

# INSPECTION REPORT

## **WOODSTOCK SCHOOL**

Kingswood, South Glos

LEA area: City of Bristol

Unique reference number: 109401

Headteacher: Graham Parsons

Reporting inspector: Dr D. Alan Dobbins  
27424

Dates of inspection: 17 – 20 October 2000

Inspection number: 223601

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Emotional and behavioural difficulties
Age range of pupils:	7 – 11 years
Gender of pupils:	Boys
School address:	Courtney Road Kingswood South Gloucestershire
Postcode:	BS15 9RL
Telephone number:	0117 967 1832
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Appropriate authority:	Governing body
Name of chair of governors:	Jane Tarr
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr D. Alan Dobbins 27424	Registered inspector	Design and technology; music; equal opportunities	Results and achievement; quality of teaching; leadership and management.
B. Sampson 10329	Lay inspector		Attendance; links with the community; welfare, health and safety, links with parents.
H. Eadington 23549	Team inspector	Personal and social education; mathematics; religious education	Curriculum; efficiency
N. Watling 15021	Team inspector	Science; information technology	Attitudes, values and personal development
R. Baker 19946	Team inspector	Art; geography; physical education	Staffing and accommodation
J. Coop 31862	Team inspector	English; history	Monitoring of academic and personal development; support and guidance

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

### **INFORMATION ABOUT THE SCHOOL**

Woodstock School is a day special school for boys with emotional and behavioural difficulties. The school provides for 46 full-time pupils from aged 7 to 11 years. The registered admission number is 60. All pupils have statements of special educational need. Seventeen pupils are from black ethnic minorities. Fifty-seven percent of pupils are eligible for free school meals. Currently, there is a small number of pupils who are 12 years of age and are at Key Stage 3 of the National Curriculum. This is an anomalous situation caused by local government re-organisation, which has resulted in the County of Avon being split into a number of unitary authorities, including the City of Bristol and the County of South Gloucestershire. These pupils continued to attend the school in September 2000 and will do so until they move, in February 2001, to a new purpose built school for secondary aged pupils with emotional and behavioural difficulties.

As a consequence of their learning difficulties, the attainment of pupils on entry to the school is below average.

Primarily, the school offers specialist provision for the City of Bristol local education authority, but it also admits a small number of pupils from the unitary authorities, which previously made up the County of Avon. The school was last inspected in January 1997. Currently, the school is located within the County of South Gloucestershire. It will relocate to buildings within the City of Bristol in February 2001.

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

Woodstock School is a good school. The procedures for improving pupils' behaviour are excellent. Pupils quickly learn to behave very well in school. This allows them to establish very good relationships with the staff and to develop into good learners. The quality of teaching is very good. Because of this, and the very good attitudes pupils have to their learning, the standards they achieve and the progress they make are good in most of the subjects. The curriculum is relevant to the needs and abilities of pupils. The provision for personal, social and health education is very good. The leadership and management of the school are good. As a result of their good work, the school is a safe, caring, orderly community in which pupils routinely work hard. The school provides very good value for money.

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

- Pupils' behaviour is very good. The procedures for improving behaviour are excellent.
- The relationship between pupils and all staff is very good.
- Teaching is very good.
- Pupils are very good as learners. They achieve good standards in most of their work.
- Fosters the development of pupils' personal and social skills very well.
- Is well led and managed.

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

- Procedures for assessing pupils' attainment and the progress they make.
- Procedures for judging the effectiveness of the work of the school.
- The curriculum in information technology and its use in supporting teaching and learning in all subjects.

*The areas for improvement will form the basis of the action plan prepared by the appropriate authority.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a very good improvement since the last inspection.

- Clear procedures for decision making by senior managers and the governing body have:
  - (i) significantly improved provision to meet the emotional and behavioural difficulties of pupils;
  - (ii) ensured that staff with allocated posts of responsibility fulfil their responsibilities; and
  - (iii) through the school development plan, all existing and future plans are monitored and their results evaluated.
- The procedures for improving the behaviour of pupils are now excellent.
- Curriculum co-ordinators are now effective in monitoring and evaluating the work in most of the subjects. Procedures for assessing the attainment of pupils and the progress they make have developed, but in too many subjects they are not sufficiently precise to inform curricular planning or day-to-day teaching.
- All pupils receive support as outlined in their statements of special educational need.
- Transportation of pupils to and from school does not interfere with pupils' entitlement or the progress they make.

In other areas, the quality of teaching has improved and is now very good. Pupils are better as learners and have a greater commitment to their learning. The standards pupils achieve and the progress they make are better in English, mathematics, science, art, history, physical education, religious education and in the development of their personal and social skills.

## STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	By age 11	Key	
Speaking and listening	B	Very good	A
Reading	C	Good	B
Writing	C	Satisfactory	C
Mathematics	C*	Unsatisfactory	D
Personal, social and health education	A	Poor	E
Other personal targets set at annual reviews or in IEPs** +	A		

\* The standards achieved in number are good

\*\* IEPs are individual educational plans for pupils with special educational needs.

+ The judgement relates to targets for improving pupils' behaviour.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils know that school is a place where they must work hard, that rules will be applied consistently and their good work or good behaviour will be praised.
Behaviour, in and out of classrooms	Very good. Most of the time, the behaviour of pupils is so good that it does not interfere with their learning or limit the progress they make.
Personal development and relationships	Very good. The relationships between the pupils and all staff are based on trust and mutual respect.
Attendance	Very good. Better than the average for equivalent schools.

Pupils work hard in their lessons. They behave very well and have very good relationships with the staff. Consequently, they learn very well, achieve good standards and make very good progress in the development of personal and social skills and good progress in most of their other work.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11
Lessons seen overall	Very 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.*

Over all the years, and the lessons in English, mathematics, science and personal, social and health education the quality of teaching is very good. It is excellent in 9%, very good in 37%, good in 43% and satisfactory in the remaining 11% of lessons. Pupils' very good behaviour allows them to concentrate fully on their learning, in almost all the lessons. In the excellent and very good lessons, planning is detailed, teachers' expectations for learning are very high, the strategies selected by teachers and the work of the support assistants are very effective. As a consequence, the match between pupils' needs and abilities and the lesson tasks is very good. Lesson time is very well used. In these lessons, pupils are frequently inspired as learners.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, balanced and very relevant to needs of pupils with emotional and behavioural difficulties. The provision for personal, social and health education is very good. The programme of study for information technology is not well covered.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual development is very good, as is the provision for moral, social and cultural development.
How well the school cares for its pupils	Very well. The school is a safe, secure and orderly community. The procedures for improving pupils' behaviour are excellent. Those for promoting personal development are very good. The procedures for monitoring pupils' academic progress are not as good and should be improved.

The school makes a good effort to involve parents in its work. The curriculum pays due regard to the National Curriculum, although the breadth of work in some subjects, especially information technology, needs to be increased. The curriculum for personal, social and health education is a strength of the school. The procedures for monitoring and improving behaviour are excellent. Both contribute significantly to making the school an orderly community in which very good teaching promotes good learning and good achievement.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The governing body, the headteacher and the deputy headteacher have a clear vision for the future of the school. The headteacher and deputy headteacher make a very good team. Through encouragement and procedures, including those that monitor the quality of teaching and lead to the provision of in-service training, all staff fully share a commitment for the success of the school.
How well the appropriate authority fulfils its responsibilities	The governing body meets its statutory responsibilities. It is beginning to fully exercise its role as 'critical friend' to the school.
The school's evaluation of its performance	Specific targets and accurate records help the school to recognise that it is very effective in promoting and maintaining very good behaviour. This is not the case for the subjects. Not being able to accurately recognise the progress pupils make in many subjects limits the school's ability to judge its level of effectiveness.
The strategic use of resources	Good. The small amount of money gained from, for example, the Standards Fund and the Ethnic Minority Achievement Grant is well used to extend the experience of pupils.

There are sufficient teachers and support staff for the delivery of most of the curriculum. The school has tried and failed to recruit specialist staff for art and music. Support assistants

have considerable experience; they work very well with their teachers and make a significant contribution to the standards pupils achieve and the progress they make. The new school building will provide good accommodation, which will meet the needs of the pupils and the demands of Curriculum 2000. It will include a dedicated room for information technology, an extensive library and space for teachers to prepare their work. Financial management is very good. The school operates appropriate procedures to ensure best value for money.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• That their children like going to school.</li> <li>• That the school is well led and managed.</li> <li>• The good quality of the teaching.</li> <li>• That their children work hard.</li> <li>• That their children are becoming mature and responsible.</li> </ul>	

Inspectors endorse the positive views which parents have.

