

INSPECTION REPORT

CHIRTON CHURCH OF ENGLAND PRIMARY SCHOOL

Chirton, Devizes

LEA area: Wiltshire

Unique reference number: 126314

Headteacher: Mrs Jocelyn Jewell

Reporting inspector: Paul Evans
20737

Dates of inspection 28th – 30th January 2002

Inspection number: 222743

Full 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:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	The Street Chirton Devizes Wiltshire
Postcode:	SN10 3QS
Telephone number:	01380 840684
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs N. Wragg
Date of previous inspection:	March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Evans 20737	Registered inspector	Foundation Stage curriculum English as an additional language English Information and communication technology Art and design Design and technology Religious education	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
Carolyn Webb 9614	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Jon Palethorpe 20671	Team inspector	Special educational needs Mathematics Science Geography History Music Physical education	How good are curricular and other opportunities? How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chirton Church of England Primary is a smaller than average primary school providing education for 28 pupils, 11 boys and 17 girls, aged from 4 to 11 years. The majority of pupils come from Chirton village itself, although a small minority do come from surrounding villages. Chirton consists mainly of private housing with a small council estate. The percentage of pupils identified as being eligible for free school meals is below the national average. Although the percentage of pupils on the school's special educational needs register is above the national average there are no pupils who have a statement of special educational needs. There are no pupils in the school who have English as an additional language or who come from an ethnic minority background. Pupils' attainment on entry to the school varies year by year, but is broadly average overall.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is now good. Through good teaching and excellent management it promotes good attitudes and behaviour and standards have risen steadily for the past two years.

When considering its context, the standards that it achieves, the level of education that it offers to all its pupils and the money that it spends, the value for money provided by the school is satisfactory.

What the school does well

- The leadership and management of the headteacher and key staff are excellent.
- The quality of teaching is good overall and often very good throughout the school.
- Teachers' management of pupils throughout the school is excellent.
- The monitoring and evaluation of the school's performance is very good.
- Pupils' attitudes to school are very good.
- Pupils' behaviour throughout the school is very good.
- The school promotes the personal development and relationships of pupils very well.
- Relationships between pupils and between pupils and their teachers are excellent.
- The provisions for pupils' moral and social development are very good.

What could be improved

- The school does not meet the requirements of the National Curriculum in physical education.
- The presentation skills, including handwriting, across the school are less than satisfactory.
- The school's annual reports to parents require improvements.
- The school's buildings are less than satisfactory in several areas, which affects standards in physical education and provision for children in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2000 when the judgement was that Chirton Primary School was a school with serious weaknesses. Weaknesses were identified in standards achieved in English, mathematics, science and religious education. The attitudes and behaviour of the pupils were also a cause for concern as was curriculum planning. Pupils' personal, social and health education was found to be weak as was the assessing and monitoring of pupils' academic progress. The role of the governors in shaping the direction of the school needed improving, as did extending the involvement of parents in the work of the school.

Standards in English, mathematics and science are now satisfactory. In religious education standards are now in line with the locally agreed syllabus throughout the school. The attitudes and behaviour of pupils are now very good as is the assessment and monitoring of pupils' academic progress. This assessment information is now fully used to guide teachers' planning. The governing body now makes a good contribution to shaping the direction of the school. Parents now have a satisfactory involvement in the

work of the school. Overall, the school has achieved a very good level of improvement since the last inspection.

STANDARDS

There are only a small number of pupils in each year group, often as small as one or two pupils. In order to ensure the confidentiality of individual pupils, this report does not include the results of National Curriculum tests.

The school gathers good assessment information about the way that pupils make progress. This is combined with an analysis of test results to track pupils' progress very well and enables the school to set realistic but challenging targets for all pupils in English mathematics and science.

Inspection evidence shows that standards in English, mathematics, literacy, numeracy, science and information and communication technology are satisfactory throughout the school. Standards in religious education meet the requirements of the locally agreed syllabus. The standards achieved in design and technology, history, geography and music are in line with national expectations for all pupils. Standards in art and design are above expectations. Standards in games activities and swimming are in line with expectation, however, the school does not have a suitable space to teach gymnastics and dance. Consequently, standards in physical education are below expectations overall.

The school makes good provision for children in the Foundation Stage. Inspection evidence shows that standards, in all six areas of learning, are above expectations for pupils of this age. These children are now working within the programmes of study for Years 1 and 2 and their progress, since joining the school, has been good. Pupils with special educational needs respond well to good provision and make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They are keen to come to school and are enthusiastic about the work that they undertake.
Behaviour, in and out of classrooms	Very good. The behaviour of all pupils both in and out of classrooms is now very good.
Personal development and relationships	Very good. Pupils have excellent relationships with each other and with their teachers.
Attendance	Satisfactory. The school has good procedures for promoting good attendance. However, while there are genuine reasons for some absences, there is also a lack of support from a small minority of parents.

TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

The overall quality of teaching throughout the school is good. All children in the Foundation Stage are now working within the programmes of study for Years 1 and 2 and a scrutiny of work shows that the quality of teaching in this area is very good. Eighteen lessons were observed altogether. The quality of teaching was excellent in one lesson. It was very good in seven lessons and good in eight. The quality of teaching was satisfactory in the remaining two lessons. No teaching seen was less than satisfactory. The overall good quality of teaching and the consistent application of the very good behaviour policy of the school combine to produce good or very good learning in all lessons. The quality of teaching observed in English and mathematics lessons confirms that the skills of literacy and numeracy are being well taught. This is confirmed when looking at pupils' past work. Pupils with special educational needs are well catered for and make good progress. The teaching of these pupils is good, with effective help often given by the teaching assistant.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Less than satisfactory. The school cannot meet the requirements of the National Curriculum in physical education, because of deficiencies in its accommodation.
Provision for pupils with special educational needs	Good. Teachers and the teaching assistant provide effective support, which enables these pupils to make good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provisions made for pupils' moral and social development are very good. Pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Very good. Procedures for child protection are good. Pastoral care is very good. Procedures for monitoring and promoting good behaviour are very good.

The partnership between the school and parents is now good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides clear educational direction for the school and provides excellent leadership. The excellent teamwork between the headteacher and the teaching staff has enabled the very good improvement since the last inspection.
How well the governors fulfil their responsibilities	Good. The governing body now makes a good contribution in shaping the direction of the school.
The school's evaluation of its performance	Very good. The key issues of the last inspection have been very successfully addressed.
The strategic use of resources	Good. The school makes good use of specific funding and ensures that this is appropriately spent.

The match of teaching and support staff to the demands of the curriculum is now good. The adequacy of learning resources is satisfactory overall and is good for some subjects. The school's accommodation is less than satisfactory. The school is on a split site, with pupils having to cross a road between the main school and their classrooms. There is no suitable space for the teaching of gymnastics and dance, and there is no dedicated outdoor space or large scale climbing equipment or large wheeled toys for the use of children in the Foundation Stage.

The headteacher has built an outstanding team and the level of teamwork is excellent. The governing body plays a good part in determining the direction of the school and the support given to the headteacher is now good. The school works well with other schools in its group including secondary schools to ensure that the principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The behaviour of pupils in the school.• Parents feel comfortable to approach the school with any questions or concerns.• The fact that their children like attending school.• The high expectations that the school now has for their children.• The way the school helps their children to become mature.	<ul style="list-style-type: none">• The range of extra-curricular activities offered by the school.• The leadership and management of the school.

