

# INSPECTION REPORT

## **WILTON PRIMARY SCHOOL**

Lazenby, Middlesbrough, Cleveland.

TS6 8DY

LEA area: Redcar and Cleveland

Unique reference number: 111611

Head teacher: Mrs. J. Lesley Guy

Reporting inspector: Mr. R.B. Higgs  
1608

Dates of inspection: 29<sup>th</sup> January to 2<sup>nd</sup> February 2001

Inspection number: 197334

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Lazenby, Middlesbrough, Cleveland.
Postcode:	TS6 8DY
Telephone number:	01642 453374
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms. H. Wadsworth
Date of previous inspection:	8 <sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1608	Mr. R.B. Higgs	Registered inspector	Science	The characteristics of the school
			Geography	How well are pupils taught?
			History	What should the school do to improve further?
			Equal opportunities	
11468	Mrs. J. Menes	Lay inspector		Attitudes, values and personal development.
				How well does the school work in partnership with parents?
1550	Mr. M. Pinch	Team inspector	Mathematics	How good are the curricular and other opportunities?
			Information technology	How well does the school care for its pupils?
			Design and technology	
			Physical education	
			Special educational needs	
28772	Mrs. B. Hudson	Team inspector	English	The school's results and achievements
			Art	How well is the school led and managed?
			Music	
			Religious education	
			Under fives	
			English as a second language	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Wilton Primary School is much smaller than average, providing for 69 pupils in 3 classes from reception to Year 6. There is also a part-time nursery which 17 children attend. None of the children come from ethnic minority backgrounds and all have English as their first language. Most pupils come from the village of Lazenby, close by the Wilton industrial complex and bounded by a major dual carriageway. However, the school is situated at the end of the village in a semi-rural location overlooked by the Cleveland Hills. About 43% of children are eligible for free school meals, which is well above average. The socio-economic circumstance of the area is well below that found nation-wide. The proportion of children who are entered on the school's register of special educational needs (SEN) is about average, though none of these have a statement of need. On entry to the school, the majority of children have social and language skills that are below average.

### **HOW GOOD THE SCHOOL IS**

The school provides a very effective education. It provides good quality teaching and, in consequence, pupils make very good progress. Children's achievements by the time they leave at 11 are very good. They do much better than children in similar schools. The school successfully extends pupils horizons to appreciate other cultures and the wider world. Pupils work hard, show considerable interest in their studies and behave very well indeed. The head teacher leads the school very well, ably supported by a hard working and committed team of staff. The budget has been carefully managed to provide small classes, a good level of resources and a pleasant working environment. The school provides good value for money.

#### **What the school does well**

- Promotes high standards in English, mathematics and science by the end of Key Stage 2.
- Pupils make very good progress at both key stages compared to similar schools.
- Provides good support for pupils with special educational needs (SEN).
- Teaching is consistently good at Key Stages 1 and 2.
- The head teacher gives strong, clear leadership to the school.
- The very good level of commitment of all the staff to achieving high standards.
- The behaviour and attitude of pupils to work is very good.
- The way pupils' understanding of the wider world is extended.

#### **What could be improved**

- Use of the existing assessment system to monitor pupils' progress in non-core subjects.
- Forward planning of the school improvement plan and budget over a longer period than one year.
- Provision for outdoor play in the nursery and reception.

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

The strengths that the school has far outweigh these aspects for improvement. There is much good practice to build upon in this school.



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997 and at that time it provided an education which had many good qualities. Since then the school has made a good degree of improvement. The school has dealt successfully with all of the issues identified in that report. In particular:

- standards have improved and are now on course to be above average at the end of each key stage;
- achievement is very good, pupils do much better than in similar schools;
- standards in science have remained consistently high;
- standards in foundation subjects have improved;
- there is no unsatisfactory teaching and more is good than before;
- curriculum planning and assessment are much better;
- monitoring of teaching has improved.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	B	C	A	well above average A above average B
mathematics	E	E	C	A	average C below average D
science	A*	A	A	A*	well below average E

This is a small school, which means that standards cannot be compared reliably from year to year. The children leaving at the end of Key Stage 2 achieve standards that are in line with those nationally in English and mathematics. Standards in science have been consistently very high. Standards in other subjects of the National Curriculum and religious education (RE) are least satisfactory, being above average in physical education (PE), information and communication technology (ICT) and design and technology (DT) and in line with national expectations in all others. A similar picture is true for standards at the end of Key Stage 1. Pupils do very well when compared to pupils in similar schools. They make very good progress from, generally, a low starting point when they enter nursery and reception. The school set challenging targets for attainment in English and mathematics in 2000 which it exceeded. It has set even higher targets for 2001 and is on course to achieve them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy lessons and work hard, often enthusiastically.
Behaviour, in and out of classrooms	Pupils' behaviour is very good, in classrooms and around the school.
Personal development and relationships	Relationships between pupils and with adults are very good; pupils work well together, are polite and friendly.
Attendance	Satisfactory, in line with the national average; there is some lateness in the mornings.

Pupils' attitudes are a strength of the school, reflecting the positive ethos created by staff. Pupils' very good behaviour and willingness to work hard helps them learn well. The lateness of some pupils in the morning delays the start to the school day.

## TEACHING AND LEARNING

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

Teaching is good overall. No lesson was less than satisfactory. In all, around 82% of lessons were good or better and over 20 % were very good. The teaching of core subjects is consistently good at Key Stages 1 and 2. Teachers are knowledgeable about the National Literacy and Numeracy Strategies and plan and organise lessons well. Classroom management is a very good feature of teaching. Teachers have high expectations for good behaviour and attitudes to work. Teachers and support staff work well together. Support for pupils with SEN is effective, enabling them to make good progress. Teaching in the nursery has some good features, though there should be a greater number of learning activities where staff bring groups together to talk and explain things.

As a consequence of this high level of good teaching, pupils learn about new topics and new skills well, making good or very good progress, particularly in Key Stages 1 and 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall in Key Stages 1 and 2. The school provides a well-balanced curriculum with a number of interesting features. The foundation stage curriculum in nursery and reception is developing well but provision for outdoor play is too limited.
Provision for pupils with special educational needs	Good. Teachers are very clear about the learning needs of SEN pupils and work closely with classroom assistants to provide good quality support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good overall. The school sets very high standards for pupils' moral and social development, which is clearly evident in the whole community. Cultural development is also very good, particularly in the way the school encourages an understanding of the diversity of cultures in Britain and the wider world. Spiritual development is good. The contribution made by assemblies is good.
How well the school cares for its pupils	The school knows its pupils very well and gives them a high degree of individual attention and care. Pupils' safety and well-being is a high priority for all staff. Assessments in the core subjects of English, mathematics and science is done regularly. This is not the case in other subjects.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good overall. The head teacher provides very clear and determined leadership and has had the key role in the school's improvement. The staff work effectively together as a team. The school's priorities for development are appropriate but forward planning is only cast one year in advance.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors provide strong support for the head teacher and are aware of the school's main priorities for improvement. A number are new to the governing body and have had limited experience and training so far for them to be able to fully carry out their role in shaping the direction of the school.
The school's evaluation of its performance	The school makes good use of data and the monitoring of teaching and planning to enable it to identify areas that require improvement.
The strategic use of resources	The school has used its budget carefully to improve the quality of the accommodation, resources for learning and to keep class sizes small. The annual budget is managed efficiently. However, the school should plan ahead for a longer period than the one year it does at present.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Children make good progress and standards are good.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• High expectations for children to do their best.</li> <li>• The leadership and management of the school.</li> <li>• The approachability of the school.</li> </ul>	<p>A small number of parents would like to see:</p> <ul style="list-style-type: none"> <li>• a wider range of activities outside lessons;</li> <li>• a greater amount of work for home.</li> </ul>

Inspectors agree with what pleases parents most. For a small school, the activities outside the classroom are better than average. Homework is set regularly and at about the right amount for the age of pupils to help them make progress. However, the home reading scheme could be used more effectively with older pupils.

## OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The school is working hard and successfully to raise standards. Pupils do much better than in comparison to similar schools. In the 2000 statutory assessment tests, standards for pupils aged eleven were in line with the national averages for English and mathematics and well above average in science. Their achievement by the time they leave is very good, given the rather low starting point when they enter the school. Challenging targets have been set for attainment in English and mathematics in 2001. On the basis of evidence from the inspection, the school is well set to achieve standards above the current national average. Standards at the end of Key Stage 1 in national tests are not as good as they are at Key Stage 2, as apart from writing, they were below average for reading and mathematics. However, when compared to similar schools, pupils are also achieving very well overall. Similarly, though there are only four pupils currently in Year 2, they are on course to attain above the national expectation.
2. Although the number of pupils taking the statutory tests is small, which makes year-on-year comparison unreliable, the school's results have risen in line with the national trend since the previous inspection.
3. Standards in all other subjects of the curriculum are at least in line with national expectations at the end of both key stages and in DT, ICT and PE are above expectations. Standards in RE match the expectations of the locally Agreed Syllabus. In comparison to the last report, standards have risen in music, DT and geography. There was insufficient evidence available to make an overall judgement about standards in history for seven year olds.
4. The majority of children who come into nursery have poor language skills and many have difficulty relating to each other and to adults. Due to well-focused teaching, they make good progress, so that by the end of their reception year the majority is reaching the early learning goals. The exception is the lack of opportunity to play with large equipment outside, but the school plans to remedy this.
5. Progress overall continues to be very good throughout both key stages. Staff have high expectations for attitudes and the standards of work that pupils should be able to do and so are able to encourage higher attainers to reach above average levels and to ensure that pupils with SEN make good progress as well. Results are improving and more pupils are reaching higher levels in national tests due to consistently good teaching in both key stages, which concentrates on what pupils have to learn. Those who require additional support are identified early and appropriate extra work in reading, writing and mathematics is provided which helps to ensure that all pupils make good progress. There is no significant difference between the attainment of boys and girls.

6. In Key Stage 1, standards in reading have previously been below national averages. The school is successfully dealing with this problem by providing additional reading for pupils who are struggling to learn to read. As a result, pupils are now achieving standards in line with national expectations. However, the school does not have a consistent policy on allowing pupils to take books home. This has a negative influence on those pupils who wish to seek additional support from within the home. Over the last two years, standards in mathematics have also been below national averages. Most likely due to the effective use of the national numeracy strategy, standards have now risen so that the small group of Year 2 pupils is attaining above national expectations.
7. Since 1998, standards in science in Key Stage 2 have consistently been well above national averages. In English they have been in line with or above average. This is due, in no small part, to the increased emphasis on the teaching of literacy. However, in mathematics, standards have been well below average until 2000 when they rose to be in line. The increase in test results in 2000 is because of the impact of the numeracy strategy, especially in improving pupils' mental capability.
8. The teachers and support staff are committed to raising pupils' attainment. Each half-term teachers assess pupils' work and, from these results, targets are set which identify where pupils need to improve. This process has made pupils aware of what they need to do to improve their results. The targets set for English, mathematics and science are sufficiently challenging for individual children. The targets set for the current Year 2 and Year 6 are realistic yet challenging.
9. Good progress is made by all pupils across the curriculum and throughout both key stages, including those with SEN. Teachers concentrate on developing pupils' skills and this has a positive impact on their learning. In Key Stage 2, the skilful use of recall, question and answer session to make pupils deduce, predict and justify their decisions, enables good progress to be made.
10. Pupils make good progress in literacy and numeracy. They use their skills well in other subjects. For example, writing skills were well used in developing a questionnaire for a visit to the local church.
11. Standards in information and communication technology are above national expectations at the end of both key stages, though competency in control technology is weaker. The effective use of computers throughout all lessons makes a significant contribution to the pupils' attainment. Standards are good in PE and DT. They have improved since the last inspection in geography and music. In all other subjects standards are in line with national expectation.

### **Pupils' attitudes, values and personal development**

12. Pupils enjoy coming to school and quickly settle down and become interested in their work. They respond well to the good teaching they receive which helps them to do their best. They are very enthusiastic about the variety of educational visits the school arranges for them, such as a residential trip to London, and many participate in football training, "Fit Kids" and booster classes out of school hours.

13. Pupils are quiet and attentive in lessons. From an early age, they learn to listen to the teacher and to each other, and are eager to answer questions and participate in discussions. They concentrate well and are responsive when teachers try to develop their thinking further through questioning. Pupils work productively on their own while the teacher focuses on a particular group and are also able to work together sensibly in pairs. Their positive attitudes support a purposeful ethos in all classes and the achievement of high standards. For example, the older children have been formed into a Samba Band and their performance reflects a commitment to improvement and pride in their achievement.
14. Very good relationships between teachers and pupils and between pupils are evident throughout the school and are fundamental to the good standards achieved. Pupils are courteous and friendly. Their behaviour in class is very good and they understand that the feelings and property of others should be respected. Most children play together constructively at break-times and bullying is not a problem in this school. Pupils participate in school routines, for example by preparing the hall for assemblies and tidying classrooms. They become more confident as they grow older, and recognise that the school has helped in this by providing opportunities for them to stay away from home.
15. Pupils' attendance has improved since the last inspection and is satisfactory, although some frequently arrive late in the mornings. Parents are conscientious in telling the school when their children are ill and cannot attend.

#### **HOW WELL ARE PUPILS TAUGHT?**

16. Overall, the quality of teaching is good and in over 20% of lessons it is very good. In no lessons was it unsatisfactory. This is an improvement since the previous inspection when 7% of lessons were unsatisfactory and only 4% were very good. At the foundation stage teaching is generally good. In the class with reception children, it is always at least good and in the nursery there was a balance of good and satisfactory teaching. The consistently good teaching in Key Stage 1 and Key Stage 2 is one of the main reasons why standards have improved and pupils are achieving as well as they are.
17. Teachers are well organised and hard working. They have high expectations for the standard of work pupils should do and achieve. A significant feature of lessons is the very good relationships with pupils. This is the basis for good learning and ensures that pupils make good efforts, getting on their work and trying their best.
18. Teachers have a good knowledge and understanding of their subjects shown by the clear objectives they identify for lessons, the accurate explanations they give, a correct emphasis on precise subject terminology and good questioning of pupils. As a result, the teaching of basic skills is good, as pupils understand what to do and what is expected of them. This is particularly important in a school in which all classes in Key Stages 1 and 2 have pupils of different age groups. Consistent emphasis on the use of correct terminology helps pupils learn technical vocabulary when discussing and writing about topics, for example in mathematics and science, and improves their communication skills. Marking of work, particularly in core subjects, is thorough and often points out what pupils need to do next to get better.

19. Teachers' planning is generally good for the foundation stage and consistently good for all year groups in Key Stages 1 and 2. Across the school, teachers know what children need to learn and lessons are effectively planned to take account of their different stages of learning. A good feature of many lessons is the good quality recapping of previous work to check and consolidate learning and ensure a firm foundation for new work. Considerable care is taken to ensure work that is set matches what pupils can do, regardless of age, and leads on from that already consolidated. In particular, the teaching and support given by all staff for pupils with SEN is good. There are detailed individual education plans (IEPs) identifying targets for learning that are clearly acted upon. As a consequence, pupils make good progress on the whole.
20. A good degree of co-ordination of the planning for foundation stage takes place between the two teachers in the nursery and the reception/Year 1 class. Whilst planning in the nursery has good features there are sometimes too many activities provided for the small number of children who attend and more informal play than normally expected.
21. The teaching of literacy and numeracy is good. In some literacy lessons observed it was very good. The National Strategies for Literacy and Numeracy have been implemented well and are used effectively. By Year 1, pupils are used to the routines and have a good understanding of how each lesson will begin, that some work will be done on their own and some will be done with the teacher or a member of the support staff. In all classes, the work that takes place in small groups is broken down by its level so different age and ability groups have appropriate tasks. All teachers work closely with classroom assistants to effectively provide for small groups during main activities. However, their use during the whole-class session of literacy is less well defined, with the assistant adopting a role that is too passive. In both literacy and numeracy the use of the strategies is leading to improved standards.
22. Teachers have very good skills of managing and controlling their classes. As a result pupils' behaviour and concentration are very good. Rarely do teachers have to intervene in order keep pupils' attention, so consequently they work hard at tasks and cover a good amount of ground in their learning with very few interruptions. Lessons generally make good use of time though, first thing in the morning, teachers have got used to accommodating a small number of latecomers and work does not begin as quickly as it could. Effective use is made of resources to provide pupils with a wide range of learning opportunities. Good use is made in all classrooms of ICT facilities with opportunities for its use being made in a wide range of subjects.
23. Teachers consistently follow the school's homework policy and a range of appropriate work is set to reinforce and extend learning. A home reading scheme is in place but though books are often taken home, as pupils get older they are less likely to read these regularly and share experiences with their parents. This means the scheme is not having the impact on extending reading for pleasure and skill development as it should.