## **PART B: COMMENTARY**

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

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

1. It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations or averages. The report does, however, give examples of what pupils know, understand and can do. Judgements about progress and references to attainment and achievement take account of information contained in pupils' statements and annual reviews.
2. In speaking and listening, the standards achieved and the progress pupils make are good. The standards achieved and progress pupils make in reading and writing are satisfactory. At the beginning of Year 3, most pupils have immature speaking and listening skills. By the time they reach Year 6, the highest attaining pupils talk confidently in front of others, most particularly when they talk on subjects in which they are interested. Over the period of the key stage, their vocabulary increases, so that by the end of the key stage it includes a large number of specialist words that relate to their work in the subjects. This helps them to explain their learning, or their thoughts. In Year 3, the poorest readers have very limited early reading skills. They lack confidence when attempting to say new letters or simple words. The best readers attain at Level 2 of the National Curriculum assessment procedures, but because of their limited strategies, for example in using context clues, they have considerable difficulty in reading unfamiliar words. By the end of Year 6, the best readers are beginning to enjoy reading. They read fluently, confidently and with good intonation at Level 3. In writing, even by the end of Year 6, the poorest writers are unable to write simple words or sentences unaided. The best writers in Year 3 can spell simple words correctly, They write with the correct letter formation. They use these skills successfully to write simple descriptions and report simple facts. By the end of Year 6, the best writers have progressed to Level 3. They can plan and draft work and can write clear descriptions and poems that very well express their experiences and thoughts.
3. In mathematics, the standards pupils achieve are satisfactory. Most pupils enter school with a very limited knowledge of mathematics. By the end of Year 6, their knowledge has increased substantially and they have made good progress, especially in number. By the end of Year 3, the highest attaining pupils have learned number bonds to 20 and their 2, 3, 5 and 10 times tables. They count to 50, and name and describe common 2 and 3-dimensional shapes, such as square and cube. By the end of Year 6, they have learned to carry out column addition and subtraction. They are beginning to understand long division, proper and improper fractions and the calculation of area. They handle data well and record and interpret information using bar and pie charts and other simple graphs. The highest attaining pupils work at Level 3 of the National Curriculum. The lowest attaining pupils continue to work within Level 1.
4. In science, the standards achieved and the progress made by pupils are good. During Years 3 and 4, the highest attaining pupils make simple circuits using batteries, crocodile clips, wires, switches and bulbs without assistance. They gain a good knowledge of living processes. For example, they understand the process of live birth, they know that insects lay eggs and that caterpillars metamorphose into butterflies. They learn that light travels in straight lines and that sound and light are different forms of energy. In Years 5 and 6, pupils have learned to measure pulse rates, before and after exercise. They know that the heart is a muscle and that it propels blood around the body. They understand why the heart beats faster during exercise. The highest

attaining pupils know of the insulating properties of air. They have learned that plastics are good insulators and that metals are good conductors. By the end of Year 6, the lowest attaining pupils remain at Level 1 of the National Curriculum, the highest attaining pupils have moved on to Level 3.

5. In the other subjects, the standards achieved in history are very good. The progress pupils make in the subject is good. The standards achieved and the progress made in art, physical education and religious education are good. In geography the standards achieved are good and the progress made is satisfactory. In design and technology and music the standards achieved and the progress made are satisfactory. In information and communication technology, although satisfactory in individual lessons, the standards they achieve and the progress they make are unsatisfactory over the full range of the subject. Pupils achieve very well and make very good progress in the development of their personal and social skills. Pupils from different ethnic backgrounds, who make up about a third of pupils, make equivalent progress.
6. Since the last inspection, the standards achieved and the progress pupils make have made very good improvement in science and physical education, good improvement in English, mathematics, art, history, religious education and in the development of personal and social skills. No improvement has been made in design and technology and music. No judgements are possible for geography and information technology.

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

7. Pupils' attitudes to their work are very good. In 43% of lessons they are very good or better. In 85% of lessons they are good or better and they are satisfactory or better in all the lessons. Pupils are invariably interested in the tasks set by their teachers and in the best lessons they become excited about their work.
8. They arrive at school in a very enthusiastic and friendly manner, expecting to and willing to work. They greet adults and other pupils with genuine enjoyment. They respond well to the high expectations of staff who help them to develop a clear understanding of acceptable behaviour. They make good use of the range of activities at break and lunch times. These include ball games, bicycle riding, chess, computer games and the technology club. Lunch times provide pupils with very good opportunities for learning social skills. They learn to take turns appropriately, display good table manners, including politely inviting visitors to join their table.
9. Behaviour throughout the school is very good. The frequent use of praise and reward to recognise good behaviour, the ethos of co-operative working, consistency in applying rules and high expectations are collectively very effective in promoting very good behaviour. Pupils frequently say that they like school because they are 'taught to control their own behaviour and the staff are fair'. Pupils abide by the school's three golden rules namely to 'take care of yourself', 'take care of others' and 'take care of the school'. The consistent approach to behaviour management is particularly successful in enabling pupils to manage their own behaviour and results in the school being an orderly community. Being able to control their behaviour in lessons allows them to pay full attention to their lesson tasks and to make progress in their learning. Being able to control their behaviour, in effect, allows pupils the opportunity to learn how to learn. Also, they have a good understanding of how their behaviour affects others. Frequently, after an episode of poor behaviour, pupils will genuinely apologise to staff and to others. Increasingly, as they move through the school they also feel that they have let themselves down.

10. In lessons pupils are keen to learn. They make very good progress in assuming responsibility for their actions. All staff, including the support assistants and the school meals assistants, know the pupils very well. They make very good use of this information to prevent behaviour from deteriorating. Incidents are dealt with very well by staff who intervene at an early stage.
11. The relationships between staff and pupils are very good. This helps pupils to improve their relationships with each other, which is an area they do not find easy to manage. Many pupils relate very well with each other and are genuinely pleased to see friends at the start of the day. They readily celebrate their own successes and those of others. They spontaneously applaud success in the school meeting where rewards for achievement and progress are made.
12. Pupils are very courteous to visitors. They hold doors open and offer to show the way to classrooms. One group was seen practising to welcome a visitor from the Cyrenians to the school's harvest meeting. Pupils are very proud of their school and of their work. Displays and equipment that is left out are respected. The school is free of graffiti. Pupils are good at showing initiative and taking responsibility. They willingly participate in clearing classrooms at the end of activities. They take registers back to the office unescorted. They clear away chairs after meetings and set up tables and chairs for lunch. During lunchtimes, pupils answer the school telephone and very efficiently take messages. Assemblies, presented in turn by each class, involve careful preparation and foster a sense of community and participation.
13. The school is very successful in promoting an ethos of calmness and trust. Pupils feel safe and trust the staff. There is no systematic bullying and random acts are rare. Racist and sexist remarks are rarely heard and very effective procedures exist to challenge such behaviour. The procedures for promoting and maintaining acceptable behaviour are excellent. The standard of pupils' behaviour has made very good improvement since the last inspection. Over the last few years, the number of fixed term exclusions has reduced. Pupils' very good behaviour is limiting the need to exclude them from school. The number of exclusions so far for this academic year is considerably less than the equivalent number for last year.
14. Attendance at the school is very good. At 87.26% attendance for the current reporting year, it is well above similar schools. The majority of pupils arrive at school on time. Lessons start promptly. There is no internal truancy.

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

15. Teaching is very good throughout the school. At the last inspection the quality of teaching was very good or excellent in 38% of lessons, satisfactory or better in 77% of lessons and unsatisfactory in the remaining 23% of lessons. Now, it is excellent in 9% of lessons and very good in 37% of lessons. It is good in 43% and satisfactory in the remaining 11% of lessons. These figures represent a considerable improvement in the overall quality of teaching. Teaching is now a strength of the school.
16. Teachers are required to teach many subjects. In some, they do not have specialist training nor do they hold specialist knowledge. However, they and their support assistants have a very good knowledge of their pupils. They know them very well as individuals and are very good at matching lesson tasks to their needs and abilities. In most subjects, the leadership is good or better. This helps minimise the effect of the lack of specialist training or knowledge teachers may have on the standards pupils achieve and the progress they make. In some subjects, including information

technology, design and technology and music, the lack of effective leadership results in teaching, which does not promote the same high standards or an equivalent rate of progress found in the other subjects.