Inspection evidence supports the positive views of the great majority of parents. The concerns of parents about the leadership and management of the school was only expressed in some questionnaires. The views of parents present at the meeting with the Registered Inspector before the inspection were very positive, as were those of parents spoken to during the inspection. The quality of leadership and management in the school is excellent. The school offers a homework club for 20 minutes before school every day. It is difficult with a small number of staff and such a small number of pupils to offer a wide range of extra-curricular activities. However, the school works hard at this and the range of provision is satisfactory. Inspection evidence does not support the views of a minority of parents in these two matters.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There are only a small number of pupils in each year group, often as small as one or two pupils. In order to ensure the confidentiality of individual pupils, this report does not include the results of National Curriculum tests. However, the school does meet the requirement to inform parents of their children's results in these tests. The school also uses its analysis of test results together with its very good knowledge of pupils' individual abilities to monitor the effectiveness of what it is teaching. The comparisons with all schools nationally or with schools with a similar level of free school meals are not reported either. While these comparisons do give the school a very broad indication of how well it is doing, they are statistically unreliable for making judgements. Similarly, trends over time are not reported because the results of one pupil can represent 100 per cent of a year group's achievement.
2. On entry to the Foundation Stage¹, the overall level of attainment of the children is in line with what is expected for their age. The number entering is sometimes as low as one child, but inspection evidence shows that pupils starting school are of average ability overall. By the time that they enter Year 1, children have made significant improvement, and their levels of attainment are at least in line with expectations and sometimes better than this. All children in the Foundation Stage achieve the targets set in the Early Learning Goals² in their personal, social and emotional development. A significant number exceed these targets. In their knowledge and understanding of the world and in physical development children meet, and often exceed, the expectations set in the national Early Learning Goals. Children almost always exceed the expected levels in communication, language and literacy, in mathematical development and in creative development.
3. Inspection evidence shows that standards in English, mathematics and science are now average by the end of Year 2 and Year 6. This is a considerable improvement since the last inspection. At that time, March 2000, standards in these subjects were below average throughout the school, which was judged to be a serious weakness. This has been corrected. The school has identified gaps in pupils' learning and is correcting these omissions at the same time that standards generally are being raised.
4. The effectiveness of strategies for the teaching of literacy and numeracy are now good. Standards in speaking and listening skills are good throughout the school. Pupils listen very carefully to their teachers and to each other. They respond thoughtfully and speak clearly, often using Standard English and extended sentences in their answers or opinions. Standards in reading are satisfactory overall. When reading fiction or non-fiction, pupils show sound development of sight vocabulary, the ability to sound out letters individually and in groups and some have developed the ability to use clues in the text to help them with difficult words.
5. Standards in writing are satisfactory. Pupils learn to identify a good range of parts of speech. In Years 3 to 6, they learn to use and change tenses and to make their writing more interesting by choosing 'finer' adjectives. They use these writing skills in other subjects such as science, history and geography, often making books of the information that they gather when researching. For example, in the Years 1 and 2 class, a display

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

² Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.

board shows the areas of research undertaken by each pupil in a study of The Great Fire of London. Homework books show that some of this research took place at home. Topic books reveal that some pupils are beginning to write pieces of greater length when undertaking this type of work. There are also pieces of 'Star Work' displayed in various areas of the school, which show that pupils write poetry and use computers to word process some of this work.

6. Standards of handwriting are less than satisfactory. The expectations of teachers for pupils to present their work in a standard format or to the highest standards are not consistent. When on occasions teachers insist that standards of presentation are not good enough, pupils' work does improve for a short time. Handwriting is taught too infrequently to develop a good style as early as possible. An improvement in this would enable pupils to take greater pride in their work and would contribute to raising standards further. Standards in English are satisfactory overall throughout the school.
7. Standards in numeracy are also satisfactory, with some more able pupils achieving standards that are above average for their age. All pupils are encouraged to develop skills of mental calculation and to develop the ability to explain their strategies for calculation. Each pupil is offered work at their own level, often because of teachers' good questioning skills and very good knowledge of each pupil's level of ability. There is appropriate development of all areas of mathematics and elements of shape are used in art and design. Pupils use their skills of measuring in design and technology and use large numbers in the statistics of 'The Great Fire of London'. In both literacy and numeracy, these standards show good improvement since the last inspection.
8. Teachers' assessments of the number of pupils who will reach average and above average levels at the end of Years 2 and 6 are accurate in English, mathematics and science. The school sets challenging but realistic targets and has developed very good strategies for attaining those targets.
9. The school has enabled the raising of standards in English mathematics and science through staff training and well focused subject leadership. The further development and implementation of the National Literacy Strategy has had a significant impact on pupils' learning in English and literacy. Inspection evidence shows that standards in science have improved significantly and that most pupils are now in line to reach average standards in national tests at the end of Year 2 and Year 6.
10. Pupils with special educational needs are identified at an early stage to ensure that their individual needs are met. Twenty-four per cent of the school is on the register of special educational needs, although only two pupils have individual education plans. Pupils with special educational needs make good progress due to the effective support they receive from their teacher or teaching assistant in class. Pupils' confidence and self-esteem grow, which strengthens their willingness to tackle tasks.
11. Standards in singing throughout the school are now good. One of the teachers provides high quality teaching of singing for all pupils and this has raised the quality of pupils' learning and achievement. Standards in design and technology, information and communication technology, history, geography and music are in line with national expectations at the end of Year 2 and Year 6. Standards in art and design are above expectations throughout the school and art and design makes a good contribution to pupils' spiritual development. Standards in physical education are below expectations because the school does not have a suitable space for the teaching of gymnastics and dance. The teaching of religious education meets the requirements of the locally agreed syllabus and pupils achieve standards in line with expectations.

12. There is no significant difference in the standards achieved by boys and girls. The school focuses well on target setting in English, mathematics and science. These targets are well supported by the school's very good assessment in these subjects and the very good system for tracking pupils' progress as they move through the school. All these factors combine to ensure that all pupils are fully included in all school activities.

Pupils' attitudes, values and personal development

13. The school instils very positive attitudes to learning and good values in all who attend. These are underpinned by the strong Christian ethos and caring 'family' atmosphere evident throughout this small school community. Parents feel that the improvement since the last inspection is 'beyond recognition'. From the day they arrive children enjoy their schooling and settle quickly into the daily routine, well supported not only by teaching staff but also by their peers and older pupils. All learn what is expected of them and quickly develop self-discipline. Sanctions, though known, are rarely necessary and everyone applauds personal achievements, recognised in assemblies when the 'celebration' leaves awarded are stuck on a special 'tree'. There have been no recent exclusions.
14. Pupils are well mannered and very polite to visitors, adults and to each other. Behaviour throughout the school is now very good, which is a major improvement since the last inspection. In the classrooms a lively but purposeful 'buzz' pervades as children concentrate hard on their work, enjoying their tasks and anxious to please their teachers. They love school and work well independently and together. In an art lesson, when the teacher produced the materials for them to make an imaginary creature an excited pupil commented, 'ooh, you do know how to make us happy'. The discussion, suggestions and role-play on how to deal with bullies in which all Years 3 to 6 pupils participated were striking, especially the mature and responsible attitudes that all displayed. 'Keep yourself safe' was stressed and understood, and pupils were congratulated that none had problems of this sort in school, 'which is lovely' the class teacher told them at the end of this valuable lesson.
15. Outside in the field all ages play well together. They enjoy the space and very few accidents occur. No bullying or inappropriate behaviour was seen and others are concerned if a child is hurt.
16. Pupils love their school and are proud to attend. Although their appearance at the pre-school homework clubs is not always punctual, all are in school when registration takes place. Only the number of holidays taken during the summer term prevents the school recording a very good annual attendance percentage.
17. Pupils' personal development is very good, although there are too few occasions on which they show initiative. The caring environment which all enjoy encourages them to be aware of others and to give their help when it is needed. Relationships throughout the school are excellent. Older pupils collect the younger ones before walking to church for assembly. No formal responsibilities are allocated, but all carry out any task they are given willingly and well. The youngest child was seen ringing the school bell enthusiastically at the end of break, his tongue keeping time with the swings of the bell! Pupils listen carefully to issues raised in assemblies and discuss these during their personal, health and social education lessons, when they also have the opportunity to air and resolve any other difficulties they may be experiencing, such as friendship problems. They benefit from the talks given by the school nurse and police officer, which warn them of problems they may face outside school and all are well prepared for the next stage of their education.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching and learning is good throughout the school, and includes many very good features. The high proportion of very good teaching builds on common approaches used across the school and is a major reason why pupils enjoy school so much and why standards have been effectively raised and continue to improve steadily. Eighteen lessons were observed across the school during the inspection. The quality of teaching in eight lessons was very good or excellent and in another eight lessons it was good. Two lessons were satisfactory. No teaching was less than satisfactory. The quality of teaching and learning in literacy and numeracy is good.
19. The quality of teaching and learning is good overall in all areas of the school. In Years 1 and 2, four lessons were very good or excellent, two were good and one was satisfactory. In Years 3 to 6, four lessons were very good, six were good and one was satisfactory.
20. Teachers' subject knowledge and understanding is good overall. It is good in English and mathematics. In all classes in Years 1 to 6, there is good knowledge of how to teach phonic and number skills, which helps pupils to make good progress in the basic skills of literacy and numeracy. In other subjects the individual strengths of teachers are used well.
21. Teachers' planning is good. In all lessons, teachers specify clear objectives, structure the use of time well and provide for the different levels of ability in their classes. Teachers enable support staff to share teaching plans and brief them in good time for what support is needed. Teachers often plan to include information and communication technology in lessons on other subjects. For example, in a good Years 3 and 4 literacy lesson, the teacher directed pupils to the computers towards the end of the main task. The work they undertook was an extension of the current lesson in preparation for their next lesson. This was good use of information and communication technology and contributed well to pupils' learning.
22. The quality of marking is very good. Teachers regularly mark pupils' work and often add written comments, which aid pupils' understanding of how they can improve further. The use of targets is good. Pupils have individual targets stamped inside their books in English, mathematics and science. These targets are dated when set and when achieved. Targets are set in lessons and shared with pupils by writing them on whiteboards. These are referred to throughout lessons and during end of lesson reviews to check that they have been achieved. All these strategies contribute to the pupils' very good understanding of their own learning and to the very good inclusion of all pupils in all lessons. The school has rightly focused on establishing high quality teaching and has a very clear teaching and learning policy, which guides the successful methods and the very good pupil management seen.
23. Teachers' expectations of what pupils can achieve are good in all lessons and particularly in English, mathematics, science, art and design and music. For example, there were very high expectations for pupil involvement in a Years 1 and 2 music lesson on beat and pulse. Because pupils knew what was expected of them they assembled quickly on the mat. They joined in songs such as *The Grand Old Duke of York*, identifying and moving their whole body to the beat. They showed very good levels of self-discipline even in such an exciting lesson and their quality of learning was good. Their singing was sweet and they showed that they could sustain a rhythm and hold a melody without shouting.
24. There are weaknesses in the standards of presentation that teachers expect. For example, although pupils are learning joined writing, there is too long between handwriting lessons. This means that the development of a good joined style is slower than it should be. Evidence from pupils' past work shows that teachers infrequently insist on good handwriting and good standards of presentation except on some occasions for final drafts