24. As a result of the many good features in teaching, new knowledge, skills and ideas are acquired at a good pace because pupils not only work hard, they clearly understand what they have to do and positive relationships give them confidence to have a go. Teachers in almost all lessons share learning objectives with them, probe their understanding as the lesson progresses and bring the lesson to a close with opportunities to share learning and confirm what needs to be done next. As pupils get older this helps them have a clearer understanding of their own learning so that targets for improvement can be set.

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

25. The curriculum provided is appropriate in its breadth and balance and reflects the aims of the school. It meets the requirements of the National Curriculum and the locally Agreed Syllabus for RE. Since the last inspection, the national literacy and numeracy strategies have been successfully introduced without unduly affecting the quality and range of the curriculum offered to pupils. The school has also revised its subject policies. It has adopted and suitably adapted national advice on schemes of work to meet the particular needs of its pupils. There are many strengths in the curriculum which the school provides and it is enriched in a number of ways. However, because of constraints on accommodation and resources, outdoor play for nursery and reception children is under-developed.
26. Long-term plans have been developed for all subjects, except RE. They are well aligned to the school's aims and policies and are rightly based on national strategies, the QCA schemes of work and school-based themes. Good medium-term plans are in place and are detailed to provide clear guidance to teachers and indicate opportunities for the assessment of pupils' work. At the time of the last inspection, teachers' day-to-day plans were said to lack structure. This is no longer the case and these plans now clearly state what pupils have to do and what they are expected to learn.
27. The curriculum for pupils at the foundation stage is generally satisfactory and is being developed to best meet the needs of the youngest children. All areas of learning are well resourced except for outdoor play. The school is aware of the need to focus more clearly on a smaller range of activities to secure the successful start young children receive.
28. The curriculum for pupils in Key Stages 1 and 2 is well matched to pupils' needs, enabling them to make good progress. The governors' policy for sex education is implemented sensitively and together with drugs awareness is carefully planned into the curriculum. The curriculum reflects the school's strong intention to raise standards and is effective in furthering pupils' intellectual and personal development. Good behaviour, including consideration for others, is rightly given a high priority. Personal and social issues arise and are addressed in lessons and more generally throughout life in the school. A caring ethos pervades the school and ensures a safe and happy environment which pupils enjoy coming to and in which they can learn.
29. By the end of Key Stage 2 pupils are prepared for the next stage of their education through meaningful links with the local secondary school. Pupils not only benefit from pastoral links but are also involved in curriculum initiatives with partner schools.

30. The curriculum is enriched by visits, fieldwork in the local area and various visitors to the school. Visits are seen as an important dimension in supporting the school curriculum and they begin in the nursery and culminate in residential visits as pupils become older. The school offers a good range of out-of-hours activities, including "Fit-Kids" sessions and football coaching through the local premier league club.
31. The school provides a good range of out-of-hours activities. They widen pupils' experiences and are of good quality. Overall, the curriculum enhancement is better than that found in most small schools. The dedication of the staff voluntarily supporting pupils beyond the school day has a positive effect on their attitudes and learning.
32. Provision for pupils with SEN is good and they make good progress. Full access to the curriculum for all pupils is recognised as important by the school and equality of opportunity in all areas of learning and social activity provided are ensured. The school embraces the principles of the code of practice. The register of pupils with SEN is well kept and pupils have detailed individual education plans that contain appropriate targets to meet their needs. However, there is a small number of targets which are not stated precisely enough to allow measurable outcomes. The plans are regularly reviewed by staff, who effectively work together to monitor progress. Links with support services are good, reviews are held regularly and parents are kept informed of their children's progress. Detailed records are maintained and well organised.
33. Provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. It contributes significantly to the well-being of pupils and to their learning.
34. Spiritual development is good. Acts of collective worship are well organised and have a clear emphasis. Opportunities for adults and children to think and reflect together about sharing, unfortunate people and the love of God, creates a unity and positive ethos in the school. There are opportunities for pupils to reflect and consider their feelings about people's actions and things of beauty during lessons. The school also helps a range of charities, which enables pupils to understand the beliefs and circumstances of others.
35. Pupils' views and work are valued throughout the school and provision for moral development is very good. Clear values and expectations are strongly promoted through the life of the school.
36. Pupils clearly understand what is right and what is wrong and have a strong awareness of what others say and do. During their time in the school, pupils are encouraged to share and develop a sense of fair play.
37. The school provides pupils with the opportunity to extend their personal and social understanding. This leads to very good social development. Pupils of all ages work and play together and form good relationships. They are polite and welcoming to adults. In all aspects of pupils' social development, the adults in the school provide excellent role-models.

38. Provision for pupils' cultural development is very good. Pupils are encouraged to become involved in their own culture and its history. They are coming to appreciate the beliefs and traditions of other cultures through their contact with a wide range of visitors to the school. Pupils engage in studying their locality and making music and there are strong links with local churches. A wider cultural dimension is provided through the information and artefacts connected with the traditions and beliefs held by different faiths and cultures, prominently displayed throughout the school.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. Since the time of the last inspection the school has continued to take good care of its pupils.
40. Parents have high regard for the way in which the school cares for their children and are confident of their involvement if concerns arise about pupils' welfare. Staff and other adults work well together for the welfare and benefit of the pupils. They know the pupils well and have very good relationships with them. This enhances the strong school ethos and contributes to successful teaching and learning.
41. Effective child protection procedures are in place, which are well known by staff. The school makes appropriate provision to ensure the health and safety of its pupils and staff. The school's policy can be seen to operate effectively and the supervision of pupils at break and lunch times is carried out well. Accidents to pupils and illnesses are dealt with carefully and thoroughly. Pupils move round the school in a sensible and orderly way. A safe and secure environment is provided for pupils and staff.
42. There has been significant improvement in the monitoring and assessment of pupils' attainment and progress since the last inspection. Assessments of core subjects are done frequently and well, but less so in other subjects.
43. The quality and range of data collected by the school about pupils' attainment and progress is substantial. The information is used effectively to inform medium-term planning. In Key Stages 1 and 2, measures of pupils' attainment and progress are made through national tests and a variety of other assessments. For English, mathematics and science these are thorough and comprehensive. However, for the other foundation subjects, with the exception of ICT, while appropriate strategies for assessment are in place, they are used inconsistently. This means the school does not have reliable information upon which to base feedback to pupils or to judge the effectiveness of provision.
44. Assessment of pupils during the foundation stage takes account of the learning goals expected for children of this age. Individual profiles are carefully prepared as soon as children enter the nursery. While these usefully track progress, they are not sufficiently aligned with baseline assessments that are made at the beginning of the reception year. This impedes the evaluation of children's progress.
45. The assessment of pupils with SEN is detailed and thorough. Systems are in place to recognise and deal with pupils' particular needs at an early stage. Pupils are carefully identified, their needs analysed and progress monitored. The school works well with outside agencies and parents in the care and support of these pupils who make good progress. Statutory requirements are met.

46. Good behaviour is expected of all pupils and is a significant aspect of the school ethos. It is well supported by the value and care placed on individuals and through good relationships. Parents view pupils' behaviour in the school as excellent and strategies developed since the last inspection have secured the expectations of the school community to this end. Measures put in place to deal with incidents of harassment and bullying, should they occur, are effective. No pupil has been excluded from the school during the past year.
47. Attendance is satisfactory, however, a small minority of pupils are frequently late for the start of the school day. Pupils enjoy coming to school and are pleased to be part of its community.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

48. The school has maintained and developed its strong links with parents since the last inspection. Parents are very satisfied with the education that their children receive. They recognise and value the work that the teachers do.
49. Parents and carers feel welcome in school, they know the teachers and are confident that any problems or concerns that they may have will be addressed. The head teacher is available to speak to parents at the beginning and end of the school day and works to establish communication with parents who do not come in to school. Induction of children entering nursery is flexible and adapted to the needs of individual parents and children. Frequent newsletters are sent to parents giving information on school issues and events. Parents support the school by helping with educational visits and extra-curricular activities. Fund-raising and social events provide opportunities for parents and teachers to meet and are well attended.
50. The school provides satisfactory information to parents on their children's progress and achievement. Annual written reports give information on progress in personal development as well as all subjects of study, and are supplemented by opportunities to meet staff each term.
51. The school informs parents about homework, and communication through pupils' reading diaries has been established in Key Stage 1. However in Key Stage 2 this scheme is not consistently implemented and so is less effective in involving parents in their children's reading. Most parents understand and support the school's approach to homework. Meetings on educational issues are not well attended and the head teacher is working to further develop the partnership with parents to include a greater awareness of what their children are learning. Family literacy classes have been successfully held in the past and a "computers together" course for parents is currently running in school. Initiatives such as these are designed to raise aspirations in parents and to encourage them to support their children's work at home.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