17. The school has implemented the principles of the National Strategy for Literacy very effectively. The relationships between teachers, support assistants, the school meals supervisory assistants and pupils are very good. As a result, pupils are sufficiently confident to raise issues and questions in lessons and to talk freely with staff over break and lunch times. In the lessons, teachers and support assistants are particularly good at encouraging pupils to talk. They are good at explaining the meaning of specialist words in simple terms, for example 'ostinato' in music. This helps pupils to extend their vocabulary.
18. Planning for lessons is very good. In many subjects the Qualification and Curriculum Authority (QCA) exemplar schemes of work are used for long term planning. These provide good and detailed support for teaching. In lessons, teachers are good at recognising what pupils know, understand and can do. The foundation subjects are mostly taught through the study of a common topic, for example Ancient Greece. For these subjects, the procedures for assessing the attainment of pupils are not sufficiently well linked to the elements of the programmes of study. Nor are they precise enough to identify the small steps pupils make in their learning. Both contribute to a difficulty in recognising what pupils know, understand and can do in the subjects and also, in securing continuity and progression in learning over the four years of the key stage. For these subjects, especially, the use of assessment information to guide curricular planning is too limited.
19. Teaching is mostly to the whole class or to small groups of pupils. In both, teachers are adept at asking questions which require that pupils think about their answer and in so doing reinforce their learning. Support assistants are very well deployed. They work very well with their teachers and make an important contribution to the standards pupils achieve and to the progress they make. Most often, pupils' learning is teacher directed. Strategies, which allow pupils to find out for themselves through exploration, discovery and deduction and by so doing gain investigative skills through, for example searching in the library, are used sparingly. In all subjects, not enough use is made of information technology to support teaching and learning.
20. Pupils' behaviour is very good. It is managed excellently by teachers and support assistants. By expecting, and getting, high standards of behaviour teachers ensure that all pupils have unrestricted access to the school's curriculum. When behaviour is inappropriate it is well dealt with according to guidelines written in individual behaviour plans, most often without disrupting the learning of others in the lesson. As a result lesson time is well used.
21. Homework is satisfactorily used to help pupils' learning and extends and enhances the school's curriculum. For the small number of pupils whose parents are actively linked with the work of the school, the home-school agreement and the home-school book helps bring the school's work into the home.
22. The school is an orderly community. Pupils quickly learn that they have a responsibility to themselves, to their teachers and to the school. They accept very well their role as learners and develop very good attitudes to their learning. In 28% of lessons learning is very good or better. It is good in 57% of lessons and satisfactory in the remaining 15% of lessons. Pupils work hard at the tasks set by teachers. They strive to concentrate during their lessons and make a considerable effort to co-operate when working with

others.

23. The difficulties relating to pupils' behaviour in lessons, which was reported in the last inspection were not seen in this inspection.

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

24. The curriculum has improved since the last inspection. It is broad balanced and very relevant to pupils with emotional and behavioural difficulties. The provision for personal, social and health education is very good. The amount of taught time in the week falls marginally short of the recommended teaching hours (Circular 7/90).
25. The National Strategies for Literacy and Numeracy have been effectively introduced and, especially for speaking and listening and for number are having a beneficial effect on pupils' progress. In all areas of the school staff actively promote pupils speaking and listening skills when, for example they discuss pupils work with them or explore their feelings. The daily, brisk, mental arithmetic sessions that begin every mathematics lesson help to improve pupils' attainment in number. Opportunities for reinforcing pupils' learning in mathematics are lost because there is no policy for using number skills in the other subjects.
26. The curriculum is well extended by good extra-curricular provision. This includes pupils taking part in an annual residential camp. It also includes a number of visits to places in the locality, including to historical and environmental sites such as Glastonbury Abbey and to the River Avon. Pupils also benefit from taking part in the well-planned programme of activities at break and lunch times. The craft, chess and computer clubs, and opportunities to play team games, provide good opportunities to learn good behaviour and other personal and social skills.
27. The provision for pupils with additional special educational needs is good. For some pupils, this includes short periods of intensive work with the speech therapist, designed to teach literacy and social skills. Pupils with specific literacy difficulties, learn effectively by using specially designed software programs. Support assistants are very effective in helping pupils, especially low attaining pupils to complete all their lesson tasks. The excellent procedures for improving behaviour to the high standard seen throughout the school is the most significant contributor to promoting pupils' unrestricted access to the curriculum.
28. The curriculum for personal, social and health education is a strength of the school. It includes sex education, information about the misuse of drugs, and discussion about the moral and social dilemmas pupils may meet as they grow up. Since the last inspection, a very high priority has been given to improving behaviour. This has been achieved very successfully. The small group lessons in food technology and art, which are well liked by pupils, provide excellent opportunities to talk about matters which worry or concern them.
29. The National Curriculum programme of study for information technology is not well covered. Plans to remedy this deficiency are in place and will be implemented when the school moves to its new location in February 2001.
30. The school sees strong links with the local community as important in extending the curricular experiences of pupils. At the time of the last inspection, local people and the

local facilities were making a considerable contribution to the school's curriculum. The links with the community have weakened since the last inspection, mainly because of the imminent move to the new site, which is some distance away. However, new links are already being established in the new community. The intention of the headteacher is to quickly integrate into the new community through establishing a wide range of links. The local branch of the Royal Marine Reserve will continue its long established relationship with the school by providing a small amount of financial support and by having soldiers visit the school to talk with pupils. Satisfactory links exist with other schools. The school welcomes students on work experience from local colleges and nursery nurses under training. As part of their training, nurses from the local psychiatric hospital are frequent visitors.

31. The provision for pupils' spiritual development is very good and has improved since the last inspection. All staff implement the school's values which are based on mutual respect, pupils' awareness of themselves and the effect of their actions on others. The weekly assembly, which recognises and celebrates the achievements of pupils, their acts of kindness, their thoughtful behaviour, their good effort and good work, helps to reinforce attitudes of consideration, sensitivity and care. Assemblies play an important part in the life of the school. The atmosphere in assemblies makes a major contribution to pupils' understanding of spiritual matters. The assembly celebrating the bringing in of the harvest inspired pupils. Spiritual development is fostered in religious education. Other subjects, especially art and history, provide pupils with good opportunities to reflect on questions of value and meaning. Visits to school by local clergy make effective contributions to increasing pupils' spiritual awareness as does the work pupils do when they visit an old peoples' home. The provision for collective worship is satisfactory. In most classes time is given for review and reflection, especially when pupils discuss their behaviour or the behaviour of others.
32. Provision for moral development is very good. The school's ethos is as a place of order, care, and respect and for hard work. The staff present very good role models. This and pupils' understanding and acceptance of the school's golden rules make very effective contributions to their moral development. All pupils are valued for what they can do. This supplements the values of kindness, trust, honesty and fairness which are apparent in all situations. Pupils are taught the difference between right and wrong in a clear and effective way. The consistent way in which the procedures for improving behaviour are implemented make an important contribution to pupils readily recognising what is right and what is wrong and what is socially acceptable. The high quality of moral development has been maintained since the last inspection.
33. Provision for social development is very good and has improved since the last inspection as a direct result of the improvement in the behaviour of pupils. The provision for social development is well planned and permeates all the work of the school. Pupils are offered a large number of opportunities within lessons to develop their social skills, through being involved in discussions, working in groups and solving problems collectively. They regularly take part in charity collections and fund raising events. The school holds sports events, pupils go on a range of visits out of school, including on a camp and they receive a range of visitors to the school. All these provide different situations in which pupils can learn to and show that they can act appropriately.
34. Provision for cultural development is very good. Teachers provide frequent opportunities for pupils to explore their own culture and the culture of others. This is especially so in lessons in English, art, history and geography. In addition, pupils gain awareness of other cultures through a programme of visits, by working with the artist in residence from The Gambia and the poet from Jamaica who performed native poetry and helped

pupils to write poetry in his style. Since the last inspection the provision for cultural education has improved.

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

35. The school has very good procedures for child protection and for ensuring the general welfare of its pupils. Both have improved substantially since the last inspection. The headteacher is the named and trained child protection person. All staff have received appropriate in-service training. The policy is good. The incident book is up to date. Links with the relevant outside agencies are efficient and operate very well, most often to the considerable advantage of pupils. All relevant documentation is securely locked away.
36. Health and safety procedures are very good. They are well outlined in the detailed written policy. Risk assessment is regularly carried out by the headteacher, governors and the caretaker. Fire portables, electrical and physical education equipment are regularly checked, and where appropriate, tested. Fire exercises are held very frequently. The appropriately recorded results show pupils are quickly removed from the buildings. Three well-trained first aid personnel are available to tend to minor injuries and illness. The consultant paediatrician makes regular visits to inoculate pupils as required and to also observe their general health. Dinners are cooked in the school's kitchen, served and consumed in hygienic conditions.
37. The procedures for monitoring and improving attendance are better than at the last inspection and are now very good. Registers are well maintained. They are marked in accordance with current procedures and are returned to the school office for safekeeping. Late arriving pupils are noted and action is taken as is required. Transports sometimes arrive late at school. The school is expert at working with the local authority to ensure the timely arrival of pupils, as far as is possible.
38. The procedures for monitoring and promoting good behaviour are excellent. They are a strength of the school. They have improved considerably since the previous inspection and their effect is that the school now is an orderly community. The policy is well known to all staff and consistently implemented by them. Rewards, and sanctions, are realistic and fairly distributed. All pupils have targeted behaviour plans, which are well known to all adults in the school. Meetings of the multi-disciplinary team provide very good information, which is well used to provide targets for pupils' behaviour and to help in understanding why pupils have difficulty in behaving in an appropriate way. The detailed recording of pupils' good, and poor, behaviour helps inform future decisions. Importantly, this information acts as a very good base from which pupils can recognise for themselves the improvements they are making. The procedures for monitoring and eliminating aggressive behaviour are very good. They also have improved since the previous inspection. Consequently, bullying incidents are very rare. When they do occur staff deal with them quickly. Racial based incidents are even rarer.
39. The day-to-day assessment of pupils' attainment is satisfactory. Typically, lessons have clear learning objectives that are shared with pupils. Teachers' assess pupils' progress against the objectives. This information is then used to inform parents of their child's progress, also to inform the annual review meeting for pupil's statements of special educational need. These assessments, though, are not sufficiently detailed to accurately assess pupils' attainment and the progress they make over time, especially against the programmes of study for the foundation subjects. This is particularly so when progress takes the form of small steps. Too little information is gained that can help in the planning of future lessons.