and for display work. This means that pupils are not enabled to regularly take a pride in the appearance of their work.

25. During lessons teachers carefully repeat key vocabulary in different sentences and questions so that pupils, including those with special educational needs, rapidly learn and understand it. This results in all pupils being very strongly motivated to learn and doing their best to succeed at the tasks they are set. Teachers use a good variety of grouping strategies. These include very good pupil pairing as well as sharing and discussion tasks to ensure that the pupils help each other learn and have opportunities to exchange and talk through ideas. Teachers use end of lesson review sessions very well to enable pupils to sum up what they have achieved and to recognise good work. This time also allows teachers to point out how pupils can improve and what the pupils will be doing next. This is a particularly successful feature of English, mathematics and science lessons. Support staff work very effectively in all lessons to ensure that all pupils, including those with special educational needs, make good progress.
26. Teachers' excellent management of the pupils is underpinned by their consistent enforcement of clear rules about behaviour, well backed up by the way in which all the staff constantly remind pupils of the rules they must follow. These are promoted very positively through praising pupils who are sitting ready to learn, who help others and who remember to raise their hands when asking or answering questions. Teachers intervene very promptly when pupils divert from the task in hand, often using a question about the task to refocus them. The system of rewards in the form of 'leaves' which are added to a special 'tree' during assemblies are valued highly by all pupils. While there is also a system of sanctions, this has to be used only rarely because the system is so well understood by pupils and they value their rewards so much.
27. Teachers make good use of homework. Pupils are regularly set mathematics and literacy homework including reading and, for older pupils, written tasks, which are effective in helping them make progress towards their targets. Reading and homework diaries are provided for parents to write comments on how their child is progressing and these are well used to communicate between home and school.
28. Pupils with special educational needs are taught well within their own class groups. Good attention is paid to the targets set for each pupil in the school and, in particular, those with individual education plans. Work is set at the appropriate level and, with good support, these pupils are learning very effectively. As well as good teaching of specific strategies to improve skills, the teacher places appropriate emphasis on increasing pupils' self-confidence and self-esteem. Pupils identified as having special educational needs are fully included in all school activities. Regular termly reviews and assessments take place so that their needs are regularly updated.

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

29. There is a good curriculum policy and scheme of work in place for children in the Foundation Stage. This has been developed with the help of the local education authority adviser and is linked to national guidance for children under five, the early learning goals and the stepping-stones contained in that guidance.
30. In the rest of the school, there are now policies and schemes of work in place for all subjects, which is a good improvement since the last inspection. Curriculum planning is carefully organised into two- and four-year cycles to accommodate the mixed-age classes. This is effective and is working well. There are examples of good cross-curricular links in many lessons, such as mathematics and English skills being developed in science. However, because the physical education curriculum does not meet statutory requirements, the overall quality and range of learning opportunities and the breadth and

balance of the curriculum cannot be satisfactory. This is a pity, since so much improvement has been made in all other areas of the curriculum.

31. There is good provision for pupils with special educational needs. Two pupils have individual education plans, which contain agreed action with specific targets. These are regularly reviewed and updated. These pupils are fully included in all school work. As with all other pupils in the school, they have targets in their exercise books. With small classes and very good support from the teaching assistant, pupils with special educational needs are well catered for within their classrooms and are fully included in all lessons.
32. The national strategies for the teaching of literacy and numeracy have been very effectively introduced within the school. Planning matches the national recommendations for both subjects and is used to guide the range of activities taught to all pupils. All pupils are enabled to benefit equally from the curriculum. Appropriate support is given to individuals or small groups as and when necessary.
33. The curriculum is well enriched in a number of ways. For example, younger pupils visit Melksham for a town study, whilst older pupils go to Trowbridge to visit the Woollen Museum and Marlborough to visit the Merchant's House. There are whole-school trips to other primary schools, for example to see the Science Magic Show. The whole school has visited Swanage and the Salisbury Playhouse, and a visit to London for the Natural History Museum and London Eye is imminent. Where parents assist with transport, all necessary consent forms and insurance requirements are in order. There are some after school activities, such as recorder club, ball skills club and athletics club in the summer term, run by teachers, and a gardening club run by a parent. Whilst these are valuable opportunities offered to pupils by a small number of teachers, more use could be made of parental help. Visitors include the local vicars and a grandmother who came to talk about her life during the Second World War.
34. There is very good provision for pupils' personal, social and health education. There is a planned programme throughout the school. This includes healthy eating and lifestyles, bullying pressures, feelings and relationships, medicines and drugs, growing up and substance use. This is supplemented by discussion of any issues that arise in school and by a health week that takes place in the spring term. The week is very well planned and includes: the school nurse talking about keeping healthy and sex education for Years 5 and 6; a St John's ambulance man, with his ambulance, teaching basic first aid; a dental hygienist on looking after teeth; and yoga and line dancing. Apart from the obvious value to pupils with the provision for health education, this shows good links with the community.
35. There are good relations with partner institutions, particularly between the six small schools in the local cluster group. Pupils benefit from mixing with pupils from the other schools, particularly in sporting fixtures. There are financial benefits when all the schools club together to pay for specialist provision such as the Science Magic Show. Other benefits include sharing resources such as the computer temperature probes. There are appropriate transfer procedures for pupils who leave to go to secondary school. There is a newly formed toddler group that uses the school hall one afternoon per week. This enhances pre-school opportunities for young children.
36. Provision for pupils' spiritual development is satisfactory. Assemblies, one of which each week is in the local church, provide appropriate opportunities for reflection and prayer. Religious education lessons make a sound contribution to spiritual development. For example, pupils in Years 1 and 2 listened to the story of the Prodigal Son. The way in which the teacher explored the issues of care and understanding promoted spiritual development very well.