52. One of the main reasons for the improvement in standards and provision since the last inspection is the strong, purposeful leadership provided by the head teacher. The small, committed staff team gives effective support, in order that pupils can enjoy a very good learning environment. The responsibilities of curriculum co-ordinators are heavy in this small school but their achievements in managing the core subjects are considerable nonetheless. All staff share the head teacher's emphasis on expecting high standards in all that they do, which leads to very good standards of behaviour and relationships. The school has a very clear regard for equality of opportunity and respect for the values, beliefs and culture of other people, which it actively promotes. The school is successful in establishing a caring community where pupils are encouraged to develop their personal, social and academic skills.
53. The head teacher, staff and governors work successfully together. The governors share the school's aims and objectives and take a keen interest in all aspects of the school. Through receiving and considering the head teacher's reports, their attention to the business of the school and its budget, and participation in school life, they are aware of its strengths and weaknesses. A considerable number of the governing body are relatively inexperienced and have had few opportunities so far to learn more about their new responsibilities. They plan to take part in some training courses in the near future and this should assist them in developing their role in shaping the direction of the school.
54. Since the last inspection, sound systems have been put in place to ensure that the work of the school is monitored by the head teacher, staff and governors. School developments, especially those involving financial expenditure, are carefully considered, monitored and evaluated. The head teacher reports on progress at regular intervals to the governing body. The monitoring, by the head teacher and teachers, of English, mathematics and science through scrutinising curriculum and lesson planning, observing teaching, looking at pupils' work, assessments and the results of national tests is good. The school acts conscientiously on the need for changes that this focus on outcomes identifies. This work has contributed to the consistently good teaching seen in the core subjects and the improvements in planning achieved since the last inspection. Good analysis of what needs to be done to improve teaching and learning in core subjects has also allowed the school to set challenging targets for attainment in the national tests for eleven year olds which they are on course to reach. The same approaches have not yet been applied to other subjects and the school lacks a clear system to enable co-ordinators to prioritise their work outside of their core subject responsibilities. Formal job descriptions have not yet been brought into line with these expectations for the co-ordinator's monitoring role.
55. The consultative approach of the head teacher towards development planning results in all staff and governors playing a part in the identification of immediate, relevant priorities and in working together to achieve them. The school responds positively to government initiatives such as performance management and pressing needs, such as alterations to the nursery area when it identifies improvement. School development and financial planning, however, is for one year only. This does not allow for a rigorous analysis of the school's needs and the establishment of a more strategic view of priorities over the longer term.

56. The number and qualifications of staff are appropriate to the size and needs of the school. Procedures for staff professional development are good and clearly tied in to the school's priorities and individual needs. The work the school does in training support staff is good, for example with the modern apprentice and helps them be more effective in the work they do. The accommodation provides satisfactory space for the curriculum, though as the school is aware, outdoor play facilities and resources are currently inadequate to meet the requirements of the foundation stage for nursery and reception children. The library is small but well stocked.
57. The governing body and school meet their statutory requirements. The school applies principles of best value, such as comparing its performance to similar schools and ensuring it gets best value quotations for building improvements and resources. School administration is effective and financial procedures conscientiously managed. The school is making increasing use of information technology for management purposes and has recently expanded its capacity. Budget priorities have been well managed and recent balances used to make considerable improvement to the environment of the school, to significantly enhance learning resources and to maintain good staffing levels. Criticisms made in the last report no longer apply. As a small school, the costs per pupil are high but, as compared to similar schools, it is very effective, it gives good value for money.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

58. In order to continue to improve the school should:
- extend the existing assessment system to make regular, planned judgements about the attainment and progress being made by children in the foundation subjects and RE and make use of this information for feedback to pupils and for future planning; (Paragraphs 43, 110, 113, 117)
  - establish a strategic plan for school improvement that considers educational priorities and financial management over a longer period than one year; (Paragraph 55)
  - as quickly as possible, implement its plans to establish good provision for outdoor play for nursery and reception children in order to extend and improve opportunities for physical development. (Paragraphs 25, 27, 56, 67)

#### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

59. When compiling the action plan the school should give consideration to the following less important weaknesses:
- the lateness of some pupils at the start of the school day; (Paragraphs 15, 22, 47, 76)
  - better use of the home-school reading scheme; (Paragraphs 23, 78)
  - aligning the assessment of children on entry to the nursery to the reception baseline; (Paragraph 44)
  - 
  - reduce the number of activities on offer in the nursery; (Paragraphs 20, 27)
  - more active use of classroom assistants in the whole-class teaching of literacy; (Paragraphs 21, 82)
  - bring job descriptions for co-ordinators in line with practice and be clearer about expectations for foundation subjects. (Paragraph 54)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	60	15	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	9	69
Number of full-time pupils eligible for free school meals	0	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	17

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	2
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	6	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	10	10	11
Percentage of pupils at NC level 2 or above	School	77 (57)	77 (86)	85 (71)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	85 (71)	77 (100)	85 (71)
	National	84 (82)	88 (86)	88 (87)

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

The number of boys and girls at Level 2 and above has been omitted from this table because there were fewer than ten in each case.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	5	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	8	12
Percentage of pupils at NC level 4 or above	School	83 (63)	67 (63)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	8	12
Percentage of pupils at NC level 4 or above	School	83 (75)	67 (75)	100 (100)
	National	70 (68)	72 (69)	80 (75)

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

The number of boys and girls at Level 4 and above has been omitted from this table because there were fewer than ten in each case.



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	78
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	17.3:1
Average class size	23

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	43

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	9:1

Total number of education support staff	1
Total aggregate hours worked per week	15

Number of pupils per FTE adult	17.3
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	201,061.00
Total expenditure	203,233.00
Expenditure per pupil	2,666.00
Balance brought forward from previous year	39,540.00
Balance carried forward to next year	35,368.00

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	85
Number of questionnaires returned	29

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	24	3	0	0
My child is making good progress in school.	76	24	0	0	0
Behaviour in the school is good.	83	14	0	0	3
My child gets the right amount of work to do at home.	52	37	7	0	4
The teaching is good.	90	10	0	0	0
I am kept well informed about how my child is getting on.	79	21	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	79	21	0	0	0
The school is well led and managed.	93	7	0	0	0
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	48	41	7	0	3

## **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. The attainment of most children on entry to nursery is below average. Of these, many have poor language, social and manipulative skills. By the time the children enter the reception year, their attainment is below average, although a minority reaches the standard expected for their age. The very high priority given to communication, language and literacy, personal and social development and mathematics is reflected in the children's growing confidence. Most of the children attain the early learning goals by the end of the reception year. As a result they are prepared for the National Curriculum by the time they enter Year 1. Good progress is made in all areas of learning. In speaking and listening they make very good progress.
61. Children in the foundation stage are taught in the nursery or Class 1. They transfer to a reception and Year 1 class in September or January as they approach five years of age, having been well prepared for their new class by numerous visits in the half-term prior to starting.

#### **Personal, social and emotional development**

62. Children achieve the early learning goals in personal, social and emotional development by the time they enter Key Stage 1. Progress is good as the vast majority are keen to learn. They concentrate well and take pride in their achievements. They have a good sense of right and wrong. On entry to nursery, many children are unable to work with other people and cannot take turns. Staff make very good use of praise to encourage and promote their confidence to learn. However, the large range of activities available for a small group of children does, in the early stages of nursery, limit opportunities for social development. Nonetheless the progress the children make and the standards achieved are a direct result of the good role-models and enthusiasm provided by the staff in both classes.

#### **Communication, language and literacy**

63. Sound standards are achieved in the skills of communication, language and literacy by the time the children enter Key Stage 1. Good progress has been made by a large majority of pupils. Many children entering nursery are in the early stages of language development. They frequently speak in simple three word sentences and their ability to hold a conversation with an adult is limited. Staff are skilful in encouraging the children to talk by focusing upon the activity in which the child has chosen to work. For example, in water play the teacher engaged a small group of boisterous boys in looking at which boats would float. For the more able children, a balance between the more directed and child-focused activity is encouraged. By the end of the foundation stage, children are able to hold simple conversations between themselves and with adults about the activities in which they are engaged. They listen to stories, rhymes and songs and take part in role-play more confidently.