40. Pupils enter school over the duration of the academic year. It is plausible to expect that they will be accompanied by detailed information identifying what they know, understand and can do. For most pupils this is not the case. As no procedures operate to formally establish the attainment levels of pupils on entry to school, it is some time before teachers have a clear picture of what they should focus on in their teaching. Also, the lack of a clear baseline assessment procedure makes it impossible to recognise the progress pupils make since they joined the school. This disadvantages the school in establishing how effective it is in its work.
41. Very effective provision for supporting, advising and guiding pupils helps the very good development of their personal and social skills and their behaviour and attendance. For example, the setting of behaviour targets after discussion with the pupils, is particularly effective in promoting good and better behaviour. This, especially, helps them feel valued as individuals and helps them learn to recognise that they are responsible for their own actions. In addition, the school is helped by the very good advice on appropriate provision for pupils given by the multi-disciplinary team. The team meets once every half term and is made up of a paediatrician, educational psychologist, language and speech therapist, mental health nurse and the educational welfare officer. The counselling and therapy sessions for individual pupils provide additional support and guidance for those with particular problems or for those who are troubled.
42. The educational provision identified in the statements of special educational need of pupils is met.

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

43. The majority of parents believe that Woodstock is a good school. They believe pupils' behaviour in school to be good and that they are well informed of the progress their child is making.
44. The quality of information provided to parents is satisfactory. Parents receive regular newsletters, an updated prospectus and the annual report of the governing body. The prospectus complies with all statutory requirements; there are minor omissions in the governor's report. Pupils' academic reports to parents are easy to understand and cover all statutory requirements. They report in sufficient detail for parents to have a good idea of standards achieved by their children and the progress they are making. Parents appreciate the home/school books for information and because they are an effective way of sending information to teachers. The recently developed home - school agreements have been well accepted by most parents and provide a good system through which they can extend the work of the school into the home. The school encourages parents to attend all meetings, including providing a taxi service for those who find difficulty in travelling to school. As a consequence, a large number of parents attend annual review meetings and the termly parent – teacher evenings.
45. Parents are welcomed into school. The school operates an open door policy, which is well used especially when parents require advice on dealing with incidents that have occurred outside of the school. Some visit regularly and help; for example they make clothes for the Christmas productions. A small number of parents request homework for their children and help them with it. The school does not have a parents/teachers association. However, groups of parents have raised money for the school.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

46. The leadership and management are good. The governing body, the headteacher and the deputy headteacher have a clear and agreed vision for the future of the school. This includes providing all members of staff with the opportunity to make an increasingly effective contribution to the school's work by taking part in appropriate training programmes and by taking responsibility for managing some of the work. The move toward in-school provision leading to a National Vocational Qualification for support assistants is a good example of the school's commitment to training. The right of all members of staff, including support assistants and meals supervisory assistants, to make and implement decisions on the appropriateness of pupils' behaviour is a good example of empowerment. All staff and the governing body contribute to forming the school development plan. It is a good document to direct future development. The governing body meets its statutory responsibilities. It is beginning to fully exercise its role as 'critical friend' to the school.
47. A primary aim in the vision statement is the inclusion of pupils into all the work of the school through providing them with unrestricted access to the curriculum. The excellent procedures for improving pupils' behaviour, and for maintaining appropriate behaviour in lessons and throughout the school, achieves this for pupils whose poor behaviour in other schools did not allow this.
48. The very good improvement seen since the last inspection over many areas of the school's work reflects the shared commitment of all staff to succeed. Day-to-day this is seen through the high standards that they aspire to, the organisation and leadership skills of the headteacher and deputy headteacher and the clear recognition of what is required for further improvement. The good delegation of duties and responsibilities by the headteacher is designed to empower staff and to improve the effectiveness of the school. In this he is successful at all staff levels, with the exception, in part, of the co-ordination of subjects. In some, for example English, subject leadership is very good. In others, mostly because staff with responsibilities have left school, subject leadership is not as effective. For example the co-ordinator for design and technology has recently been appointed, and there is no co-ordinator for music.
49. The quality of teaching is very well monitored and evaluated. The headteacher is well aware of the competence of his teachers and support assistants. Teachers are observed by the headteacher, deputy headteacher and increasingly by subject co-ordinators. They speak with the headteacher after the observation, receive a written report on the quality of teaching that includes the characteristics identified as good or better, as well as points for consideration. These procedures, which have been in place for some time, have made a significant contribution to the improved quality of teaching seen during this inspection.
50. The induction programme for all staff works very well. It is very well planned and results in teachers, support assistants and school meal supervisory assistants very quickly becoming integrated into the routines and procedures of the school.
51. The headteacher is undertaking training on performance management. Within the school development plan there are a number of objectives that focus on recognising the progress pupils are making and for helping to judge the effectiveness of the work of the school. However, at this time, the school operates no planned programme for the baseline assessment of pupils when they first enter the school. Rightly, the school is concerned that many pupils, some of whom join the school well after the beginning of the year, arrive with very little information identifying what they have studied or what have learned. Good procedures that recognise what pupils know, understand and can do when they first join the school will provide information for placing in classes. These

will also help teachers plan for their teaching by setting targets for learning and provide measures of attainment from which the progress pupils make over their time in school can be recognised. In many subjects, the assessment procedures are not precise enough to recognise the small steps some pupils make in their learning or to recognise the progress pupils make over all the attainment targets or elements of the subjects. Too little use is made of assessment information in preparing lessons and in planning the curriculum in the subjects.

52. Because the school does not assess pupils' progress in the foundation subjects with sufficient accuracy, it is difficult to judge its level of effectiveness in promoting progress. This is not the case for the behaviour of pupils. Accurate records and specific targets help the school recognise that it is very effective in promoting and maintaining very good behaviour.
53. There are sufficient teachers and support staff for the delivery of most of the curriculum. All staff are experienced in dealing with pupils with special educational needs. Most have additional qualifications in special educational needs. The school has tried and failed to recruit specialist staff for art and music. This has affected the provision made for music but not art, which as a temporary measure is being led by the deputy headteacher. Support assistants have considerable experience. They work very well with their teachers and make a significant contribution to the standards pupils achieve and the progress they make.
54. Formal appraisal of teachers is in abeyance. The programme for the professional development of staff identifies their training requirements and areas for improvement. It works very effectively in meeting training needs.
55. The current accommodation is satisfactory. Some classrooms are still dark but are made brighter by good quality and varied display. General repairs and maintenance have improved to a certain extent, however the exterior of some of the building still shows some neglect. The new school building will provide good accommodation, which will meet the needs of the pupils and the demands of Curriculum 2000. It will include a dedicated room for information technology, an extensive library and space for teachers to prepare their work.
56. Resources to support teaching and learning are good in many subjects and have improved since the last inspection. This is because curriculum co-ordinators now identify the resources they require. Resources are good in English, science, art, music, personal and social education, physical education and in religious education. They are satisfactory in mathematics, design and technology, geography and information technology. In most subjects, resources are well matched to the age and abilities of the pupils.
57. The financial affairs of the school are well managed by the governors' finance and general purposes committee, and through the day-to-day control exercised by the head teacher and the administrative assistant. The shortcomings identified in the previous report have been well addressed. For instance, the school development plan now identifies a good level of clear success criteria that enable spending to be monitored against its effect on the quality of provision and the progress made by pupils.
58. Financial planning aimed at supporting educational priorities is good. For example, over the last three years the sum of £64,000.00 has been saved to fund the planned broadening of the curriculum, especially that offered in information technology, when the school moves to its new premises. The school accounts are properly audited. The

small number of minor recommendations made at the last audit (April 1999) have been fully implemented. The school makes good use of new technology in conducting its financial affairs. The establishment of cost centres, and the good use of appropriate computer programs, ensures that there is no overspending within the agreed expenditure programme. The administrative assistant very effectively oversees the monthly expenditure and the process of ordering and checking invoices on receipt. She makes a significant contribution to the smooth day-to-day running of the school. The procedures for gaining best value for money operate satisfactorily. The school has good systems for ensuring that resources and contracts for services are secured in the most economic, efficient and effective way.