37. Provision for pupils' moral development is very good and permeates the life of the school. Reports of the behaviour seen in the last inspection seem a million miles away, and the absence of oppressive behaviour is excellent. This has been brought about by the excellent management of pupils by the teachers and teaching assistant, the consistent application of the school's behaviour policy and the use of circle time to discuss any issues that arise.
38. Provision for pupils' social development is very good. Evidence of this can be seen in many places: in lessons, where pupils are encouraged to co-operate fully with each other; going to assembly, where the older pupils collect the younger ones to take them in; and in the playground, where pupils play sensibly together. The variety of groupings seen in mixed-age classes enables pupils of the same ability to work together, regardless of age, or pupils of the same age working together, regardless of ability. Adults act as good role models in the way that they talk to each other and to the pupils. The residential trip to the Isle of Wight makes a valuable contribution to social development, especially as it is in conjunction with another school. The visits to other schools in the cluster for special events or sporting fixtures is another opportunity for pupils to develop their social skills.
39. Provision for pupils' cultural development is satisfactory. Appreciation of the pupils' own culture is covered well. Visiting museums, studying the artwork of artists such as Clarice Cliffe and visitors, such as the author Dick King-Smith, all make good contributions to pupils' cultural development. However, the appreciation of wider traditions in order to understand ethnic and cultural diversity through visitors, art, music and literature is less well developed. The school realises the importance of this area and is taking steps to improve the provision. For example, in conjunction with the local cluster of small schools, there is to be a multi-cultural week. Pupils will see and hear a steel band and watch an African dancer. This will be a valuable experience. However, more needs to be done to include a multi-cultural dimension to the work already done in school, for example in literature, art and music and when studying India.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Pastoral care is very good. Teachers know their pupils well, relationships between pupils and with all adults are excellent and mutual trust and respect are enjoyed throughout this small, close-knit school community. Health and safety have high priority, risk assessments take place frequently and security is under regular review. Pupils are well supervised at all times. Trained first aiders are always present and practice of first aid is good, with a 'box' on each site. The designated teacher has had recent child protection training and all staff are aware of the issues and follow good guidelines in the event of any concerns.
41. The school now has a comprehensive behaviour policy and the very good and effective procedures to ensure good behaviour are consistently implemented by all staff. The celebration 'leaves', awarded for attitude as well as academic success and celebrated in assembly, are valued by pupils and parents alike. Sanctions are known but rarely used because pupils want to please, not to disappoint their teachers. The school's systems for encouraging and monitoring attendance are good, but have not so far discouraged the small minority of parents who take their children on multiple holidays during the summer term. The school makes a telephone call if no explanation is forthcoming as to a pupil's absence.
42. Pupils with special educational needs receive good support. Teachers and the teaching assistant know the pupils well and are able to give them the necessary care and support.
43. There are now very good procedures to assess pupils' academic progress and achievement. This has addressed one key issue in the last inspection report. Test results are analysed carefully and individual achievements are tracked against National

Curriculum expectations and are recorded in pupils' individual files, which clearly show the progress that pupils are making. The school makes very effective use of this data to plan for the curriculum and to set targets for both the class and for each pupil. Planning is adapted if necessary after review of the lesson and marking of pupils' work is good, with useful comments made how this can be improved. Pupils agree the targets printed on the inside cover of their English, mathematics and science work books. These are dated when set and when achieved, and reviewed very regularly. National Curriculum levels reached at the end of the school year are printed in the annual reports.

44. Very good personal development results from the school's well-planned procedures for pupils' personal, health and social education, although this is only recorded in their annual reports. Monitoring is thorough though informal because teachers know their pupils well. With so few on roll none is given formal responsibilities, but the school's expectations that all will help when asked and care for each other are fully realised. Pupils develop a sense of natural justice as they go through the school and collect for charities in aid of those less fortunate than themselves. Assembly themes, the current being 'gifts', and discussions during the personal, health and social education lessons ensure that all know how to behave and how to deal with any problems arising in school. Talks about road safety and from the police alert all to the difficulties they may face outside their caring school environment. Pupils are taught about their responsibilities as citizens and are well prepared for the next stage in their education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The headteacher and her staff have worked very hard to establish their good relationship with parents and continue to seek ways in which to extend the good links now enjoyed. Parents in their turn are pleased with the positive attitudes and values their children are taught and with their much improved behaviour. Parents support the school's aims and ambitions for their children, quite a number arriving for the homework clubs held every morning. Good relationships between parents and teachers are seen as parents arrive with their children. 'It's not maths today, is it? I do find it difficult but I believe I have improved!' was one comment laughingly made, by a parent, to the headteacher on arrival.
46. The school tries hard to involve parents in school life and most parents do what they can to help. One father is bringing the ambulance to the forthcoming health week and a grandparent regularly hears children read in school. The school nurse has held a surgery for parents before school. Some parents accompany children to their swimming lessons, others have volunteered to help with extra-curricular clubs and those who can assist their children with homework. The church was full to overflowing with proud relatives, siblings and friends eager to see the Christmas production of *Baboushka*, in which every child played their part.
47. Communication between staff and parents is good. Parents are good at attending their appointments at consultation meetings, at which they see their children's work and discuss their targets and progress. The school provides good written information in the school prospectus, governors' annual report and weekly newsletters. Parents are invited to speak to teachers whenever they want. Home/school reading records are a useful means of communication, although occasionally these are completed by the child. The annual reports, though detailing National Curriculum levels reached and topics covered during the year, do not give sufficient information on how well the individual child has achieved, but parents do have the opportunity to discuss this report at their summer meeting. The reporting of the standards reached by children in the Foundation Stage does not follow the pattern of the curriculum provided for these children. Parents of children who need extra assistance are well informed and involved in any individual help planned for their child.

48. The Friends of Chirton School association runs fun and successful fund-raising events, such as the summer fete and popular evening barbecue following sports day to which the whole village is invited. The money raised has provided for such amenities as the microwaves and television and video. The association also subsidised the pantomime outing to Salisbury last term, which was much enjoyed by all. The villagers are invited to judge the Easter bonnets, proudly worn by pupils during the annual parade, and all enjoy the tea and hot cross buns later.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the headteacher and all staff are excellent. The headteacher provides clear educational direction. She has built a very strong team to support her and leads by example, both in teaching and in building relationships. She has managed a great deal of change within the school through inspiration and by caring for and nurturing other teachers. The teachers have supported her very well and share in the tremendous improvements seen. Their own interactions serve as a model for the pupils. The school's aims are clearly set out and all concerned with the school assist in the quest to achieve these aims. They have a joint pride in the school. All connected with the school, including the teaching assistant, administrative officer and cleaners, make an effective contribution to the school's achievements.
50. The governors are well informed, well organised and make a valuable contribution to the work of the school. They have attended courses on school governance and fulfil all their statutory duties. In turn, they ensure that the school meets its statutory requirements, with the exception of provision for physical education. Through training, they have an increased awareness of data analysis, are confident in interpreting data, and are able to identify strengths and weaknesses leading to action for school improvement. They now have a committee structure with committees for staffing/curriculum and finance/premises. Their roles are clearly defined and all are now exercising their roles effectively, including the nominated governors for literacy, numeracy and special educational needs.
51. The governors are involved in strategic planning through the school development plan. Planned school visits, receiving copies of all meeting minutes, copies of weekly newsletters, and reports from the local education authority, all enable governors to be fully aware of the school's strengths and weaknesses. Improved knowledge of developments and strengths and weaknesses greatly facilitates their decision-making. The chair of governors visits the school regularly and acts as a critical friend to the school by both challenging and supporting. Governors take responsibility for the school's strengths and weaknesses and hold the school to account. The governors now realise that the upheaval caused by the departure of the previous headteacher, the appointment of the new one and the findings of the last OFSTED report heralded change for the better.
52. There is an effective system for monitoring teaching. The headteacher monitors on a three-week cycle, with a different agreed focus for each visit. Local education authority advisers have monitored lessons and some have taught lessons for teachers to observe. Governors have observed these adviser lessons to help them with their understanding and have monitored some normal teacher-led lessons in school. This all links well with the school's performance management system, which is fully operational and is undertaken by the headteacher and governors. Staff targets are agreed and set with teaching staff and progress towards meeting the targets is monitored by the headteacher. The headteacher's targets are set and monitored by the governing body with help and guidance from an external adviser. This all provides good professional development for teachers and has contributed to the good standard of teaching seen. Pupils' attainment and progress are regularly monitored and there are good tracking systems for each pupil. Individual targets are set in English, mathematics and science.

53. The school's priorities for development over the last two years have been based on their action plan following the last inspection and are totally appropriate. An effective behaviour policy to improve attitudes and relationships between pupils has been at the heart of the matter and has enabled all other improvements, including raising standards, to take place. The school development plan is clear as to what needs to be done next, who is responsible, how it will be monitored and the costs involved. Governors have been trained in school development planning and interpreting performance data and are taking a full part in the school's development.
54. There is a shared commitment by all connected with the school to achieve high standards. However, with two out of three teachers leaving, the capacity to succeed in taking the school forward depends very much on unknown new appointments.
55. All priorities that the school has identified are supported through careful financial planning. There are clear links between the priorities set, the costs involved and the benefit to pupils. Best value principles are at the forefront in any spending. For example, the school now employs its own cleaners and grounds maintenance staff rather than remaining with the previous workforce. They obtain all the necessary quotes when spending large sums, such as with the new fencing and alarm systems. There is very effective day-to-day control and administration of the school's budget. The latest audit only raised minor issues, which have been dealt with appropriately. Specific grants are all allocated as they are intended and their impact is monitored. The school is making use of new technology in the school office, although a number of changes to the systems are sometimes confusing. The school has received extra funding since the last inspection. It has made very good progress since then and now provides satisfactory value for money.
56. The headteacher is the special educational needs co-ordinator and oversees the provision for those pupils on the special educational needs register. All appropriate documentation is in place and the pupils are well provided for within their normal classroom lessons. This ensures the total inclusion of all pupils in all activities.
57. There is a good match of teachers and support staff to the demands of the curriculum and the mixed-age classes. The headteacher is able to take the Years 3 and 4 pupils each morning, which reduces the age range taught together and the class size, giving pupils greater opportunities. The classroom assistant is well trained and makes a valuable contribution to pupils' progress and the school's development. Indoor accommodation is restricted in many ways. There is no secure play area for pupils in the Foundation Stage. There are toilets in only one of the mobile classrooms, which means that pupils from one classroom have to travel, without overhead cover, to the other for toilet purposes. The split site, on opposite sides of the road where there is a sharp bend, means that extreme caution is necessary every time pupils move from their classrooms to the old building. The school hall is not of adequate size for the full National Curriculum physical education programme to be met. The accommodation is well maintained and has attractive displays to enhance it. Outside, the field and playgrounds are adequate for the number of pupils. All subjects have sufficient resources for teaching. Where the school does not have its own equipment, there are very good systems for loans through the county library service or other local schools.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards even further the headteacher, staff and governors should:

- (1) ensure that the National Curriculum requirements for the teaching of gymnastics and dance are fully met; (paragraphs 11, 25, 31, 59, 112, 114)
- (2) implement strategies to improve the quality of pupils' handwriting and the standard of presentation of their work; (paragraphs 6, 67, 77, 82, 100)
- (3) enter into discussions with the authority responsible for the school's buildings in order to:
 - I. ensure that children in the Foundation Stage are provided with a suitable outdoor area for play, which is equipped with large scale climbing equipment and large wheeled toys; (paragraph 59)
 - II. provide suitable covered access to toilets for pupils in Years 3 to 6; (paragraph 59)
 - III. provide a suitable space for the teaching of gymnastics and dance; (paragraph 59)
- (4) improve the annual written reports to parents by:
 - I. giving clear written appraisal of pupils' individual achievements; (paragraph 49)
 - II. reporting on the achievements of children in the Foundation Stage in a manner appropriate to their specific curriculum (paragraph 58).

Governors may also wish to include the following minor issue in their action plan.

Discuss with the appropriate authority the establishment of road safety measures to protect pupils when crossing the road between their classrooms and the main school building (paragraph 59).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils.	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	7	8	2	0	0	0
Percentage	6	39	44	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	7

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	4
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

The results of national tests at ages 7 and 11 are not included because of the small number of pupils involved.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	28
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	9
Average class size	14.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	12

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	163,175
Total expenditure	143,595
Expenditure per pupil	5,318
Balance brought forward from previous year	14,754
Balance carried forward to next year	34,334

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 38%

Number of questionnaires sent out	29
Number of questionnaires returned	11

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	27	9	0	0
My child is making good progress in school.	45	26	0	0	29
Behaviour in the school is good.	73	27	0	0	0
My child gets the right amount of work to do at home.	18	55	9	9	9
The teaching is good	45	36	0	9	10
I am kept well informed about how my child is getting on.	55	27	9	0	9
I would feel comfortable about approaching the school with questions or a problem.	73	18	0	9	0
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	55	36	9	0	0
The school is well led and managed.	55	18	18	9	0
The school is helping my child become mature and responsible.	55	45	0	0	0
The school provides an interesting range of activities outside lessons.	18	27	36	9	10

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

58. At the time of the inspection there were no children working within the Foundation Stage. The school has a good scheme of work for children of this age and implements this when young children join the school. However, the school does not have a suitable outdoor area for the physical development of young children. When children have attained or surpassed the levels of development outlined in the six areas of learning contained in the latest guidelines for the curriculum for children in the Foundation Stage they are introduced into the National Curriculum schemes of work for Years 1 and 2. The evidence gained from looking at the past work of children in the Foundation Stage supports the judgements that the quality of teaching in the Foundation Stage is very good and that children make good progress. However, the annual written reports for these children do not follow the pattern of the curriculum provided for them.

ENGLISH

59. The standards achieved by pupils in National Curriculum tests at the end of Years 2 and 6, are not reported as the number of pupils taking the tests is always very low and often as low as one pupil. Comparisons with schools with a similar level of free school meals are also not appropriate. Inspection findings show that standards in Years 3 to 6 are good in speaking and listening and average in reading and writing. There is no discernible difference in the attainment of boys and girls. Similarly, in Years 1 and 2, standards in speaking and listening are good and standards in reading and writing are average.
60. This represents very good improvement since the last inspection, in March 2000, in speaking and listening, and good improvement in reading and writing. In that report, standards in all three areas were judged to be below average throughout the school.
61. These improved standards are due to the good quality of teaching, the improved implementation of the National Literacy Strategy and the pupils' very good behaviour and attitudes. This represents good improvement since the last inspection, when the National Literacy Strategy was not making a significant contribution to learning. At that time the quality of teaching was good, but teachers were new to the school and this had not had sufficient time to raise standards. Also, pupils' attitudes in many lessons were less than satisfactory. Inspection evidence shows that the attitudes of pupils to their work and their behaviour in lessons are now very good. This is having a significant effect on pupils' learning in English and literacy, throughout the school. Inspection evidence indicates that the school will meet its targets for Year 6 in 2002.
62. Teachers provide good opportunities for pupils in both key stages to develop their speaking and listening skills. They set up the introductory part of lessons so that pupils have time to share what they know and have learnt and they acquire and use the language associated with a topic. An example of this was in an excellent mathematics lesson in Years 1 and 2 when the teacher enabled all pupils to learn and understand the vocabulary related to mass. Pupils quickly learned to use quantitative adjectives such as 'slightly' together with 'lighter' or 'heavier'. Teachers place an appropriate emphasis on teaching correct terminology. In a good information and communication technology lesson in Years 3 to 6, the teacher expected pupils to use specific vocabulary when explaining their work. When they used other words such as 'picture' she reinforced pupils' learning by insisting on the word 'icon'. Throughout the school, teachers encourage pupils when working in pairs or small groups to discuss their work with each other. During these discussions, pupils' consider each other's views carefully. Thus, pupils expand the vocabulary associated with the different topics and subjects across the curriculum. Throughout the

school, whole-class sessions in personal and social education provide very good opportunities for pupils to share their feelings confidently.

63. Standards of attainment throughout the school are satisfactory, overall. Pupils' reading skills on entry to the school are broadly average, and they make satisfactory progress to attain average standards by the end of Year 2. They build steadily upon their knowledge of letter sounds learnt in Years 1 and 2. Pupils enjoy their reading. Average and below-average pupils, including those with special educational needs, quickly develop their knowledge and understanding of letter sounds, due to the good quality of the structured teaching that they experience. This helps them to tackle new and unfamiliar words. Above-average pupils demonstrate enjoyment and interest in reading, when in Year 2 they predict future happenings in a favourite story, *Wonder Mouse and other stories*. In Years 3 to 6 the sound progress is maintained and standards are average by the end of Year 6. Pupils read with improving fluency and accuracy and 11-year-olds can speak with first-hand knowledge of a range of different authors, including Dick King-Smith, Roald Dahl and J. K. Rowling. School reading record books are used well throughout the school. They are used effectively, showing good progress and regular monitoring by class teachers. These are also a good form of communication with parents. Pupils throughout the school know how the library is arranged, what indices and contents are and how to use them. However, when given the opportunity to retrieve books from the school's library most could not put this knowledge into practice. All enjoy reading and writing fiction factual reports and poetry. Pupils said that they use the school library and the county mobile library. The reading skills of the majority of Year 6 pupils are sufficiently well developed to enable them to cope with most texts.
64. The standards of writing seen during the inspection, throughout the school, are in line with expectations. A good example of this in Year 6 is the clear plan drawn up for the writing of a play script. The script itself contains not only dialogue for several characters, but also some stage instructions. Pupils throughout the school are taught to write in different ways. For example, in a display in the Years 1 and 2 classroom, the key elements of persuasive writing are listed together with examples of pupils' work. The very good assessment and tracking of pupils' progress means that all pupils are fully included in the English and literacy programmes provided by the school. Each pupil makes satisfactory progress according to his or her level of ability.
65. Throughout the school, pupils have less than satisfactory presentation skills. Handwriting is taught, but not frequently enough to develop a good joined style as early as possible. Teachers do not have high enough expectations for the presentation of pupils' work and only insist on this infrequently when marking finished work. Standards of spelling and grammar, including punctuation, are satisfactory. Pupils know how to sustain stories with satisfactory attention to characterisation and plot. Some use different forms of writing appropriately; for instance, when producing a factual account of 'The Great Fire of London' or 'Our Trip to Trowbridge'. Throughout the school pupils make their own books, such as 'The Titanic'. For all pupils across the school, there are opportunities to write for a variety of reasons in all subjects. This has a positive effect on the standards of writing achieved. In the writing of pupils of all abilities, there are many examples of the imaginative aspect of language, but less of the argumentative aspect. Writing standards, overall, throughout the school are average, but clearly improving, due to good teaching. It is presently a school focus and pupils are making good progress.
66. The quality of teaching in literacy is very good overall. Three lessons were seen during the inspection. In two of those lessons the quality of teaching was very good and it was good in the third. In a very good lesson in Years 5 and 6, the teacher, by the use of good open and closed questioning, harnessed pupils' enthusiasm for identifying 'time phrases'. Pupils quickly learned what this meant and scanned the text of *War Game* by Michael Foreman, identifying phrases such as 'it continued to rain heavily' or 'they were still waiting

for'. In both these lessons, all pupils were given equal opportunities to take part and all made very good progress.