64. Children enjoy looking at books, know how they are organised and some can retell the story using the pictures as a guide. They know letter sounds and a phonics programme helps them to enjoy learning in this area. Higher attaining pupils recognise a range of familiar words and can read simple stories. Children learn to hold a pencil correctly and by the end of the foundation stage can form many letters and numbers correctly; some can write their name. They practise their writing in many areas of the curriculum and their work is displayed well and valued.

### **Mathematical development**

65. Standards in mathematics are satisfactory by the end of the foundation stage. Good progress is made by a large majority of children. In mathematics, children can sort and match objects, count to twenty and show an awareness of addition and subtraction up to ten, make patterns with shapes and name circles, squares and triangles. They can recognise and write numbers to ten. They are able to compare the size of containers holding sand and can recognise the difference in volume. Many children can use words such as next to, behind and in front of accurately as observed in a session where children set out a roadway with bricks. Children use mathematical equipment successfully for counting and experimenting. Counting rhymes, games and activities provided by teachers in the role-play area help to widen the children's mathematical language. The staff's explanations, instructions, question and answer sessions all help the children to learn well overall.

### **Knowledge and understanding of the world**

66. The majority of children achieve the early learning goals in knowledge and understanding of the world when they enter Key Stage 1. Progress in this area is good, as this is an area where children have limited knowledge when they enter school. The teachers plan this aspect thoroughly ensuring children experience a wide range of learning opportunities. The well chosen objects, pictures and artefacts, plus the opportunity for local visits and visitors assists children in developing interest and appropriate vocabulary. They become competent in using tools carefully. By the end of the foundation stage many children demonstrate attainment higher than would be expected when using the computer. They can use the keyboard and mouse competently and print out their work independently.

### **Physical development**

67. Children's physical development is in line with expectation for their age. Progress throughout the foundation stage is good for skills such as cutting, painting and writing. Skills such as pushing and pulling are less well developed due to the poor outside play facilities. The lack of adequate outside play equipment, and the nursery outside paved area which is uneven, makes this area unsatisfactory. The school has already recognised this and has included measures within the school development plan. Space is well used to enable children to become confident in their movements in and around school. Many opportunities are provided for the children to cut and fold paper, use paint brushes of various thickness effectively, to build with construction kits, to explore materials, including sand and water, and to manipulate puzzles. Children enter nursery with limited experience and make good progress in using scissors, brushes, pencils and other tools.

68. In creative development by the time most children enter Key Stage 1 they attain levels of understanding and skills that are in line with the early learning goals. Most make good progress. They express ideas and feelings through colour, texture, movement, music and role-play. Emphasis is placed on children initiating and carrying out their own ideas, choosing their own materials. They are beginning to mix paint and create patterns using a variety of colours, tools and techniques. In the role-play areas, they are encouraged to act out a story and take on the role of a character. This is frequently managed by adult intervention and support, so as to promote effective learning. They have opportunities to sing songs and rhymes and play simple musical patterns. Many can keep a steady beat.
69. The quality of teaching is generally good for the foundation stage. Planning to meet the needs of all children, including those with SEN, is generally good. The curriculum provides experiences that are based on the nationally identified early learning goals. Progression is effectively built into planning by gradually introducing the children to more directed activities. Staff have high expectations to which the children successfully respond. Children are effectively engaged in both planned and spontaneous conversations, helping them to listen and respond appropriately to their work. There are many opportunities for the children to explore and create for themselves. Teachers and support staff work well together as a team to co-ordinate planning and delivery.
70. Assessment on children's abilities is conscientiously completed in nursery and reception. However, the present nursery profile and reception baseline do not provide sufficient similar evidence upon which judgements regarding children's progress can be made.
71. In nursery, teaching correctly focuses upon developing the children's vocabulary and ability to talk in simple sentences about a topic. However, the large number of activities available in the nursery, for the small number of children who currently attend, leads to many playing alone. Even at this early stage of entry to the nursery, there are very few occasions when staff use a more focused direct teaching approach, incorporating more children into a group. Children therefore do not have many opportunities to develop social skills.
72. In reception, a balance between direct teaching and play has been sensitively established. The maturity and ability of the individual children is taken into consideration. For example, the teacher in the reception class uses the structure of the National Numeracy Strategy but reduces the time that children work on counting activities with the classroom assistant prior to being able to work in the home, book or construction area.

## ENGLISH

73. Pupils' achievement in English, when taking account of their attainment on entry to the school, is very good. Results of the National Curriculum tests in 2000 show that, when compared to similar schools, children achieve standards that are well above average at the end of Key Stages 1 and 2. Standards of work among the very small group of pupils currently in Year 2 are in line with the national expectation and above expectation for those in Year 6. When they enter nursery, many have very limited language skills and the school has to work hard to raise standards in speaking, reading and writing. Good progress is made across the school as a whole, including those pupils with SEN. This school has very small year groups, which means that making comparisons with previous years is unreliable. However, standards have improved since the previous inspection in line with the national trend and are somewhat higher at Key Stage 2 than they were. The school achieved the target it set for English test results last year and has set an even more challenging target for 2001, which it is on course to achieve.
74. Standards are good due to a number of factors. Pupils who require extra support for reading and writing are identified early. Teachers work closely with support staff to provide well-organised and effective learning programmes for small group work and pupils' progress is regularly and carefully monitored. The teaching of literacy skills is good throughout the school and concentrates on what pupils need to do to get better. The sharing of targets, particularly with older pupils, is helping them attain the higher levels. A good feature of teaching is the expectation that pupils should use the skills learned in literacy lessons in work in other subjects.
75. Pupils make good progress in their skills of speaking and listening throughout the school. On entry to nursery, attainment is below that expected for their age. Language skills are generally poor. Effective teaching extends their vocabulary and builds confidence. Though standards remain below average on entry to reception by the end of the foundation stage, the majority of children reach the national expectation. By the end of Key Stage 1, pupils listen attentively and take turns when speaking. They offer appropriate answers to questions but often with a limited vocabulary. By the end of Key Stage 2, pupils' vocabulary has significantly increased. They can contribute effectively to conversations and discussions showing, for example in assemblies, an understanding of audience. Pupils in Year 6 could express clear opinions about their likes and dislikes of three authors who had visited during the last eighteen months.
76. Given the limitations of children's skills on entry to the school they do very well to achieve the standards they do in reading. Year 2 pupils read simple text accurately. They recognise a number of words, know the letter sounds and use this knowledge to decipher unfamiliar words. They use full stops to help them make sense of their reading and are aware that names such as in Clyde Klutter need a capital letter for the forename and surname. The youngest pupils enjoy sharing a book and reading with an adult, frequently taking reading books home to share with another person. Reading frequently occurs at the beginning of the morning whilst waiting for pupils who are late to arrive. This hinders a prompt start to the first lesson. The school works hard with less confident readers using support staff effectively to help them make good progress.