59. The school receives a small number of specific grants that are used to raise standards in designated areas. These include £15,000 from the Standards Fund that is earmarked to support further developments after the move to the new building. Multi-cultural development is being well supported through use of the Ethnic Minority Achievement Grant. This has helped extend the provision for cultural development, especially by funding a visit by a Zimbabwean musician, who inspired pupils throughout the school.
60. The very good quality of the teaching; pupils' good learning; the good and very good progress they make in most subjects and in the development of their personal and social skills; the very good relationships they have with all staff; the very good progress they make in their behaviour, and the good leadership set against a lower than average cost per pupil all contribute to the school providing very good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body and the headteacher should:

- Develop and implement whole-school procedures for assessing pupils' attainment in all subjects, which:
  - (i) include a baseline assessment for pupils on entry to the school;
  - (ii) take account of pupils' special educational needs;
  - (iii) record progression within a key stage;
  - (iv) inform teaching, learning and the development of the curriculum; and
  - (v) help judge the effectiveness of the work of the school.  
(Paras: 18; 39; 40; 51; 52; 65; 66; 73; 81; 95; 101; 139)
  
- Broaden the curriculum in information technology, and increase its use in supporting teaching and learning in all subjects.  
(Paras: 29; 71; 81; 95; 107; 108; 112)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9.5	35.8	43.4	11.3	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	46
Number of full-time pupils eligible for free school meals	26

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.2	School data	9.6

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

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	8
Black – other	7
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	31
Any other minority ethnic group	

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

	Fixed period	Permanent
Black – Caribbean heritage	10	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	18	
Other minority ethnic groups		

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

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

#### **Qualified teachers and classes: Y3 – Y7**

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	5.3
Average class size	7.6

#### **Education support staff: Y3 – Y7**

Total number of education support staff	7
Total aggregate hours worked per week	197

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	556,902
Total expenditure	524,372
Expenditure per pupil	8,739
Balance brought forward from previous year	60,922
Balance carried forward to next year	64,987

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

#### **Questionnaire return rate**

Number of questionnaires sent out	46
Number of questionnaires returned	6

### **Summary of parents' and carers' responses**

Parents are appreciative of the work of the school, especially that their children like going to school. They believe that the school is well led and managed, that the teaching is good, their children work hard and that the school is helping them to become mature and responsible.

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

### **ENGLISH**

61. The standards achieved and the progress made by pupils in speaking and listening are good. In both reading and writing the standards achieved and the progress pupils' make are satisfactory.
62. In all classes, pupils make good progress in their speaking and listening. The very good relationship between pupils and teachers encourages pupils to talk freely and to listen attentively. The speaking and listening skills of Year 3 pupils are limited. When they first enter school, they find it difficult to relate to each other. By the end of the year, the highest attaining pupils are beginning to use a wider range of expression. This enables them to explain accurately what they have learned in lessons. By the time they reach Year 6, they attain at Level 3 of the National Curriculum. They are confident when they speak in front of others and can discuss their ideas and feelings. The very good programme of personal, social and health education also helps pupils learn speaking and listening skills. This encourages pupils to talk about personal issues and to practice real life conversations within a safe environment. For example, they learn to make an emergency telephone call.
63. In Year 3, the reading skills of the poorest readers continue to be very limited. They lack confidence when reading. They cannot use phonic skills and this prevents them from making effective progress. The best readers, read at Level 2 of the National Curriculum. They have a good sight vocabulary and understand the relationship between print symbols and sound patterns. Their use of contextual clues provides too little help in understanding their reading. At the end of Year 6, the poorest readers cannot read unfamiliar words. They have a very limited sight vocabulary and most do not enjoy reading. The best readers read at Level 3. Even though their skills in reading new words continue to be limited, they read with confidence and good intonation. Not being able to operate fully as independent readers limits their understanding of texts and the usefulness of reading as a means for finding out in the other subjects.
64. The lowest attaining pupils in Year 6 cannot write simple words or sentences without a great deal of support. The over use of photocopied handwriting exercises fails to motivate or help these pupils make adequate progress. The highest attaining pupils in Year 3 can spell simple words correctly and form their letters clearly. They write simple descriptions and report simple facts. Too few opportunities are provided for them to practice cursive writing and this limits the progress they make toward developing a legible style. The best writers in Year 6 are at Level 3. They can plan and draft their work. They write descriptions and poems over a wide range of content in different styles. They sustain an idea very well and use their vocabulary sufficiently well to pass on their message to a reader.
65. The quality of teaching has improved since the last inspection. Now, it is good. The principles of the National Strategy for Literacy are well used English lessons and other subjects. Teachers have a good knowledge of English and of how to teach the subject effectively. Good use of big books and the very good deployment of support assistants ensure that pupils try hard and work well at lesson tasks. Planning is satisfactory. In a small number of lessons, group reading and vocabulary exercises go on for too long. This leaves too little time at the end of the lessons to consolidate skills or reinforce new learning. Assessment in lessons is satisfactory. Teachers and support assistants know what pupils can do and what they have learned. However, this information is not

well used in planning future lessons.

66. Pupils start at the school at different times in the year and at different ages. Most pupils arrive at school with little or no information about attainment in English. The absence of a comprehensive testing programme that provides detailed information about what pupils know and can do makes it difficult for teachers to match the lesson tasks to their requirements. This can lead to the setting of work that has already been learned or of work that is too challenging. Both act to limit the progress which pupils could make.
67. Leadership and management are very good. The co-ordinator very effectively monitors and evaluates the provision, including the quality of teaching and learning. The action plan for English has identified strengths and weaknesses in the provision, as a first step toward further development.

## **MATHEMATICS**

68. The standards pupils achieve are satisfactory. When pupils are admitted, most lack understanding and knowledge in the subjects, but they make satisfactory progress and good progress in number.
69. By the end Year 3, the highest attaining pupils have learned number bonds to 20, and know their 2, 3, 5 and 10 times tables. They count to 50, and name and describe common 2 and 3-dimensional shapes, such as square and cube. They continue to build well on their learning in Years 4 and 5, so that by the end of Year 6, the highest attaining pupils carry out column addition and subtraction with hundreds, tens and units. They are beginning to understand long division. They work confidently with proper and improper fractions and can calculate the area of simple shapes such as squares and triangles. They have learned to handle data well and record and interpret information using bar and pie charts and other simple graphs. The highest attaining pupils can work at Level 3 of the National Curriculum, especially in number. For a small number of pupils this represents very good progress. But at the end of Year 6, the lowest attaining pupils continue to work within Level 1.
70. Pupils' attitudes to mathematics are almost always good or better. They behave well in lessons, particularly when teachers explain ideas clearly and when questions and tasks are well-matched to their capabilities. Pupils especially enjoy the briskly paced mental arithmetic sessions. Their success helps to build confidence and self-esteem, as does the opportunities they have to recognise the good progress they have made.
71. Teaching is good and, in a minority of lessons it is very good. Precise organisation and good attention to detail are key features of the very good teaching. Teachers know the subject well and have a very good knowledge and understanding of the needs of their pupils. All pupils are persistently challenged to extend their thinking. Very good behaviour management by teachers and classroom assistants promotes the learning of all pupils. Teachers place an appropriate emphasis on basic numeracy skills. The short, briskly paced sessions on number bonds and tables result in pupils' mental computation becoming quick and accurate. However, pupils do not have sufficient opportunities to extend their learning through the use of information technology. There are too few planned links between mathematics and the other subjects.
72. The National Strategy for Numeracy has been effectively implemented. It is having a good impact on the standards of teaching and on pupils' learning. Mathematics has gained from the recent monitoring, as part of the school's programme of self evaluation conducted by the advisory service of the local education authority. In addition to the

procedures carried out by the headteacher and deputy headteacher, the co-ordinator regularly monitors planning, teaching and learning. Areas for development have been identified and are being addressed through a programme of in-service training. As a result, even those teachers with no specialist training in mathematics, are teaching the subject with insight and confidence. The procedures for evaluating the work in the subject have substantially improved since the last inspection.

73. Assessing and recording attainment are satisfactory, but because learning is in small steps assessment is not wholly effective in identifying what pupils know, understand and can do. This limits the information available for long-term curriculum planning and the effectiveness of pupils' individual programmes of work, because targets for learning are too imprecise. The quantity, quality and use of resources to help teaching and learning are good and have improved substantially since the last inspection. Too little use is made of information technology to reinforce what has been learned and provide scope for new learning.
74. The frequent opportunities pupils have to work in small groups make a good contribution to their social development.

## **SCIENCE**

75. The standards achieved and the progress made by pupils in science are good.
76. In Years 3 and 4, in the study of scientific enquiry the lowest attaining pupils follow instructions with help when they construct simple electrical circuits. The highest attaining pupils make simple circuits using batteries, crocodile clips, wires, switches and bulbs without assistance. In living processes, the lowest attaining pupils have learned to identify and name external body parts, for example eyes, nose, hands and feet. The highest attaining pupils understand the process of live birth. They know that insects lay eggs and that caterpillars metamorphose into butterflies. When studying materials and their properties, the lowest attaining pupils have learned the difference between solids and liquids. The highest attaining pupils know that sieving is a process for separating different sized particles. They enjoy doing this with different materials and explaining their results. In the study of physical processes, the lowest attaining pupils have learned that magnets attract and repel. The highest attaining pupils understand that light travels in straight lines. They know that sound and light are different forms of energy. By the end of Year 4, the lowest attaining pupils continue to work toward Level 1 of the National Curriculum. The highest attaining pupils operate at Level 2 and occasionally at Level 3, when they study life processes.
77. During Years 5 and 6, the lowest attaining pupils know that the heart is a muscle and that it pumps blood around the body. They know it beats faster after exercise. The highest attaining pupils know what a pulse is, where it can be detected and that it should not be felt using a thumb. They have learned to calculate pulse rates. They carry this out before and after exercise. They know why the heart beats faster during exercise. In life processes, they have learned how to collect data accurately and understand why plants need water and light to develop. They know that the brain controls the body. They use scientific vocabulary accurately, for example cardiac muscle to describe the muscle of the heart. When studying materials and their properties, the lowest attaining pupils know why different clothes are worn in winter and summer. The highest attaining pupils understand the insulating properties of air. They know that plastics are good insulators and that metals are good conductors. In physical processes the lowest attaining pupils have learned that some materials are magnetic and that some are not. The highest attaining know that sound is produced by objects vibrating and that sounds

needs to be transmitted through a substance.