67. The quality of marking is good. All teachers mark pupils' work regularly and all frequently write comments, which help pupils to improve their work. Learning assistants give pupils opportunities to succeed; for example, when helping two pupils of lower ability to form complex sentences by identifying the main clause and helping them gain a greater understanding of sentence structure and punctuation.
68. The co-ordination of English and literacy is good. As with all subjects there is a nominated teacher responsible for the development of the subject. However, a great strength of the school is that all teachers work very well as a team in all areas. Areas for development are identified, at present writing, and all contribute to a consensus view of the best way forward. This approach to the development of literacy is a major contributory factor in the good improvement since the last inspection. The assessment of pupils' progress, the use of that assessment information to track pupils' progress throughout the school and the setting of individual and whole school targets also contribute strongly to the progress that pupils make. Pupils use their literacy skills well in other subjects, for example, in writing up science experiments and writing in history and geography. Information and communication technology is regularly planned for and used in literacy lessons. For example, using 'literacy' programs to aid learning in lessons, and word-processing is regularly used to prepare written work for displays.

MATHEMATICS

69. Pupils' standards in mathematics by the end of Year 3 and Year 6 are in line with those expected, particularly in number work. This is an improvement since the last inspection, and is largely due to the effective implementation of the National Numeracy Strategy. It is impossible to make any judgements on National Curriculum tests or make comparisons with other schools as the number of pupils in each year group is so small. For example, only one pupil took the Year 6 tests last year. In order to reach the present levels, at the end of Year 2, pupils have made good progress. It is apparent that they have many gaps in their prior learning, from which it is taking time to recover, but with good quality teaching they are making good headway. However, an earlier under-emphasis on work in shape, space and measures, and in data handling, has meant that levels of achievement in these areas are only just adequate.
70. In Years 1 and 2, there is an appropriate balance between number work and tasks in other areas of mathematics. By the end of Year 2, most pupils have a good understanding of place value. For example, they know that 75 is $70 + 5$, and some know that 324 is $300 + 20 + 4$. They can count in twos, fives and tens and can add ten more to a number. Pupils are developing their mathematical vocabulary by using 'more than' and 'less than'. They can answer questions such as 'How many do we have to add to 12 to make 25?' and 'How many less than 18 is 10?' Most have a sound understanding of addition and subtraction, and are able to add and subtract tens and units with traditional pencil and paper procedures by writing their numbers in columns and performing accurate calculations. Pupils are developing their understanding of multiplication by doubling and halving numbers, and learning their two times table. They can check their results with number sentences and by using inverse functions. For example, they know that $36 - 10 = 26$, so $26 + 10 = 36$. Their understanding of addition and subtraction is developed further by pupils being required to work out problems, especially with money. For example, they work out the cost of two items to buy and then work out the change from the money given.
71. In shape, space and measures, in Years 1 and 2, pupils estimate lengths of items around them, such as pencils and books, and measure accurately in centimetres. They recognise and describe various simple two-dimensional shapes such as squares and triangles. Most

pupils are confident in working out which weights are heavier or lighter than others, whilst some are able to estimate which are heavier or lighter than 100g, and order their objects from lightest to heaviest.

72. By the time they are in Year 6, pupils have developed their number work to include fractions, percentages and decimals. For example, they know that $\frac{3}{4} = 0.75 = 75\%$. They can find percentages such as 10% of 50, and can add and subtract decimals. Their multiplication and division skills have developed appropriately, and most can use mental and pencil and paper strategies to multiply up to three-digit numbers by two-digit numbers.
73. In shape, space and measures, pupils accurately measure the sides of irregular shapes, and know the properties of a number of two-dimensional shapes, such as a parallelogram. They have constructed their shapes with straws and word-processed the information on each shape. Topics on three-dimensional shapes are planned, but at the moment pupils' knowledge is limited in this area.
74. Pupils handle data in a variety of ways. For example, they have drawn a line graph and a bar chart of pupils' choices of colours to paint a room. However, their understanding of the graphs is limited, partly because many graphs do not have their axes labelled correctly so it is difficult to ascertain exactly what is being represented.
75. From scrutiny of pupils' books and of teachers' planning and the observation of three lessons, it is possible to judge that teaching overall is good. The lesson observed for Years R, 1 and 2 was excellent. It was thoroughly planned with clear targets for different groups of pupils, so the age differences were well catered for. The brisk pace kept pupils alert and continuously concentrated their minds on the tasks in hand. A practical activity enabled pupils to have plenty of 'hands-on' experience with weights. Correct mathematical language was used throughout, with pupils able to describe weights as 'heavier than' and 'lighter than' or 'about the same'. In Years 3 to 6, lessons are thoroughly planned, again with appropriate work for different groups of pupils. However, in Years 3 and 4, the work is not always sufficiently challenging for the higher attaining pupils. Marking in mathematics throughout the school is good, with helpful comments to enable pupils to learn from their mistakes, although there are rarely comments on untidy work. Pupils are very well managed by the teachers and teaching assistant, who contributes well to pupils' learning. This, together with the brisk pace and interesting tasks set, ensures that pupils are well motivated and excited about their work. This enables them to make good progress.
76. There has been good improvement since the last inspection. There is now a scheme of work, based on the National Numeracy Strategy which, together with effective assessment procedures, ensures that planned work builds on pupils' prior knowledge and understanding. Individual targets are set for all pupils, including those with special educational needs. These are regularly assessed and updated where necessary. Teaching is monitored well by the headteacher and this leads to in-service training if necessary. All pupils, including those with special educational needs, are included well in the mathematics lessons. Numeracy skills are used well in other subjects, particularly in science and design and technology. Planning indicates that work is set to challenge pupils of all abilities in each class. However, evidence suggests that pupils with special educational needs are well challenged, but the higher attaining pupils are not always challenged sufficiently. Information and communication technology is used to help develop mathematical skills. However, this area is still underdeveloped, especially with the representation of data in pictograms, graphs and charts. There are sufficient resources. Mathematics is developing well under the headteacher and both class teachers who have responsibility for their age group. Teamwork in developing the subject is strong.

