly. They are keen to produce good results and are making satisfactory progress in both key stages.
105. There were too few lessons observed to make a judgement about the standard of teaching. However, pupils are provided with an appropriate range of activities and all areas of the curriculum are covered well, including food technology. The work in design technology is well linked with other areas of the curriculum. Pupils are given opportunities to design and make a variety of products and evaluate their work.
106. There is a comprehensive programme for design and technology. It shows clear development in skills and is used well by all staff in their planning. There is a good range of resources to support the subject throughout the school. The co-ordinator is an experienced teacher who has a clear action plan for the subject. There is no formal monitoring in place but, through discussion with other teachers and examination of the pupils' work, the co-ordinator is well aware of what is happening and well placed to give advice where necessary.

GEOGRAPHY

107. This subject was not a focus of the curriculum at the time of the inspection and few lessons were seen. However, from a scrutiny of pupils' previous work and by looking at teachers' plans and by talking to pupils and teachers, it is clear that standards at the end of Key Stages 1 and 2 are broadly in line with those usually expected. Most pupils show satisfactory geographical skills, knowledge and understanding. Pupils in Year 2 can describe their route to school. They know the names of some distant places and their locations; they are aware of different environments such as cold deserts and some can describe these features well. They know the location of Australia. At Key Stage 2, pupils can comment on features, follow directions and read simple maps and plans. Pupils show an appreciation of environmental issues strengthened by their work on distant places, for example when studying India or The Gambia. Mapping skills are developing appropriately and most pupils understand how settlements change, for example, in comparing ancient with modern Greece. Work is

presented in a variety of ways and makes good use of graphs, charts and pictures but pupils' oral work is ahead of their written work at all levels. In Year 6, pupils show satisfactory general geographical knowledge of the British Isles, Europe and the wider world. Pupils are beginning to use information and communications technology to select information by accessing the Internet using school and home computers. They use geographical knowledge to support their work in other subjects such as history.

108. Pupils make good progress in lessons and the quality of learning is good: high-attaining pupils are sufficiently challenged by extended tasks and pupils who find work more difficult are well supported by work well matched to their needs and often by helping parents. There is clear evidence of advances in learning in lessons and over time. Pupils are increasingly aware of geographical issues, are able to record evidence in investigative work and use more sophisticated vocabulary as they grow older.
109. Pupils show good attitudes and enjoy geography. They respond to questioning, follow instructions and sustain their concentration in individual or group work. They work hard and treat resources carefully. They enjoy chances to make choices for themselves in investigative actions. They work well collaboratively, enjoy talking about their work and contribute to discussion in lessons.
110. The subject is well led. Monitoring and assessment arrangements are informal. Good use is made of the school grounds, farms and villages in the locality in environmental work: for example, pupils undertook a traffic survey locally. Pupils enjoy, and benefit well from, visits to Exeter, Dartmoor and an annual field trip.

HISTORY

111. This subject was not a focus of the curriculum at the time of the inspection and it was possible to observe only a small number of lessons. However, from a scrutiny of pupils' work and by talking to pupils and teachers, at the end of Key Stages 1 and 2 attainment is broadly typical of most schools. Pupils in Key Stage 1 are beginning to develop an appropriate sense of the passing of time. They show appropriate knowledge and understanding, for example when describing buildings in the area. In Key Stage 2, pupils are increasingly able to understand the reasons for historical development. They speak confidently when describing life in Ancient Greece and present work in a variety of ways making good links with other subjects such as geography and art, so that history is brought to life. Year 6 pupils show appropriate knowledge of Ancient Egypt. They are able to use a range of resources and interpret primary sources to help them understand their work. Pupils' oral work is generally stronger than their written work, but some written work is of a high standard.
112. Pupils make good progress in lessons at all stages and the quality of their learning is good. Pupils make good progress because they are given work to match their prior attainment. This stretches pupils who work faster and is within reach of pupils who need more help. Pupils show increasing historical awareness and are able to collect and record evidence in investigative work and use more sophisticated vocabulary as they mature. Pupils with special educational needs make good progress. History makes a valuable contribution to pupils' spiritual, moral, social and cultural education and understanding of the rich historical heritage of the area.
113. Pupils are well behaved and show positive attitudes at all levels. They enjoy history. They follow instructions carefully and most sustain their efforts in individual or group