78. Over the four years of Key Stage 2, the lowest attaining pupils make progress over the full range of the subject to attain at Level 1 and occasionally Level 2 of the National Curriculum. By the end of Year 6, the highest attaining pupils regularly attain at Level 3 and very occasionally at Level 4. For both groups this represents good levels of achievement.
79. Pupils' attitudes to learning science are very good. They enjoy the subject and are enthusiastic about their learning. They are confident as learners and will take risks in front of their peers when offering answers to teachers' questions. Pupils value and accept contributions from each other. They celebrate the success of others when they correctly answer questions, including those in science quizzes.
80. The quality of teaching is very good. Teachers have very good subject knowledge. This enables them to plan activities that interest and engage all pupils whatever levels they attain. They teach with enthusiasm and encourage pupils to enjoy their learning. All teachers have a very good knowledge of the pupils' special educational needs. They use a wide range of very effective behavioural management skills. Both help to limit the occurrence of inappropriate behaviour and prevent the occasional incident from escalating. Very good use is made of lesson time with activities changed at appropriate intervals to maintain pupils' interest in their learning. Lessons are well planned with clear learning objectives.
81. The co-ordination in the subject is good. The detailed schemes of work are reviewed annually by all staff. The programme of study of the National Curriculum for Key Stage 2 is covered. Plans are in place to ensure that all teachers are observed by the co-ordinator before the end of the current term. This will supplement the monitoring and evaluation of teaching which is carried out by the headteacher and deputy headteacher. The co-ordinator examines the termly and weekly plans for all class teachers. The school has adopted a commercial scheme for assessing and recording attainment and progress in science. At this time it is not operating with consistency and is not providing satisfactorily relevant information on pupils' attainments. Science is very well resourced, but insufficient use is made of information technology to support teaching and to extend pupils' work in the subject.
82. Science makes a good contribution to pupils' moral and social development. Pupils develop a deeper understanding of how humans relate to other living things. The subject has improved since the last inspection. This has occurred because the quality of teaching is better and the leadership has improved. Both have contributed to the very good improvement in the standards pupils achieve and in the progress they make, in comparison with those reported last time.

## **ART**

83. The standards achieved in art are good. Pupils make good progress.
84. During Years 3 and 4, pupils have learned about colour, texture, line, tone, shape, form and pattern. In their drawings and paintings they demonstrate their new knowledge by mixing colours effectively and by showing an understanding of light and shade. They become good at building patterns in the style of William Morris, using a variety of papers and fabrics. They have learned about 3-dimensional shapes through their work in pottery, ceramics and model making. The highest attaining pupils produce good quality work that is well finished in bright colours. They learn to observe with greater accuracy,

and this shows in their increasing attention to detail in their still-life pictures. They have learned the importance of planning, for example when they make sculptures from recycled and junk materials.

85. During Years 5 and 6, pupils' art vocabulary increases considerably. For example, the highest attaining pupils show a good understanding of perspective when explaining their work. They become aware of art of a number of different styles through their study of the futurists, the impressionists and modern artists, such as Piet Mondrian, Andy Goldsworth and Chris Drury. They practice painting in the style of these artists. They did this when they painted the covers of CDs in the style of the futurists. They extend their 3-D work by making clay models of ring-pots and thumb-pots, which are fired in the kiln. The good progress they make is over the full range of the National Curriculum programme of study.
86. Pupils enjoy learning about art and completing their projects. They are enthusiastic learners. They behave very well; they work well as individuals and will co-operate when required. They know that they are expected to work hard at their work and they do. Consequently, work is rarely uncompleted.
87. The quality of teaching is mostly very good. In the other lessons it is excellent. These lessons are very carefully planned and include a range of specific objectives. For example, in one lesson, pupils discussed the theme of a painting, made detailed observations about shadows and aided by sounds, tastes and smells were encouraged to be as spontaneous as they could be in an attempt to demonstrate creativity. Pupils benefit greatly from the lively, enthusiastic way art is taught. Teachers' expectations are high and they encourage pupils to do their best at all times. Very good use is made of praise and the progress pupils make benefits from the helpful discussions on their work when it is finished. The programme of visits, for example to local art galleries is well thought out and helps pupils to learn about a wide range of art.
88. The scheme of work is being reviewed to take account of the requirements of Curriculum 2000. The school has failed to fill the vacant post for a specialist art teacher and currently, the deputy head teacher co-ordinates the subject. This he does very well. The assessment of pupils' work is satisfactory. Each pupil has a folder of work assessed against National Curriculum levels. The range of resources is good and includes a specialist room for teaching the subject.
89. Pupils' work is well displayed around the school. This makes an important contribution to the school's ethos of celebrating good and better achievement. Art makes a significant contribution to pupils' spiritual and cultural development through the study of the art and artists of different countries and different times. Also, through the very good use of the artist in residence programme. The work of a student art therapist makes a good contribution to the emotional growth of a small number of pupils.
90. Since the last inspection, due to the better quality of teaching, the standards pupils achieve and the progress they make have each improved substantially.

## **DESIGN AND TECHNOLOGY**

91. The standards pupils achieve and the progress they make in lessons are good. However, the design and technology curriculum provides pupils with too few opportunities to work with a broad range of materials and components or to use an appropriate range of tools, including power tools. This limits the progress they make in designing skills and in knowledge and understanding. Over the full range of the subject,

the standards pupils achieve and the progress they make are satisfactory.

92. By the end of Year 3, pupils can construct houses, helicopters, parachutes and soft toys. They have learned about the characteristics of a wide range of materials such as softwood, cardboard and fabric and how these may be joined together with glue, staples and by sewing. The highest attaining pupils know about the link between detailed planning and the quality of their construction. They use this information in planning and making good quality model rooms and houses. Over Year 4, their designing and making skills are extended, by making models that move and models that float. They have learned to work with metal and gain more knowledge of construction techniques, through testing for strength and applicability. In each year, design and making briefs link closely with cross-curricular topics. For example, in Year 5, pupils design and make a model of a Roman siege engine when they learn about Ancient Greece and Rome. During this year, the highest attaining pupils become good at evaluating their designs and their construction techniques. They are good at explaining their work. They use appropriate vocabulary; for example they use 'pulleys' and 'fulcrum' when they talk about the siege engine. By the end of Year 6, pupils incorporate electric motors into their designs in order to create movement and use batteries to provide light. For example, when they design and build an electrical circuit for their model home. As they progress through the key stage, they learn about the need for good design and planning and of the importance of evaluating their construction. In food technology, pupils learn to design and make basic food types, for example simple sandwiches, before learning about and making food associated with countries that are the focus of the cross-curricular topic work. For example, they design and make a French meal and also one with a Caribbean flavour.
93. Pupils learn very well in lessons in design and technology. They work enthusiastically and particularly enjoy the making part of the subject. They work well as individuals and also when they work as members of a small group, as they did when making bread for the Harvest Festival. They behave very well in their lessons, listen attentively to the instruction of the teacher and support assistant and enjoy talking about their work.
94. The quality of teaching is very good. In food technology, it is an advantage that classes are small and the accommodation is suitable. In these lessons the relationship between the teacher and pupils is very good. Lesson planning is good. The expectations of teachers are high and are based on the very good knowledge they have of their pupils. Support assistants are very well deployed and make a very effective contribution to the standards pupils achieve and the progress they make.
95. The co-ordinator of the subject has recently been appointed. The very good quality of teaching does not result in very good progress over the full range of the subject for two reasons. The scheme of work is planned within the cross-curricular themes identified for each term, but it pays too little regard to covering all the elements of the Key Stage 2 programme of study. Even though teachers and support assistants are very good at recognising what pupils are learning in lessons, applying this information over the duration of the key stage to the attainment targets of the subject is very difficult and it is not done well. Information technology is insufficiently used to help support teaching and learning.

## **GEOGRAPHY**

96. Only two lessons were seen in geography. In these lessons the standards pupils achieved and the progress they made were good. However, the analysis of previously completed work indicates that the progress pupils make, over the full range of the

subject, over the duration of the key stage is satisfactory.