77. Most pupils in Year 6 read with fluency and accuracy, understanding the story, plot and characters, for example, in their work on the "Mouse and the Witch Child". Within literacy lessons, teachers focus well on vocabulary that is unfamiliar and pupils, sometimes using a dictionary, other times using other people's knowledge, learn the meaning of new words. Class 3 pupils found out, for example, what a "pantry" was and the French origins of the word. Pupils having difficulty with their reading participate in the additional literacy support. The enthusiasm and effective work of the support assistant ensures that pupils' confidence and reading skills improve quickly.
78. Pupils have developed sound library and good ICT skills to access information and choose sufficiently challenging books to read. Most say that they enjoy reading, however, they do not usually take books home. There is inconsistency across both key stages in applying a home school reading partnership. Pupils are less aware of their reading attainment and how they can improve. This is in distinct contrast to their knowledge and understanding of their writing attainment and areas for improvement.
79. At the end of Key Stage 1, pupils are writing well. They spell a good range of common words and can attempt to use word-building skills for more difficult words. They are beginning to write at length with accurate use of full stops and capital letters. Higher attaining pupils are using descriptive phrases such as "It all started one boring Friday when I awoke to the Wallace and Grommit theme on my alarm clock.....". They use simple dictionaries to check spelling. Progress is good as pupils start reception, only being able to write some recognisable letters and a very small number of simple words.
80. By the end of Key Stage 2, pupils are able to write at length, using paragraphs and sequencing events. Good punctuation and an increasing use of adjectives makes their writing interesting to the reader. Handwriting is joined and legible. They write for a variety of purposes including story, instructions, factual accounts and poetry. In one lesson, reading and writing were combined as pupils worked in pairs to find evidence of trust between Rheika and Aidan. Where possible, teachers provide pupils with a purpose for their writing such as letters of thanks to visitors. When the authors visited, pupils included in their letters ideas for them to use in their stories. Pupils are aware of their writing attainment in terms of National Curriculum levels and where they can improve. This knowledge is used to form individual targets and is having a positive impact on attainment.
81. Standards in literacy are improving in both key stages. All pupils join in the whole-class reading activities and work independently when the teacher is working with a specific group. They use their literacy skills well in other subjects, such as developing a questions to find answers to or ask on their many educational visits or visitors to the school. Attitudes to work are very good in both key stages. Most pupils work hard to complete the tasks set for them. Many are well motivated, maintain concentration and take a pride in their work. They enjoy very good relationships with their teachers, other adults and each other. A strength of the school is the way in which work is made relevant to pupils through using a wide range of resources and developing connections with other subjects, such as close reading of text in one Year 6 history lesson.

82. Teaching is good in both key stages. Teachers are knowledgeable about the national literacy strategy and use it effectively. Good planning and preparation is a strength of the school. They use their accurate assessment of pupils' knowledge, skills and understanding to plan appropriate activities for different groups in their mixed-age classes. Teachers are particularly competent at recapping what pupils have learned and explaining new skills and knowledge in a realistic, meaningful way to which pupils can relate. In most lessons, particularly the very good lessons, tasks are varied, interesting and challenging. A very high standard of work and behaviour is expected and obtained. When marking pupils' work, teachers use appropriate praise but also indicate where improvement can be made. There is good team work with classroom assistants, however, during the whole-class session of literacy, the role they are expected to adopt is often too passive.
83. The subject co-ordinator provides good leadership. She is involved in lesson observation, assessing pupils' work and analysis of test results to inform the teachers where further developments need to be made. Resources are very good. The range of visitors and educational visits significantly enriches the curriculum and extends pupils' experience. The school has some excellent literature and poetry from other countries. The poems included in the book "Catch me the moon daddy" were well used in one lesson to illustrate aspects of poetry but to also widen pupils' experience of the wider world.



## MATHEMATICS

84. Standards in mathematics, based on lessons seen during the inspection, are in line with national expectations for children at the end of their reception year and are above average at the end of Key Stages 1 and 2.
85. Attainment in national tests has shown considerable variation over the past three years but had risen to the national average in 2000 at both key stages. Past variations must be considered in the light of the small numbers of pupils taking the tests in a single year and the increase evident in 2000 can be attributed to good teaching based upon the recently introduced National Numeracy Strategy. Standards of attainment in national tests are currently similar to those reported at the time of the last inspection.
86. In comparison with similar schools, standards in 2000 were well above average at both key stages. In respect of prior attainment, they were above average at Key Stage 2 for similar schools.
87. Pupils currently in Key Stage 1 and Key Stage 2 are reaching high standards and are making good progress. In Key Stage 1, pupils' achievement is better than might be expected given their below-average skills when they started school. They are receiving good teaching in a small group, which enables them to learn well. In Key Stage 2 pupils are also achieving standards that are good and are building effectively on their previous attainment. Good teaching, carefully planned lessons, good resources and high expectations help pupils to learn well. Pupils with SEN receive work that is well matched to their ability and they make good progress.
88. In Key Stage 1, pupils acquire their understanding of number through counting and recognising quantities in money and measure. The youngest children learn to count object and recognise figures. They make simple relationships using matching and patterns. Older pupils learn conventions and strategies for adding and subtracting and practice these in mental and written exercises and through practical activities with money and graphs. Pupils are beginning to acquire and use an effective mathematical vocabulary that they use freely in discussion or to answer questions. By the end of Key Stage 1, pupils understand and can describe the qualities of a range of two-dimensional shapes. They know their names and can recognise them easily in a variety of forms.
89. In Key Stage 2, pupils become increasingly proficient in mental and oral work and by Year 6 demonstrate this by adding and subtracting decimals and fractions without writing them down. They learn effective strategies for estimating and rounding numbers and acquire a good command of place value. In class and through their written work, pupils demonstrate a wide variety of mathematical activity, including the use of ICT to support their work in measuring, data-handling, shape and problem-solving. In demonstrating what they can do, pupils are less confident in addressing problem-solving and some are unsure of the appropriate strategies to use.
90. Pupils' learning in mathematics is good overall at both key stages. They build their skills systematically over a range of mathematical areas and develop a good vocabulary. The pace of learning increases and older pupils make faster progress. The curriculum planning which teachers undertake ensures that pupils of different abilities have suitable tasks. However, the assessment of day-to-day progress is less carefully monitored.

91. In mathematics lessons, pupils are attentive and concentrate well. They enjoy mathematics and this helps them to learn. Pupils know what they have to do and what they are expected to learn. They work well together and older pupils discuss their work and help each other. Pupils listen carefully to each other's explanations and to the teacher's instructions. They take a pride in their work and set down answers and calculations neatly. Pupils have come to know the structure of the National Numeracy Strategy lessons well and learn securely within the framework.
92. The quality of teaching is good in Key Stages 1 and 2. Lessons are well planned and organised. Pupils are told what they have to do and what they will learn. Lessons generally start on time and are conducted at a good pace. Teachers direct questions to individual pupils, matching them well to their ability to answer. Expectations of what pupils will achieve are high and teachers are careful to promote thinking and understanding. Teachers' mathematical knowledge is generally good and they use a range of teaching styles to carry out different aspects of lessons and retain pupils' interest. Teachers use resources well and this is often reflected in the learning which takes place.
93. The requirements of the National Curriculum for mathematics are met. Successful implementation of the National Numeracy Strategy, alongside the revised school policy and guidance, has secured a firm foundation upon which to raise standards in mathematics further. The subject co-ordinator monitors the teaching and learning of mathematics through effective systems and provides good leadership for staff. The school has acquired good resources for mathematics with which to support teaching and learning.

## SCIENCE

94. Standards in science are very good. In 2000, test results were well above the national average at the end of Key Stage 2 and very high when compared to similar schools. This picture of high attainment has been maintained for the past three years. Pupils in Year 6 are doing at least as well as this. Pupils in Year 2 are also reaching standards that are above the national expectations. This is better than the teacher-assessed results in 2000 but there are only four pupils in the current Year 2 class. Standards have risen since the last inspection due to well organised and detailed planning and good teaching. There are no marked differences between boys and girls and pupils with SEN make good progress due to the good quality support they receive.
95. By the age of seven, pupils have a good knowledge of electrical circuits and about the uses of electricity. They are beginning to grasp the idea of the use of a switch to break a circuit during an investigation and can draw and describe their work using appropriate technical language. They have good practical skills as they do much of their science through investigations. The emphasis placed on this by teachers leads to good learning about choosing the right equipment and recording results clearly as shown by an analysis of their work books. By the age of eleven, pupils are good at suggesting how tests can be designed and carried out, for example when challenged by their teacher to investigate factors that affect dissolving. Pupils show a good knowledge of how materials change and grasp of technical language to talk about processes of separation. They understand the idea of a fair test and can record and display results accurately in different forms. The use of ICT for this purpose is beginning to happen due to much improved resources introduced recently.
96. Pupils show interest in all lessons when doing investigative work. They co-operate well in groups and their behaviour is very good. They are aware about rules of safety when doing practical work and show a good degree of scientific curiosity.
97. The quality of teaching is either good or very good. Teachers have high expectations of their pupils, plan and organise lessons well and receive good support from classroom assistants. As a result, pupils of all abilities make consistently good progress at both key stages. Teachers have a good understanding of National Curriculum requirements, use technical vocabulary accurately when providing explanations and ask well-directed questions to pupils to check and extend their thinking. A particularly good feature of lessons is the frequent expectation for pupils to explain their thinking about how, for example, to insert a switch into a circuit or how to dissolve a solid more quickly.
98. Assessment of pupils' work is done regularly and systematically. Teachers work effectively together to both plan schemes of work and to agree on standards. Feedback to pupils is often good through marking which suggests areas for improvement. The opportunities provided for the co-ordinator to visit other classrooms to monitor teaching and to give demonstration lessons has helped spread good practice and ensure consistent good quality in the teaching. It is recognised that ICT should be used more fully to assist with pupils' learning.