SCIENCE

77. Pupils' standards in science by the end of Years 2 and 6 are in line with those expected. This is an improvement since the last inspection. It is impossible to make any judgements on National Curriculum tests and make comparisons with other schools, as the number of pupils in each year group is so small. The improvement in developing pupils' investigative skills by using first-hand experiences has been of particular benefit in improving all areas of scientific study. Another important and effective development has been the introduction of the Wiltshire Science Scheme, which ensures a coherent sequence of experiences for pupils.
78. Pupils in Years 1 and 2 know that some things are living, have lived, or have never been alive. They know that humans and other animals move, feed, grow, use their senses and reproduce. They have investigated the materials in their classroom and identify wood, plastic, paper, rubber, etc. They produced a whole class tally chart on the qualities of different materials. They use their literacy skills well when describing the materials, such as 'smooth', 'shiny' or 'I can scrunch it'. They can sort materials according to their properties. They know about day-to-day appliances that use electricity and about simple circuits using battery, bulb and wire. They are developing their investigational skills through first-hand experiences. For example, they were seen to be predicting whether a variety of articles would float or sink. In this very good lesson, the teacher encouraged the pupils to think about why they were making their decisions. Pupils then drew pictures with captions to indicate their decisions, a good link with art and literacy. The very good relationships established in the class encouraged pupils to want to learn, and they did
79. In Year 6, pupils know that animals have different habitats and that they adapt accordingly. For example, they know that giraffes have long necks to reach their food on the trees. They know that some changes to materials are reversible, such as freezing and thawing water, and that others are not, such as burning. They can identify solids, liquids and gases, through such behaviour as maintenance of shape and ease of flow. They extend their work on circuits to understanding and constructing series and parallel circuits, and drawing the diagrams with the correct symbols for components. Pupils perform a number of experiments and are taught the correct process of predicting, testing, observing, recording and drawing conclusions. They have a good understanding of the requirements of a fair test. They use their mathematical skills well when observing and recording data, and their literacy skills well when writing their predictions and conclusions. However, although during the inspection a good lesson was seen where pupils were using temperature probes connected to the computer, the use of information and communication technology to store, present and analyse data is underdeveloped.
80. Only two science lessons were observed during the inspection; one was good, the other was very good. Scrutiny of work confirms that teaching overall is good. Lessons are well planned and all necessary resources are well prepared with the exception of the use of information and communication technology, which is underdeveloped. Teachers use questions effectively to challenge, extend and inspire pupils, deepening their knowledge and understanding. Very good working habits have been established, so that pupils get on with their work without disruption. All pupils are included well and all are keen and interested. They are well motivated by the teaching and display excellent attitudes and behaviour. Teachers' high expectations challenge pupils of all ages and ability appropriately and enable pupils with special educational needs to make the same progress as all others. However, there are occasions, especially with investigative science, where higher attaining pupils need more independence. They need to decide on a suitable method for the test, and to select and use appropriate equipment for their observations and measurement. The teacher usually prescribes these. Marking is good, with comments to help pupils improve. However, insufficient attention is paid to the presentation of pupils' work, which is often scruffy. This can have detrimental effects on the pupils' learning. For

example, pupils had collected data satisfactorily, but the presentation of their results in the form of hand drawn graphs was careless. Axes were not labelled, which made it impossible to draw any conclusions from the results.

81. The subject is developing well with a new scheme of work, planned in two-yearly cycles. There has been a whole-school focus on questioning and fair testing, and dividends in teaching and learning can be seen in both areas. The science days in collaboration with other local small schools are a valuable extension to the curriculum, as is the visit of the Science Magic performance.

ART AND DESIGN

82. Standards by the end of Year 2 and Year 6 are above what is expected nationally. This shows that standards have improved very well since the last inspection.
83. In Years 1 and 2 pupils develop good sketching skills and learn to paint and mix colours well using a range of different materials. They study the work of famous artists and use their observations in their own work. Each pupil has drawn a good quality portrait of another pupil after studying David Hockney's *Mother* and Vincent Van Gogh's *Portrait of Postman Joseph Roulin*. Three-dimensional work is well developed. For example, in a good series of lessons, pupils develop their manual dexterity through plaiting different materials. They also developed their speaking and listening skills when discussing which materials were easier or more difficult to plait. Pupils' close observation skills are good. This, combined with their ability to mix paint colours accurately, has enabled them to paint some very good pictures of flowers. Pupils use pastels well and their observational drawings of roses are of a good standard. The pastels have been blended carefully to produce realistic colours. Pupils have studied texture closely and this has resulted in them developing good sketching and shading techniques with pencils. Pupils have also produced some good three-dimensional models, using clay. Information and communication technology is used regularly in art and design; for example, pupils draw imaginary and real animals and plants using a computer.
84. Pupils in Years 3 to 6 have a good knowledge of the work of a wide range of famous artists. They understand the reason for Picasso's 'blue period' and have produced their own paintings with this in mind. They produced good line painted portraits after studying Picasso's *The New Year*. Pupils have also produced very good paintings and plate designs based on their study of the work of Clarice Cliffe. Pupils in Years 3 and 4 demonstrate the ability to produce models of imaginary creatures from a good range of three-dimensional materials. The teacher extended pupils' speaking and listening skills well during the end of lesson review when words such as 'extinct' and 'distinctive' were explained and discussed. Some of the pupils' responses were very mature. In a very good lesson with Years 5 and 6, good quality clay pots were produced. Pupils learned how to 'knock out' air from the clay and their learning was extended into science 'materials and their properties' by the teacher's skilful guidance. Pupils have a very broad experience in art and develop a confidence and enjoyment of it.
85. Three lessons were observed. The quality of teaching in two lessons was very good and it was good in the third. Overall, the quality of teaching in art is very good, partly because teachers provide pupils with a good range of opportunities. Teachers have a good understanding of the subject. They demonstrate new skills competently and use learning support assistants well to ensure that all pupils get the help they need to acquire these skills. Teachers plan lessons carefully and make good use of the resources available. Whenever possible, teachers include the use of computers and pupils respond well to this. Pupils generally enjoy art because teachers ensure that they feel supported and that they are able to feel that they have successfully achieved their objectives. Lessons are regularly linked to work in other subjects and this makes the activities more relevant for all

pupils. A manageable assessment scheme is in place and there is a useful portfolio of pupils' past work.

DESIGN AND TECHNOLOGY

86. It was only possible to observe the teaching of design and technology in one lesson during the inspection. Therefore, a clear judgement on the overall quality of teaching is not possible. Judgements are based on the scrutiny of pupils' work, teachers' planning, photographic evidence and discussions with the co-ordinator.
87. By the end of Year 2 and Year 6 pupils are achieving standards that are in line with those expected. This is a good improvement since the last inspection when standards were judged to be below expectations. In Years 1 and 2 pupils have a sound understanding of what is involved in designing. They draw pictures of what they intend to make and label them to show the materials they intend to use. They develop a suitable range of basic skills with a broad range of materials, such as food, fabric, wood and junk materials. Because of the teacher's high expectations, pupils take care with their work and their finished product is often of a good standard. Their attitudes to their work are very good throughout the school. Through teacher prompting, pupils learn to evaluate their work. They can say what they like about their own work and other pupils are encouraged to suggest how it might be improved. For example, they had made very good quality evaluations of the making of a moving toy. Pupils had made clear judgements about their finished product and how it could be improved. These evaluations had been word-processed on a computer and each pupil had combined with their text a digital photograph of themselves holding their finished product. This is another good example of the school combining learning in several subjects in one project. Pupils also have opportunities to use information and communication technology to plan their work.
88. Pupils' designing and making skills are systematically developed as they move through the school. Pupils take more care with the quality of finish on their artefacts. Pupils often undertake preparatory research at home before a project begins. For example, a class studied a wide range of photograph frames before they designed and made their own. During the discussions about the suitability of the different frames, pupils' contributions revealed that they had discussed the subject at home. All agreed that the least successful frame was the one distributed with school portraits because it is difficult to stand up and falls over very easily. When asked by the teacher how they knew this all pupils said that they all had several of this type of photo frame at home and that their parents were constantly complaining about them. Further discussion also revealed that pupils understand the principles of a strong structure and that they transfer their learning about space and shape in mathematics to their design and technology studies.
89. Teachers plan an interesting range of activities, which pupils enjoy. Consequently, they put a lot of effort into their work and achieve some pleasing results. Teachers clearly demonstrate new skills competently and pupils' basic practical skills are good and are carefully executed. Whenever possible, activities are linked to work in other subjects, for example, science, history and religious education. Opportunities are frequently taken to include the use of information and communication technology in the work in design technology. Assessment is useful and manageable. It enables teachers to record the skills and knowledge acquired by pupils. This is supplemented by photographic evidence, as pupils are very keen to take their finished work home. However, the youngest pupils in each class find the work more challenging and make good progress, while the older pupils often consolidate their skills rather than developing them further. Overall, this results in pupils achieving satisfactory rather than good standards. However, their experience is broad, they are encouraged to show initiative and this will stand them in good stead when they move on to their secondary education. Pupils with special educational needs make

good progress throughout the school, because of the good level of support that they are given. All pupils are fully included in all lessons.