work. They are friendly, open and work with interest, treating resources carefully. They enjoy discussing their work, willingly contribute opinions in debate and answer enthusiastically. Many take pride in the presentation of their work, especially work on display, but some pupils need to take more care with their written work. Homework is set when appropriate. The subject is appropriately led. Good-quality resources, including those brought in from outside sources, assist learning. There are good links with some subjects, including English, geography and science. Visits to extend the experience of the pupils include trips within the locality and further afield.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

114. At the time of the last report, pupils' levels of attainment in information and communications technology were satisfactory. The standard has been maintained with the exception of using the computer to measure changes. The school has made a significant investment in hardware and software to support the subject and is well placed to raise standards. No lessons were observed during the inspection but evidence was gained from a scrutiny of the work done and discussions with teachers and pupils. All pupils use computers with confidence to support their work in various parts of the curriculum. Pupils in Key Stage 1 use computers in learning to read and write. They are able to use data to produce block graphs and know that the Internet is a source of information and can be accessed through computers. Pupils use a programmable toy well and devise a set of instructions for direction and angles to guide it through a map. By the end of Key Stage 2, pupils are using computers for a wide range of activity. They use word processing to create labels and write stories in English and to practise fractions in mathematics. The pupils collect data in mathematics and display this in a variety of forms, including block and line graphs and pie charts. They use the Internet well to get information for their work on India.
115. The co-ordination of this subject is good and there has been a considerable improvement in the provision of equipment to support the subject. However, the skills of using information and communications technology for measuring changes is not taught. The scheme of work is used well. The co-ordinator effectively evaluates teaching and learning indirectly because there are limited opportunities to visit classrooms and to work alongside other teachers.

MUSIC

116. During the inspection only a small number of class lessons was seen. Additionally some instrumental lessons given by visiting teachers were observed. These were for small groups of pupils or individuals. By the end of Key Stages 1 and 2, standards in class music lessons are below those expected nationally. In Key Stage 1, pupils experience mainly singing. Pupils sing with a sense of enjoyment but not always in tune. They do not follow a rhythm confidently. In Key Stage 2, pupils have limited opportunities to sing. Most pupils play percussion in instrumental work, but these are not taught because teachers generally lack sufficient expertise and confidence. Group work often depends too much on the skills of the most musical pupils. Pupils listen carefully to each other and to recordings in lessons and in assembly. They appraise sensibly but do not use musical terms. When composing music, pupils lack the appropriate techniques to develop their musical performance levels.

117. The pupils do not learn enough because of the limited curriculum. Work does not develop instrumental, vocal and music-reading skills to enable pupils to achieve their potential in performing, composing and listening. At both key stages, pupils with special educational needs make similar progress to other pupils. Pupils show positive attitudes and their good behaviour supports achievement. They are friendly, open, responsive, and respectful towards staff and each other, use equipment sensibly, work well collaboratively and remain on task. They show initiative and enjoy taking responsibility, for example, when composing in groups or organising the recorded music in assembly. Most pupils enjoy music making, especially using instruments.
118. Currently there is no co-ordinator in post. However, there are good opportunities for pupils outside lessons: for example, there is a large recorder group taken weekly by a parent. Pupils perform in concerts each year for parents, and the school makes a very good attempt to compensate for the limited musical opportunities in school by giving pupils experience of performing in the local Youth Prom and attending concerts in Exeter.