## ART AND DESIGN

99. Although a limited number of art lessons were seen during the inspection, the attractive displays show how pupils' work is valued. Evidence was taken from planning, discussion with pupils and staff and the quality display throughout the school.
100. Attainment at the end of both key stages is in line with national expectations. These standards are the same as those reported in the last inspection. All pupils, including those with SEN, make good progress in developing their knowledge, skills and understanding.
101. At Key Stage 1, pupils have explored a wide range of media that includes painting, drawing, printing, textiles and modelling. They are also integrating photographs, taken with the digital camera, into their work and using computers to create pictures. The skilful way in which art is linked to other subjects is a good feature. In Class 1, the work was related to a study of islands which was part of a geography, mathematics, ICT, art and design project.
102. Pupils in Key Stage 2 build on these foundations and by the age of eleven are using increasing detail and accuracy in representing objects, creating imaginative pictures, producing models and using ICT as part of their art work. They are able to select materials, methods and visual elements appropriate to their purposes and demonstrate an increasing control when working with a range of materials, tools and techniques. When producing a tile print template in Class 2 pupils were careful using the tools and materials. They are very observant, producing good drawings on an educational visit to Preston Hall.
103. Pupils create work in the style of the artist rather than reproducing an artist's picture, for example in art displays in the style of Monet and Kandinsky. This is a strength of the art work within the school and has a very positive effect on the pupils' confidence in their ability to be creative.
104. Pupils enjoy their art lessons. They share materials and willingly offer help to each other. They treat materials with respect. They evaluate their own work and that of others. Art contributes to pupils' spiritual, moral, social and cultural development.
105. The quality of teaching in art is good throughout the school. Careful planning and the effective way art is integrated into other subjects are contributory factors to the sound standards that the pupils achieve. Pupils are directly taught to gain and improve skills and techniques and are introduced to a very wide range of media and materials. They also experience artists visiting the school. Over the last two years, pupils have worked with a sculptor, a potter and a tapestry maker. Careful use of very good questioning skills by teachers encourages pupils to think about their work.
106. The subject is well co-ordinated. The policy is detailed and supported by a portfolio of ideas. Resources are readily available. There are very good resources from different cultures. The pupils have created a display inspired by Aborigine art work. Children's art work around the school is good and teachers show that they value what the children produce. This has a direct impact on the ethos of the school and individual pupils' self-esteem.

## **DESIGN AND TECHNOLOGY**

107. During the inspection the observation of lessons in design and technology was limited but it was evident from pupils' work, displays and photographic records, that the outcomes are generally above expectations by the ages of seven and eleven. Standards have improved upon those reported at the time of the last inspection in respect of all groups of pupils, including those with SEN.
108. The youngest children learn to cut, stick and colour using a wide range of materials to illustrate and record their themes and topics. They have the challenge of working with both soft and rigid materials where the shapes, colours and textures are changed frequently. Children are beginning to learn how to use simple tools such as hammers and pastry cutters. In Key Stage 1 pupils have used the skills they have acquired to successfully produce masks and homes for pets to their own design. They have examined their work critically and have modified it appropriately. The work of pupils in Key Stage 2 compliments their science and art and design. They are currently working towards perfecting a dimmer switch and they have designed a splendid banner made from a range of textures and colours of fabric. Groups of pupils, working with a classroom assistant, have learned to make a cake using ingredients available during World War Two. They know a range of techniques associate with food preparation and can use tools such as sieves and mixers to ensure the quality of their product.
109. It is evident from the schemes of work and curriculum plans for DT that the school makes good provision for the subject. Work in fabrics, food technology and rigid materials is covered appropriately and particular staff expertise is well used. A classroom assistant working with a group who were making cakes demonstrated good preparation and organisation. Instructions were clear and relationships good. In this setting pupils respond well and enjoy their work. They are proud of what they make and the knowledge and experience they gain.
110. The school has a useful policy in place for DT. The scheme of work, based on advice from the QCA, addresses the skills to be acquired effectively, however the balance of what is taught in each aspect of DT needs to be refined and more formal assessments introduced. The requirements of the National Curriculum for DT are met by the school.

## **GEOGRAPHY**

111. Standards in geography have improved since the previous inspection and are now in line with national expectations by the time pupils are eleven. There was no geography being taught to Year 2 or to Key Stage 2 pupils during the inspection so that standards have been judged by the analysis of pupils' work books and brief discussions with them. Pupils in Year 6 have a sound knowledge of location. They can accurately label maps of the British Isles, Europe and World and have a sound recall of most information. Their water study shows that they have a sound understanding of the water cycle and the impact on environmental change and that they can satisfactorily use a variety of geographical sources of information. Pupils in Key Stage 2 are learning to understand features of the weather in different parts of the world, how it is measured and are able to draw comparisons with local weather. By the age of seven, pupils are developing a sound awareness of their own locality and the knowledge of geographical language to describe the features of places. They have sufficient skills to make simple maps and plans and record their understanding of comparisons.
112. In the one lesson seen in Key Stage 1, the quality of teaching had a number of good features. In particular the lesson was one of a well planned sequence around the

“Katie Morag” stories which progressively developed pupils’ knowledge and understanding of the Island of Struay and how it differs to their own locality. The lesson was well structured and organised so that pupils in two different age groups received good attention from the class teacher and a classroom assistant and, as a result, their learning was good. The quality of questioning was precise and helped pupils to learn about similarities and differences and record their ideas neatly and accurately. Pupils sustained their interest and were very well behaved throughout.

113. Provision for geography has improved since the last inspection. There is a helpful policy and a long-term plan for each key stage that ensures adequate coverage of the National Curriculum. Planning for units of work is quite detailed and some use is made of QCA schemes. A good attempt has been made to provide a multi-cultural element to topics. Resources are now satisfactory and teachers have received support and advice to improve their own knowledge of the subject. Though there is a good school-wide assessment scheme it has not yet been applied as regularly or as rigorously as it should to monitoring pupils’ progress in geography.

## HISTORY

114. Only one lesson was seen in Key Stage 2 during the inspection but it was possible to analyse pupils’ workbooks, have brief discussions with them and examine a number of good displays. Standards of work are broadly in line with national expectation for eleven year olds. They are good at asking as well as answering questions and can find and piece together information from different historical sources during an enquiry. For example, pupils in Year 6 can use their prior knowledge of evacuation and the experiences of war on the home front to suggest whether an extract from “Goodnight Mr. Tom” was typical of the period. They can gather information from collections of pictures, artefacts, and text sources as well as CD-Rom, to suggest reasons for evacuation and the impact of the Blitz and to write clear, if brief, accounts about how they occurred. They appreciate change and the chronology of events by constructing time lines. However, they have limited opportunity to explore representations of the past and as most of their writing is in response to structured questions so little extended writing is done. There was too little evidence available due to the cycle of topics adopted by the school to draw conclusions about standards in Key Stage 1.
115. Pupils enjoy their work on the Second World War as well as previous studies of aspects of the Victorian period. They remember visits undertaken to local museums and sites planned by teachers to give them first hand experience and develop interests. They work together well in groups and are keen to show their knowledge and understanding through taking part in discussions, well led by their teacher who challenges them to think hard with regard to finding out about the past, and the different experiences people had.
116. The quality of teaching in the one lesson observed was very good. The teacher’s own interest in the period was evident and used to develop pupils’ enthusiasm to find out about the topic being investigated. A fictional source was used very well to develop pupils’ understanding and to learn skills of close scrutiny of text. The teacher skilfully used pupils’ prior knowledge of the topic at the start of the lesson to develop their understanding. The lesson formed part of a well-planned series to develop pupils’ knowledge and understanding in depth.