GEOGRAPHY

90. Standards in geography at the end of Year 2 and the end of Year 6 are in line with expectations for pupils of their age. This is an improvement since the last inspection and has largely been brought about by improved planning, monitoring and assessment, together with improved opportunities for pupils to learn through enquiry and investigation.
91. By the end of Year 2, most pupils know the four countries of the United Kingdom. Most can find Chirton on a map and discuss what features there are in Chirton that they could put on their own map. All pupils have contributed towards the class book of their visit to Melksham. They have indicated the route they took on a map of the area, and made comparisons with their own school and the one they visited there. They have a concern for their environment and know that there are dangers in leaving rubbish around.
92. By the end of Year 6, pupils have developed their geographical skills in making maps and plans, and use symbols, for example, in indicating where there is water. They are competent with the globe, atlases and maps when looking for countries or towns. They have studied India and have a sound knowledge of its flag, the River Ganges, rice growing and the weather in Kesharpur. There are good links with religious education, so that pupils know about the Hindu religion, and with design and technology, where pupils have made a curry.
93. Teaching in geography is sound. Lessons are well planned with resources usually prepared and used well, although, on occasions, better resources could be provided to achieve the lesson objectives, such as appropriate atlases. Time is well used, with a good pace to lessons. All pupils, including those with special educational needs, are included well and all are well motivated throughout. Older pupils in particular are involved in effective discussions, such as which symbols to use on maps.
94. Work in class, is enhanced by visitors and visits, such as to the Merchant's House in Marlborough. A residential trip to the Isle of Wight includes the development of geography skills, amongst many others. In Years 3 to 6, pupils use the Internet and CD ROMs for their independent research, and good use is made of the local library loan service for books and artefacts. All pupils, including those with special educational needs, are included well.

HISTORY

95. No history lessons were observed during the inspection. However, from talking to pupils, and examining their books and teachers' plans, standards are broadly in line with national expectations for pupils at the end of both Year 2 and Year 6. This is a similar judgement to that of the last inspection. Pupils in Years 1 and 2 have made a class book on their study of The Great Fire of London. They carried out research and used information and communication technology to label pictures. The work links with numeracy as it includes statistics, such as the 16,000 houses and 90 churches burned. Another class book is about Florence Nightingale and most pupils remember many facts about her life.
96. In Years 3 to 6, pupils have a sound knowledge and understanding of the life of Henry VIII, Guy Fawkes and World War II. There is evidence of independent research to discover about events and people, and pupils use information and communication technology for research and presentation.

97. No history teaching was observed during the inspection. Planning for history is satisfactory. Work is well marked and teachers write positive and helpful comments. However, they pay too little attention to pupils' presentation of work, which is often barely satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. The standards achieved by pupils by the end of Year 2 and Year 6 are in line with what is expected nationally. This is satisfactory improvement since the last inspection.
99. All pupils are fully included in the school's information and communication technology work. Pupils of all ages and abilities regularly use computers to draw pictures, to write stories, poems and factual text. Computers are regularly used in other subjects. For example, in a very good literacy lesson, pupils used computers to write imaginary letters home from the trenches during World War 1. This lesson combined learning in information and communication technology, literacy and history, and is a typical example of pupils' work being undertaken within several subjects in one lesson. Pupils have satisfactory keyboard and mouse skills. Older pupils build on these skills and manipulate text and graphics on screen. Modelling and control technology are taught satisfactorily. The school has a programmable robot, which pupils talk with pleasure about using. The purchase of other resources in this area is undertaken in partnership with other schools in the local schools' cluster. An example of this sharing of equipment was seen during the inspection when an 'Ecolog' was used in a good lesson in Years 3 to 6. The 'borrowed' machine was introduced to pupils, who then discussed its capabilities and decided how they would use it to monitor various aspects of their environment in future lessons.
100. Pupils thoroughly enjoy working with computers and all have equal opportunities to do so. They show very good co-operation when asked to work in pairs and good skills when working alone. Their behaviour is always very good in these situations. This is very good improvement since the last inspection when pupils were said to have poor learning skills, easily forgot procedures and strayed off task.
101. Only one lesson in information and communication technology was observed during the inspection. However, combining this with evidence in displays around the school, from watching pupils using computers during other lessons and from talking to pupils, the quality of teaching in information and communication technology is good overall.
102. The school has improved its use of the resources available since the last inspection. One set of classroom computers are now Internet linked and pupils use them for e-mail and Internet research, within appropriate procedures for safe use. Teachers regularly plan to use computers in other subjects and pupils of all ages and abilities, including those with special educational needs, regularly use the machines in all classrooms.
103. The co-ordinator has a clear view of future development and the school is well placed to improve even further. Although one teacher is designated as the co-ordinator for the subject, a great strength of the development of information and communication technology is the very good teamwork between all teachers.

MUSIC

104. Only one music lesson was observed, in Years 1 and 2. However, from listening to pupils sing on a number of occasions, looking at some of their work and talking to pupils, it is clear that standards are in line with national expectations at the end of Year 2 and Year 6.
105. Pupils throughout the school sing well. They are tuneful and in time. Singing is used well at assembly times and as appropriate in other lessons. For example, at the start of a very good personal and social lesson Years 3 to 6 pupils sang an African song of welcome. On

this and other occasions, their singing was tuneful, rhythmic and enjoyed by all. Pupils in Years 1 and 2 show that they can understand rhythms by copying the teacher's clapped rhythm, then changing it to their own. More rhythmic work was undertaken with pupils marching in time and performing to *Head and shoulders, knees and toes*. Throughout the school, pupils have opportunities to compose their own music and to perform traditional music as well as their own. Pupils in Years 3 to 6 have work displayed of their written responses to listening to music, where they indicate how it makes them feel. This demonstrates good links with literacy and makes a sound contribution to pupils' spiritual development.

106. In the only lesson observed, the teaching was good. Pupils made good progress in establishing and maintaining a beat, and in singing songs from memory. Pupils are well motivated and enjoy their work. There is some swapping of teachers to enable the manager of the subject to take both classes.
107. There are opportunities for pupils to learn the recorder and violin, from the school's own teachers and the county music service respectively. Nearly half the school attend the school's recorder club and take part with enthusiasm and obvious enjoyment. Many pupils who learn to play the violin then go on to play with a Junior Strings group in Devizes. Pupils sometimes show what they can do to others in the school, but more could be done to enable them to play together, for example, by playing hymns and pieces for pupils to enter and leave assembly. All pupils, including those with special educational needs, are fully included in music lessons.

PHYSICAL EDUCATION

108. No physical education was observed during the inspection, so it is not possible to make judgements on standards in lessons or teaching. However, with pupils not taking part in dance or gymnastics, the requirements of the National Curriculum are not being met and their standards in these activities cannot be satisfactory.
109. Good provision is made for swimming, where pupils visit a local pool. Teachers and parents provide good levels of supervision and most pupils are able to swim the expected distance before they leave the school. The field is used well for games lessons and there are opportunities to play against other small primary schools. Athletics is undertaken in the summer, with a sports day and barbecue, which is attended by parents and villagers.
110. Not enough is being done to overcome the problems caused by the size of the school hall. It is possible to do some dance and gymnastic work in the hall or on the field in summer. Swimming lessons are managed at another venue, but not throughout the whole year, and gymnastics could follow this pattern.

RELIGIOUS EDUCATION

111. Throughout the school, pupils' standards and progress in religious education are in line with the expectations of the locally agreed syllabus. This constitutes good improvement since the last inspection when standards were judged to be below expectations.
112. In Years 1 and 2 pupils write in their own words and draw pictures showing and understanding of the story of Bartimeus. They examine and learn about jealousy through the story of Joseph and his coat of many colours. They study the parables and develop an understanding of the meaning behind the story. For example, in the one lesson observed, the class considered the parable of The Prodigal Son. The class teacher used very good questioning techniques to include all pupils in a discussion of the meanings behind the story. All pupils were keen to offer their opinions in answer to questions such as 'Which son showed the most care?' showing great thought and expressing their emotions clearly

and sincerely. This lesson made a very good contribution to pupils' personal and moral development. Pupils study stories from other major religions, including Judaism, Islam and Buddhism. They gain a satisfactory understanding of festivals such as Divali and study the story of Rama and Sita.

113. The learning from Years 1 and 2 is built upon satisfactorily in Years 3 to 6. Pupils continue to study The Bible, writing stories from the lives of Jesus and the Apostles in their own words, showing a clear grasp of the salient points. They learn about major Christian festivals and also about those of other major religions such as Hanukkah and Passover. Pupils draw up questions that they would like to ask God. They examine the difference between a 'want' and a 'need', when learning about human related issues such as 'Is the world fair?'
114. The one, very good, religious education lesson seen was in Years 1 and 2. The quality of the teaching reflected in the scrutiny of pupils' previous work was satisfactory. Taking all evidence together confirms the judgement that teaching of religious education is generally satisfactory. There is a satisfactory range of resources, including artefacts, to support the guidelines. The subject is well planned and links with the local church are good. Religious education makes a sound contribution to pupils' spiritual and moral development.
115. Together with the charitable fund-raising undertaken by pupils and their families, the school's social values are well supported by assemblies and the teaching of religious education. There are some good cross-curricular links with literacy, history, geography and personal, social and health education. The school recognises the need to develop local visits to, and visitors from, other places of worship to extend pupils' understanding of other faiths.