PHYSICAL EDUCATION

119. The pupils are reaching standards that are at least appropriate for the age group and some are exceeding them. The school has maintained the good standards identified by the previous inspection. Pupils have good opportunities to learn to swim, both in the school's own pool and at a local leisure centre. In this area of the curriculum nearly all reach or exceed the standard set for 11-year-olds.
120. By the end of Key Stage 1, pupils catch and throw accurately, take turns in a practice fairly and understand how to apply simple rules, for example, in games to warm up. They are able to travel using rolls, jumps and balances and link a series of activities into a sequence of movement confidently. Within Key Stage 2, pupils are able to refine these skills so that pupils' movements combine into a longer series of actions. They can use small apparatus, such as benches, as part of their activities. Older pupils have well-developed techniques in bouncing and passing balls in a game situation. They know how to compete for possession of the ball and how to move into space readily to receive a pass in a variety of invasion games. In addition to lessons in physical education, the school also provides many opportunities for both boys and girls to take part in out-of-school team games. Many pupils take part in inter-school swimming galas and rugby, soccer and netball competitions with notable success: for example, in recently winning the county's small schools' tag rugby competition. There are valuable opportunities for older pupils to experience adventurous activities and to appreciate the importance of teamwork during a residential visit organised in their final year at school for this purpose. The school has also recently established a ski club which is well supported.
121. Most pupils are interested and listen carefully to their teachers. They are anxious to please, and behave responsibly. Pupils with some degree of special educational needs are well supported and take a full part in the lessons. On the whole, pupils respond quickly to their teacher's instructions and refine their movements and skills effectively. However, in some lessons, some pupils talk unnecessarily and do not give of their best.

122. The quality of teaching is satisfactory. Teachers plan lessons well with clear objectives. In many lessons the teacher is enthusiastic and this ensures that the lessons begin purposefully and a lively pace is maintained throughout the length of the lesson, so that the pupils feel that they have been exerted. New rules and techniques are explained clearly. However, in some lessons insufficient attention is given to setting very high expectations of what pupils could achieve. As a result, not all pupils give of their best. They do not have sufficient opportunities to evaluate their own and others' performances and to compare their achievements.

123. The swimming pool, which is funded by the Parents' Association, is well used during the summer. Good use is made of the grassed and hard play areas for team games and practices. Since the last inspection the school hall has been improved by renovating the floor. However, the hall is limited in size and, although classes are generally smaller than average, pupils have limited space in which to move.

RELIGIOUS EDUCATION

124. Standards in religious education are in line with those expected within the Locally Agreed Syllabus and are the same as at the time of the last inspection. Pupils in Year 2 know some of the stories of the Old and New Testaments. They know about the Christian year and the meaning of Lent. They have a clear understanding of 'right' and 'wrong'. Pupils in Years 3 and 4 are beginning to learn about other world religions and the principles around which other peoples' faiths are built. They are able to recognise that personal sacrifice, as at Easter, is an aspect of love, know in detail the story of the creation and use it as a model for their own ideas about how the world was made. They express these clearly, as the following example suggests: "In the beginning the world was a dark nothingness."

125. Pupils in Years 5 and 6 are positive. They express their own ideas confidently and listen sensitively to the views of others. They discuss issues maturely and respond well to their teacher's questions.

126. The quality of teaching is good. In the most successful lessons the objectives of the lesson are set out clearly. There is a good range of materials and illustrations to support the point being made. The teacher has a good understanding of the subject being discussed and makes it come alive for the pupils who listen attentively and think deeply about the questions which are posed. For example, in a discussion about the differences between loving and liking, the teacher encourages the pupils to express their own views by giving telling illustrations from personal experience. As a result all pupils learn well and share their ideas with one another and their teacher and achieve a greater understanding of such issues as "love" and "jealousy". They have a growing appreciation of the spiritual aspect of life.

127. Since the last inspection the co-ordinator has effectively reviewed the overuse of published worksheets in the teaching of this subject. Now greater emphasis is placed on discussion and thoughtful debate. There is a good range of resources which are held centrally and augmented from time to time by additional materials from resource centres in the area. The Locally Agreed Syllabus is well used to plan teaching and there are links with other subjects, for example, with English and art.