117. The long-term planning for history in both key stages is carefully undertaken to ensure a balanced experience for pupils. Good use is made of a variety of resources including visits and visitors. Though sound overall, planning of study units should take more account of the full range of skills expected by the National Curriculum. Assessment procedures for history are not systematic. Though the school has a good structure for regular assessment in practice, it is not being used, so that progress is not being monitored effectively.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

118. Pupils' attainment in ICT is, in most respects, above national expectations for pupils' age and ability by the end of both key stages. The exception is the area of control technology where knowledge and skills are less well developed. Attainment has improved since the time of the last inspection in respect of all groups of pupils, including those with SEN.
119. The skills required to operate computers and associated equipment, including a wide range of software, are taught systematically. Pupils use these skills effectively to support their work in other subjects. The youngest children learn to move images on the screen using a mouse, usefully developing hand and eye co-ordination. They also use computers to create colourful pictures and illustrate themes. Pupils at Key Stage 1 learn how to present text, data and graphics that they use to enhance and illustrate their work. For example, in mathematics they can represent data graphically using "Start Graph". Pupils' work in ICT has become well integrated to support other subjects and this is well illustrated through pupils' written work and in prominent classroom displays. In Key Stage 2 pupils use increasingly advanced skills such as ICT based models and simulations to explore patterns and designs. Pupils combine text and images in many interesting ways to create pleasing effects. They use software packages such as "Publisher 98" and "MWS Logo" with confidence.
120. Pupils are well behaved when they are operating computers and handle the equipment with care and confidence. They enjoy learning new skills and work well together on joint projects. Pupils will use computers as a matter of course as a tool to improve the quality of their work.
121. The quality of teaching is generally good. Lessons in which skills are taught are carefully planned and organised. Teachers make good use of the equipment available to them. They are well trained and have reached effective levels of expertise and confidence. Teachers give clear instructions and pupils know what they are expected to achieve. Teachers are supportive of ICT as a means of enriching other subjects. They include applications of ICT in their planning and ensure that pupils receive appropriate help and encouragement in lessons.
122. The co-ordinator for ICT shows positive leadership in the subject to other staff. There is clear guidance on the progression of skills to be learned and strong support for ICT through the National Grid for Learning initiative. The school is developing an assessment system to enable teachers to track pupils' progress through the range of skills to be learned in each aspect of ICT. This will usefully compliment the portfolio of carefully graded work that the school already maintains.

## **MUSIC**

123. By the end of Key Stage 1 and Key Stage 2 pupils' attainment is in line with expectations for their age. These standards are an improvement on those reported in the last inspection.
124. Pupils in Key Stage 1 sing songs confidently, in tune and with expression. With great concentration and adult support they are able to experience the difference between pulse and rhythm. They recognise the notation for semi-quavers, quavers and crotchets and clap the rhythms through the use of children's names – "Jessica, Tyler and Jack". Pupils are able to compose using the visual and word aids.
125. In Key Stage 2 pupils develop a wide repertoire of songs. During the inspection they are concentrating on singing World War Two songs as part of their music and history themes. They sing with enthusiasm, are in tune and maintain the rhythm. Three ladies from the village also participated and enjoyed the activity.
126. The quality of teaching is good. Lessons are carefully planned and teachers provide good instructions and this enables pupils to succeed. The high expectations of teachers, especially in the lesson in Key Stage 1 where composition and simple notation were included, aid pupils' knowledge about music. Teachers are good at providing pupils with the technical aspects of music and also the enjoyment of singing for pleasure.
127. The school also benefits from some specialist teaching in music and this is effective in enriching the curriculum and providing additional experiences, in particular through performance. During the inspection the older Key Stage 2 pupils were working to create a Samba Band so as to perform a sequence and showing a sound understanding of rhythm and technique.
128. Pupils enjoy their music lessons. The curriculum for music meets the statutory requirements. Resources for music are very good and include instruments and taped music from other cultures. The school uses a very wide range of music from many cultures. Teachers, however, do not always inform the children about the music that is playing. Music contributes to the cultural development of the pupils.

## **PHYSICAL EDUCATION**

129. Attainment in physical education at the end of Key Stages 1 and 2 is above the national expectation. Pupils' attainment has improved since the last inspection. By the time they leave the school, pupils move with good control and co-ordination, they have a wide range of physical skills and can participate effectively in team games. Pupils are made aware of safety issues and are taught to understand the effects of physical exertion on the body. Pupils make good progress in developing a range of physical skills and try hard to improve their performance.
130. The youngest children learn to respond to each other and enjoy musical games that promote physical co-ordination and sequencing of actions. These take place both in the classroom and outside. Pupils in Key Stage 1 develop their physical skills through games, gymnastics and dance. In dance, pupils have learned a range of steps that they practice individually and use in group sequences. They learn games' skills and can run, jump, throw and catch correctly and with confidence. In Key Stage 2, the older pupils develop more specialist skills associated with games such as rugby, through which they refine their basic skills.



131. Pupils enjoy PE and are enthusiastic to perform well. All pupils, including those with SEN, understand the well-established conventions that allow lessons to proceed smoothly. Behaviour is good and pupils listen carefully to instructions. They can organise themselves effectively and work well together in teams and with partners.
132. The quality of teaching is good. Lessons are carefully planned and teachers give clear instructions. Pupils are made aware of the purpose of what they are asked to do. The pace of lessons is brisk and the expectation of pupils' performance is high. Teachers have good levels of expertise and coaching of skills is effective. They provide demonstrations for pupils and invite them to note good performances that receive appropriate praise. Teachers present good role-models for pupils by dressing appropriately for PE lessons.
133. The co-ordinator has specialist qualifications in PE and contributes a high level of expertise to the subject that is well used. Pupils' success is carefully monitored and opportunities to gain awards in aspects such as swimming are provided. Resources for PE are good. The school uses "Top Play" to support teaching and learning. The requirements of the National Curriculum for PE are met. The curriculum is enriched by a range of after-hours activities, such as the "Fit Kids" programme, which are enjoyed and well supported by pupils.

## **RELIGIOUS EDUCATION**

134. By the end of Key Stage 1 and Key Stage 2, pupils' attainment is consistent with standards set out in the local education authority Agreed Syllabus. Pupils make good progress in both key stages. These standards are the same as those reported in the previous inspection.
135. By the end of Key Stage 1 pupils have a basic knowledge of many of the key features of Christianity and other world religions. They achieve this by listening to stories and watching videos about the life of Jesus and the miracles that He performed. Their knowledge of Christian festivals enables them to make comparisons with the Hindu festival of Divali and the Jewish festival of Hanukkah. Pupils have a good understanding of what is right and wrong.
136. At Key Stage 2, pupils know the areas within a church and can compare these with the Sikh's place of worship, the Gardwara. They are aware of the importance of a place of worship within a religion. Pupils extend their knowledge of other major religions through the use of very good resources, visits to places of worship and visitors to the school. Roop Singh recently visited the school and informed the children about the Sikh religion, customs and traditions. Pupils are very well prepared for visits. They suggest questions to ask and prepare a questionnaire to accompany their visit.
137. Through collective acts of worship, pupils are developing ideas of worship and prayer. They recognise that these events are special, involving preparation through quiet reflection. The school uses a very wide range of music from many different countries to introduce or close an assembly. Teachers, however, do not always provide information about the music that is playing to the pupils.

138. Across the school, all pupils, including those with SEN, make good progress. Throughout both key stages pupils' questions indicate their interest in the subject. In Key Stage 2 pupils are keen to extend their knowledge through using the Internet. Teachers expect and pupils use the literacy skills learned in English lessons in their work. Pupils in both key stages acquire knowledge of the Christian faith by the good relationships the school has with the local church. The local vicar frequently takes assemblies in the school, which adds to the pupils' spiritual development.
139. Pupils' attitudes are good. In lessons and whole-school assemblies, they express ideas and offer opinions. Pupils co-operate very well and show respect and reverence during the assemblies. Their good behaviour is a positive factor in the success of assemblies and class discussions. RE makes a positive contribution to the spiritual, moral, social and cultural development of pupils throughout the school.
140. The quality of teaching is good. Planning is good. Lessons frequently begin with reference to previous work to remind pupils of knowledge already gained. In one lesson, the teacher clearly explained to the pupils that at the end of this lesson she wanted them to remember the words Hanukkak, Menorah and Shammask. Lessons maintain a steady pace and changes in activities such as using the Internet or observing an artefact sustains pupils' interest. Teachers ask a good range of questions that reinforce pupils' understanding of Christianity and other faiths.
141. The subject is well co-ordinated. The school policy reflects the local education authority Agreed Syllabus. Resources are very good, this is an improvement on the last inspection and readily available. The school uses the local church, outside visitors such as Roop Singh, a Sikh, to support their work. This is having a positive impact on the pupils' attainment. The good use of questions to enable pupils to reflect has a direct impact on the good ethos in the school.