97. During Years 3 and 4, pupils begin to learn about maps. They recognise a map of the world and the position of the United Kingdom. By the end of Year 6, the highest attaining pupils have a good knowledge of the map of the United Kingdom and demonstrate this by being able to locate the major cities without using reference information. They can do this for the major landmasses of the world, including North America, South America and Australia. They make good use of their visits into the locality to see the characteristics of places, such as different types of coastlines and harbours.
98. During Years 5 and 6, they learn about the water cycle. They go to the source of the River Avon. They learn about the way the river changes and the effects of erosion. When they study the topic on Ancient Egypt, they learn that the Nile is a river, has a delta and had a very important role in transport and in agriculture in ancient times. Pupils' knowledge of the world has also been extended through looking at "What's in the News". In particular they have gained knowledge of Australia through watching part of the Olympic Games. By the end of Year 6, the highest attaining pupils are confident in their knowledge of rivers and how the environment can be protected. In map work, the lowest attaining pupils understand simple grid references and can locate a town or village using a reference. They know and understand routes and can chart their route to school. The highest attaining pupils can use the reference system to locate towns, villages and other features such as mountain peaks. Over all four years of the key stage, pupils learn about the weather. By the end of Year 6, the highest attaining pupils have a good knowledge of weather symbols and know that forecasting can be unpredictable. They have learned about the weather in other parts of the world, where there is more rain or very little rain. They, especially, enjoy using their specialist vocabulary to explain the weather.
99. The quality of teaching is good. Teachers have a good knowledge of the subject and are confident and effective in managing pupils' behaviour. Planning for lessons is good. Teaching methods are well chosen and, in combination with the good use of appropriate resources, help make pupils enthusiastic learners. For example, particularly good use is made of videotapes and over-head projectors. Questioning and explanation are good throughout, often at different levels of complexity so as to meet the needs of individual pupils. Support assistants are well deployed and make an important contribution to pupils' learning.
100. Pupils' response to teaching is good and contributes to the good quality of their learning and their good progress they make in their lessons. They are interested in their learning, especially when this is about other places and the people who live there. They are confident learners who are always ready to ask and answer questions in their lessons.
101. The policy document and scheme of work are both good and show that the programme of study for the key stage is covered in a sensible and logical order. The scheme of work identifies procedures for assessing pupils' attainment. These work only satisfactorily well in recognising the progress pupils make over the full range of the subject. Too little use is made of this information in planning future lessons. As a consequence, the good quality of teaching and learning results, over time, in only satisfactory progress. Resources to support learning are satisfactory.
102. Especially, through learning about environmental issues, geography plays a significant role in pupils' spiritual, moral, social and cultural development.

## **HISTORY**

103. The standards achieved in history are very good. Pupils make good progress. There has been a good improvement in both since the last inspection.
104. Pupils in Year 3, through their study of Tudor times, have a good knowledge and understanding of life in the past and that it differed from life today. The highest attaining pupils have begun to reflect upon the events of the reign of King Henry VIII, and to identify reasons why Henry acted as he did. The lowest attaining pupils understand that King Henry lived a long time ago and that he had six wives. Pupils learn history as part of the termly topics. Over the time of the inspection, Years 4 and 5 were learning about Ancient Egypt. Through the use of a wide range of resources and visits, which support very well their learning in lessons, pupils have developed a very good factual knowledge of the customs and beliefs of this period. They can use the associated vocabulary well when, for example they talk about the Pharaoh. They know the Ancient Egyptians used a hieroglyphic system for writing and are expert at interpreting the system they have formed. Pupils ask questions that show that they are thinking carefully about the subject matter. For example, one pupil asked a question on the importance of the heart to the prestige of a person, "How did the Egyptians know that the weighing of the heart was a fair test, as different size feathers could change the result". By the end of Year 6, pupils know about the importance of researching for historical knowledge and why research has to be conducted fairly. Pupils enjoy demonstrating their knowledge of history, which they re-tell as a story and in doing so show a very good understanding of what is taught in lessons.
105. Teaching is always very good and on occasions it is excellent. Teachers have very good subject knowledge. They teach the subject with enthusiasm. In most lessons their choice of methods is excellent. For example, in one lesson pupils had to act as archaeologists and discover under a layer of sand hieroglyphic messages that had become displaced over time and had to be relocated in jigsaw fashion before the message could be properly interpreted. This, and the very good use of a wide variety of resources, ensures that all pupils work hard, remain focussed on their tasks and enjoy learning. The good use of open-ended questions helps pupils to think about what is being taught and challenges them to consider different sources of the information. Role-play is very effectively used in lessons to further the understanding of customs and rituals. Support assistants are expert at helping pupils to act out their roles, which helps them gain a very good understanding of why certain decisions were made.
106. Pupils enjoy history lessons. They take part in lessons fully and with enthusiasm. In the lessons in which the quality of teaching is excellent, pupils are inspired as learners and become enthusiastic to learn more of the subject.
107. The co-ordination of the subject is good. Day to day assessment is satisfactory. This informs pupils' annual reviews, but is not well used as a guide for the planning of lessons. Although pupils use word-processing to complete reports, information technology is not sufficiently used to support teaching or to extend pupils learning.

## **INFORMATION TECHNOLOGY**

108. Information technology is not taught as a discrete subject. When it is the focus of teaching in the lessons in other subjects, the standards pupils achieve and the progress they make are satisfactory. The elements of communicating and handling information, and controlling, monitoring and modelling are insufficiently covered to fully match the Key Stage 2 programme of study. The lack of a policy for using information technology to support teaching and learning in the subjects, results in lost opportunities to reinforce

and extend pupils' learning across all of the curriculum.

109. In Years 3 and 4, the lowest attaining pupils switch computers on and off without help. They understand that they are not toys. They know that personal computers have different parts that interact with each other, for example the screen, the keyboard and the mouse. With help, they use very basic word processing programs to produce greeting cards. The highest attaining pupils save and reload text. In Year 5 and Year 6, the lowest attaining pupils switch on and load programs unaided. They navigate through menus using the mouse and keyboard until they reach the one they want. With support, they copy and paste graphics from one program to another. The highest attaining pupils use word processing programs well, especially 'Writeaway', and graphics programs, for example 'Printshop Deluxe', which they use to design cards and reading books. They enlarge and transport graphics between programs. By the end of Year 6, the highest attaining pupils can gain access to Internet sites. They use simple CD ROM disks from which they can successfully gain new information. Pupils have published some of their work on the Internet and completed work has been included in a display at the Millennium Dome.
110. Pupils' attitude to information technology is good. They enjoy working with computers and producing work of a high standard. The use of computers enables the lowest attaining pupils to be proud of their work and thus enhances their self-esteem. All pupils treat and operate the equipment appropriately and with respect.
111. When the focus of teaching in lessons is on information technology, the quality of teaching is good overall. Teachers have a good subject knowledge, which leads to good lesson planning with clear learning objectives. Tasks are well matched to pupils' capability. This promotes interest and assists them to make progress. Activities are changed regularly to maintain pupils' motivation. Good use is made of open-ended questions to revise previous learning, for example how to cut and paste. At the end of some lessons, time is spent to review what has been learned. This helps to clear confusion and to reinforce learning. Support assistants are very effective in helping pupils learn.
112. The co-ordination of the subject is unsatisfactory. The co-ordinator does not have sufficient time to enable the task to be undertaken effectively. The co-ordinator has very good subject knowledge and is currently awaiting training in order to provide leadership and suitable support for the other teachers. The Qualifications and Curriculum Agency exemplar scheme has been adopted as the scheme of work, although it is not covered fully. Too little use is made of information technology to support learning in the subjects. Some use is made in English and in history to draft, redraft and produce final copies of written work and in mathematics and science to produce pie and bar charts to present data. In lessons in the other subjects, pupils do not have the sufficient opportunities to extend their learning because the limited quantity of software programs available and the teachers' lack of knowledge in how computers can help support their teaching. Good use is made of digital cameras to personalise reward certificates for good work and/or behaviour.
113. The headteacher has withheld funds to support the further development of the subject until the school has been relocated to their new premises in February 2001. The plans for developing the subject are good and should ensure effective use is made of information technology in supporting teaching and learning and in promoting better standards and better progress in the subject.

## **MUSIC**

114. The standards achieved and the progress made in music are satisfactory. At the last inspection they were better. They have declined since then because the specialist teacher of music has left the school. Currently, there is no teacher with specialist training or one who has specialist knowledge of the subject. The subject has no co-ordinator. The governing body intends appointing a specialist teacher of music to lead the subject as soon as is possible.
115. By the end of Year 6, pupils have learned to perform their songs with gusto and to link movements to songs. They have learned to write non-standard notation and can read a rhythm and sustain it for a good length of time by clapping, hitting and shaking percussion instruments. They know that music can convey moods and ideas. They recognise happy and sad, slow and fast, jazzy and wobbly music. They know a good number of technical words that help describe music and how it should be played.
116. Pupils' attitudes to music are good. They are enthusiastic learners. They enjoy singing together, and following non-standard notation when they beat a rhythm. They are pleased when they have the opportunity to explain what they are doing using technical words such as 'crescendo' and 'ostinato'. They behave very well in lessons. They take great care of the musical instruments that they play and are proud when their contribution to a performance begins and ends on time.
117. The quality of teaching is satisfactory. The very good knowledge teachers and support assistants have of the pupils' helps to sustain their interest in the lesson and to behave well. Lessons are planned well. Good use is made of the good range of resources, for example percussion instruments and bells. Support assistants take a full part in singing songs or sustaining rhythms and make an effective contribution to pupils' learning. However, the lack of specialist knowledge of the teachers, compounded by their inability to gain specialist advice from a co-ordinator for the subject, results in lessons in which the objectives are frequently too simple. As a consequence, pupils are not sufficiently challenged as learners and this limits the opportunities they have to demonstrate their capabilities as performers and composers and in appreciating music over its full range.
118. The absence of a co-ordinator with specialist training and knowledge in the subject compromises the standards pupils are achieving and the progress they make.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

119. The standards pupils achieve and the progress they make in the development of their personal and social skills are very good. Both have improved since the last inspection.
120. Pupils enter the school because they have had difficulty in behaving appropriately in their previous school. Those who enter at Year 3 quickly learn to take turns and to listen to their teachers and other pupils. Some, because of the nature of their learning difficulties, find this difficult to achieve at all times. But even these pupils have a very clear understanding of why they should co-operate. All pupils know that looking after themselves is important. For example, that they should wash their hands before eating and clean their teeth regularly. They quickly become aware that they can, and must, take responsibility for their own behaviour and safety. The more mature pupils can describe why some places and things are dangerous, such as busy roads and electricity. During Years 4 and 5, they continue to make very good progress, so that at the end of Year 6 they have a good understanding of the dangers of taking unknown substances, the need to eat healthy foods and the sense of taking regular exercise. By this time, they have learned to respect the views of others, even when they disagree

with them. They have gained sufficient self-confidence to be able to talk confidently of what they feel and think, even when they know they are in the minority. The personal development of pupils underpins all aspects of the school's provision. In lessons, and at break and lunch times, pupils are treated with respect within a clearly identified rule structure. They know that all staff have high expectations of them. Both contribute to the significant efforts pupils make in further developing their personal and social skills. For example, they learn very quickly that behaving well can be difficult but achievable, and that effort and hard work are to be valued.

121. Pupils are usually co-operative and attentive in lessons. They respond very positively to praise. This was clearly demonstrated during a 'Champs' assembly when self-esteem and self-confidence visibly improved as they received certificates and were congratulated for achieving their personal targets.
122. Pupils are encouraged to show initiative. It is normal for them to open doors for staff and to show visitors around the school. The many planned opportunities pupils are given for taking responsibility, for example doing duty at lunch times in the school's office, including answering telephone call, helps promote growth in self-confidence and develop the skills of independence.
123. The quality of teaching is mostly good, and sometimes it is excellent. Very good planning, the use of a wide range of teaching strategies and excellent behaviour management are features of the outstanding teaching. Lessons are usually enthusiastically presented. The use of well-chosen resources helps to maintain pupils' interest. All adults in school, including teachers, support assistants, the school meals supervisory assistants, administrative secretary and the site manager are excellent role models for courteous and respectful behaviour. The very good relationship between pupils and staff make an important contribution to the very good progress pupils' make in developing their personal and social skills.
124. The subject is very well led. Links with other subject areas are included in the policy and scheme of work. This helps to promote personal and social development in all areas of the school's provision. The multi-disciplinary team make an important contribution to guiding the school's work for individual pupils, as do the sessions of therapy which some pupils take part in. Assessment is mainly based on pupils' progress towards their behaviour targets in individual education plans. The procedures are excellent and make a significant contribution to behaviour in the school being very good.
125. Through the content of lessons and the therapy sessions, the subject contributes very well to pupils' spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

126. The standards pupils achieve in physical education are good, as is the progress they make.
127. In Years 3 and 4, pupils are beginning to show awareness of space and are developing their skills in catching, throwing, bouncing, kicking and striking. They learn to land correctly when they tumble, to travel at different speeds and in different directions and to bend and stretch appropriately, using contrasting movements. The highest attaining pupils have learned to support their weight on their hands, lifting and lowering into a variety of body shapes. They do this as individuals or with a partner. By the end of Year 4, they know the rules of simple games. They have learned to listen well to instructions.

They can pass, hit and roll balls and throw these and beanbags with increasing accuracy. In dance, pupils perform movements in sequence and are introduced to a small number of traditional dances.

128. In Years 5 and 6, they continue their very good progress in learning ball skills. Their catching skills are especially good. In gymnastics, they change direction readily, find space quickly and perform a sequence of up to six twists, turns and tumbles. They understand that movements can be large or small. They have learned to accurately mirror the action of others over a wide range of body movements. In games, they continue to develop the skills of co-operation through taking part in team games, although in the pressure of the game many pupils still find this difficult, even at the end of Year 6. Pupils understand the need for warming-up and are developing an understanding of the rules of popular games such as cricket. They are able to talk about their performances and can discuss the best tactics for their team. The standards pupils achieve in swimming are very good. By the end of Year 6, the best swimmers can swim all four strokes confidently and with a good style. They can easily swim more than 100 metres. Even the youngest pupils in Year 3 are confident in the water. When supported by flotation devices, they can splash and immerse their faces.
129. The quality of teaching is good. The teaching of swimming is very good. Teachers have a good knowledge of the subject, high expectations for learning and an appropriate regard for safety. Good performance by pupils is routinely praised. Pupils' behaviour is very well controlled, especially in the swimming pool. Lessons are well planned. Teachers give clear and effective instructions and appropriate demonstrations, so that pupils are very clear as to what is expected of them. Many lessons in physical education very effectively incorporate the use of music to support teaching and learning.
130. Pupils' response in lessons is good. They enjoy the activities and take part willingly. By the end of Year 6, they work more effectively as members of small groups or teams. From Years 3 to 6, progressively, they learn to accept the rules of games and increasingly show good sporting behaviour. They help and encourage each other, sometimes helping others to complete a task, such as patting a volleyball over the net. They dress appropriately for their lessons.
131. The subject is well led. Both the policy and the scheme of work are good. They include reference to all areas of the programme of study. Assessment, recording and reporting procedures are very good in swimming and satisfactory over the rest of the subject. The subject co-ordinator is beginning to monitor and evaluate teaching and learning. This is in addition to the programme carried out by the headteacher and deputy headteacher.
132. Lessons in physical education make a good contribution to pupils' spiritual, moral, social and personal development, through pupils having to take part in activities that involve co-operation, competition, the need to adhere to rules and the need for self-discipline and fair play.
133. Resources are good. There is an especially good range of small apparatus. The curriculum in physical education is beneficially extended for many pupils by their participation in the sporting events of the local carnival, the Buxton Cricket event and an outdoor activities residential experience.
134. The standards reported for the subject at the last inspection have been improved upon.

## **RELIGIOUS EDUCATION**

135. The standards pupils achieve and the progress they make are good. These have improved since the last inspection.
136. By the end of Year 3, pupils know there are special people and places associated with worship and have become familiar with some stories from the Bible. They understand that people celebrate special occasions such as birthdays and know that Christmas is the birthday of Jesus. The highest attaining pupils are beginning to understand that water and light are significant in many religious ceremonies. During Years 4 and 5, pupils build well on their learning. By the end of Year 6, The highest attaining pupils recognise similarities between Christianity and other faiths, such as Islam. For example, they know the Bible and the Qu'ran are the holy books of each religion. They have learned that all religions use symbols to represent ideas, also that people of many faiths celebrate festivals such as Christmas, Eid-al Fitr and Divali.
137. Pupils have good attitudes to their work. They contribute enthusiastically to discussion and most listen carefully to the views of others. They particularly enjoy listening to stories from the Bible. The majority of pupils work hard to understand difficult concepts, such as symbolism and confession. Pupils behave very well in lessons in religious education.
138. The quality of teaching is very good. Lessons are carefully planned and as a result most tasks are well matched to pupils' individual needs. This helps them to progress well, even when the focus of teaching is on abstract concepts. Lessons make good links with other subjects. For example, on the understanding of moral issues presented in personal and social education. Well chosen resources and activities, which link very well with pupils' own experiences, make lessons in religious education interesting and lively. Pupils are allowed too few opportunities to record their learning. Besides limiting the quantity of work they produce in the subject, it also limits their opportunities to practice their skills of writing for a range of purposes.
139. Co-ordination of the subject is good. The Avon Agreed Syllabus forms the basis of the scheme of work. The co-ordinator is knowledgeable and enthusiastic and provides good support for teachers' planning. The quality of teaching and learning is monitored and evaluated as part of the programme led by the headteacher and deputy headteacher. Assessment procedures are satisfactory. Within the plans for the subject, assessment has rightly been identified as an area for further development. The better recognition of pupils' knowledge and understanding will provide better support for the planning of future lessons and for recognising the progress pupils make.
140. Since the last inspection resources for religious education have been substantially improved. Through the content of lessons, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.